

Wichita Falls Independent School District
Franklin Elementary
2018-2019 Campus Improvement Plan

Board Approval Date: November 12, 2018
Public Presentation Date: November 1, 2018

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: July 27, 2018

Demographics

Demographics Summary

Demographics At Franklin Elementary 2017-2018

481-Total Student Population

Student Enrollment by Race/Ethnicity

%	Race/Ethnicity
7.7%	African American
1.9%	Asian
39.5%	Hispanic
0.6%	American Indian
4.2%	Two or More Races
46.2%	White

Student Enrollment by Gender & Enrollment by Type

54.1% Male
45.9% Female
55.5% Eco. Dis
11.9% English Learners
9.1% Special Education Services

47.9 Full Time Teaching Staff

36 Full Time Teachers

Demographics Strengths

Demographics

Strengths

- We know WHO we are better than we ever have
- Most teachers are highly qualified
- Instructional coaches providing support
- Parents are involved and relationships are built
- Discipline has steadily decreased

Problem Statements Identifying Demographics Needs

Problem Statement 1: Franklin does not have a steady outreach to the Spanish speaking families in the community. **Root Cause:** Lack of prioritizing Spanish families and lack of bilingual staff to assist.

Problem Statement 2: Franklin lost 6 homeroom teachers and struggled to find high-quality replacements. **Root Cause:** Teachers need more support to encourage retention.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement 2017-2018

Overall Performance-Met Standard

Sub-Pops Overall Breakdown

	% @Approaches Grade Level or Above	% @ Meets Grade Level or Above	% @ Masters Gr
All Students	72%	41%	20%
African American	68%	29%	12%
Hispanic	62%	24%	7%
White	82%	58%	31%
Asian	100%	92%	69%
2 or more races	61%	39%	21%
Eco. Dis.	59%	24%	8%
EL	49%	24%	11%
Continuously Enrolled	75%	43%	21%
Non-Cont. Enrolled	64%	37%	19%

Student Academic Achievement Strengths

- Buy in from all staff on after school tutoring program.
- Pride Time Intervention Block implemented with fidelity.
- Data tracking systems stronger and more consistent.
- Teachers looking more closely at subgroups.

-Student Support Team meeting needs of students and ensuring teachers provide intervention and document those interventions.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Instructional leaders did not routinely review lesson plans, provide feedback & hold teachers accountable for incorporating that feedback. **Root Cause:** Principal did not plan well and delegate the shared responsibility of lesson plan checks.

Problem Statement 2: Only 49% of English Learners met the approaches grade level standard on all STAAR tests taken. **Root Cause:** Need more targeted interventions for our English Learners.

Problem Statement 3: In Domain II-School Progress, Franklin scored a D in Part B-Relative Performance.

School Processes & Programs

School Processes & Programs Summary

Initiatives at Franklin:

-Franklin is a Level 1 Certified High Reliability School, ensuring that students are educated in a safe and collaborative environment. Franklin is working toward a Level 2 HRS Certification, that includes effective teaching in every classroom.

-During the 17-18 school year, Franklin participated in the Seidlitz 7 Steps to a Language Rich Environment trainings. These steps were implemented in all classrooms and Franklin was badged as a Seidlitz Campus.

-This year Franklin is also implement the Capturing Kids Hearts program. This training occurred in August 2018 and teachers are currently implementing and will continue to grow in this area.

Processes at Franklin:

-Common assessments, curriculum-based assessments, benchmark tests, and data-analysis systems, are in place to monitor student progress. This informs classroom instruction, intervention groups, tutorials, and STAAR results.

-Teachers use the TEKS Resource system, participate in unit planning, and PLC meetings, to ensure that curriculum is implemented with fidelity.

-The administrative team, including instructional coaches, provide support for teachers.

-Franklin uses the Positive Behavior Support Model to implement our PAWS program for students.

-Parent & community engagement activities are provided through grade-level teacher activities, Literacy night, STEM night, Movie nights, book fair, PTA events, PTA music programs, choir tours and programs, etc.

School Processes & Programs Strengths

- Curriculum aligned with TEKS
- Use assessment to effectively measure assessment

- Use scientifically-based strategies
- Instructional Strategies (Seidlitz) aligns with improvement plan
- Use data effectively to drive instruction
- Teachers participated in goal setting
- Technology in every classroom
- Maximize the amount of time spent on instruction

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PLC's need more consistency. **Root Cause:** Not scheduled weekly during 17-18 school year.

Problem Statement 2: A system is needed that supports administration and coaches in ensuring that TEKS Resource System is implemented with fidelity.
Root Cause: Priority was not placed in this area due to focus on data analysis system.

Problem Statement 3: Franklin scored a C in Domain III-Closing the Gaps. **Root Cause:** Lack of knowing that 10 tests created a group in Domain III and we did not meet the additional targeted support indicators in 2 or more races, SPED, & ELs.

Perceptions

Perceptions Summary

-Franklin parents receive communication often and through several methods. The campus uses Remind text messages, Parent Link voice messages and emails, DoJo messages, Skyward parent emails, notes in English & Spanish, electronic sign, and mail.

-Bullying reports are taken seriously and handled by teachers, administration and the counselor. Reports are made to appropriate authority to ensure students are safe and secure at school.

-Parent input/feedback about how we are doing as a campus is welcome through surveys, parent comment box, and through regular forms of communication.

-Social media is used to share the positive things that are happening at Franklin by many teachers.

-Parent engagement activities are planned and advertised. Parents are always welcome for lunch visits, walking students to class, and participating as volunteers. However, appropriate security measures are taken in all situations to ensure that all grown-ups are accounted for when visiting our school.

-Students are provided many extra-curricular opportunities through UIL, spelling bee, after school clubs, books club, summer reading club, student council, and choir.

Perceptions Strengths

- Remind Messages Often
- Phone System used often
- Monthly Student/Parent Calendar
- Front entry safe and secure for students/families/staff
- PIE partners
- Family Nights
- Movie Nights
- Library Nights (Summer)
- Inclusive Campus activities
- After-school clubs
- Referrals have dropped
- Road to College
- CKH training

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The yearly average daily attendance remains below 97%. **Root Cause:** Attendance incentives could use more priority and more home-visits should be occurring.

Problem Statement 2: Spanish translation is not occurring enough at parent meetings, programs, parent engagement nights, and through written communication. **Root Cause:** Translation is not always prioritized.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- School safety data

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 04, 2018




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

Performance Objective 1: Increase grade level PLC meetings from 20 times per year, to weekly meetings that would include a minimum of 28 meetings per year.

Evaluation Data Source(s) 1: PLC Meeting minutes, agendas, email correspondence

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) All new teachers and teachers who changed positions will receive a mentor. The mentor will meet with them monthly to provide support and answer questions.</p>	2.5	Administration Mentors	New teachers and teachers who changed positions should feel supported.			
<p>Problem Statements: Demographics 2 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Instructional Coaches will be required to assist all teachers with effective teaching methods and classroom management skills. They will focus specifically in the areas of reading and math, but will support other areas as needed.</p>		Administration	Teachers will have support needed to be more effective.			
<p>Funding Sources: Title 1 Part A - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) All Franklin Teachers will participate in Instructional Rounds a minimum of once per semester.</p>	2.5	Administration Instructional Coaches	Teachers will learn highly effective teaching strategies/methods from one another.			
<p>Problem Statements: Demographics 2 Funding Sources: Not Funded - 0.00</p>						

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p>	2.5	Principal	Campus will maintain Highly Qualified Status for 18-19 school year.			
<p>Problem Statements: Demographics 2 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>5) New 3rd - 5th Grade teachers, administrators, and ESL teacher, will attend Seidlitz professional development on October 8, 2018.</p>	2.4, 2.5, 2.6	Principal	Teachers will perform confidently due to training provided.			
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p>*Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners.</p>	2.4, 2.5, 2.6	Superintendent Principal	Students will academically improve based on the high quality teacher.			
<p>Problem Statements: Student Academic Achievement 2 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>7) The Campus Principal will attend Required School Improvement Training at Region 9, due to the Additional Targeted Support identification for Franklin Elem. This training will occur on August 29, 2018. The root cause analysis and data analysis systems learned will be used at Franklin Elem. during 18-19 school year.</p>	2.4, 2.5, 2.6	Principal	Instructional planning and student assessment scores will improve through data analysis process.			
<p>Problem Statements: School Processes & Programs 3 Funding Sources: Not Funded - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

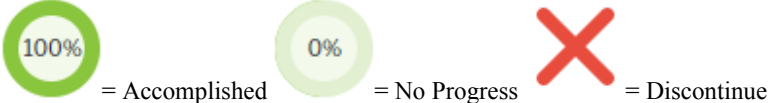
Demographics
Problem Statement 2: Franklin lost 6 homeroom teachers and struggled to find high-quality replacements. Root Cause 2: Teachers need more support to encourage retention.
Student Academic Achievement
Problem Statement 2: Only 49% of English Learners met the approaches grade level standard on all STAAR tests taken. Root Cause 2: Need more targeted interventions for our English Learners.
School Processes & Programs
Problem Statement 3: Franklin scored a C in Domain III-Closing the Gaps. Root Cause 3: Lack of knowing that 10 tests created a group in Domain III and we did not meet the additional targeted support indicators in 2 or more races, SPED, & ELs.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Increase the percentage of KG students reading at a Level C Instructional Level from 5% in September of 2018 to 80% in May of 2019.

Evaluation Data Source(s) 1: TPRI Summary Reports BOY, MOY, EOY

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Balanced Literacy	2.4, 2.5, 2.6	Principal Assistant Principal Reading Instructional Coach	Improved TPRI results			
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) Teachers will utilize the Leveled Reader Literacy Room to provide students with literacy at the appropriate levels.	2.4, 2.5, 2.6	Principal Reading Coach	Growth in reading levels.			
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00						
Critical Success Factors CSF 1 CSF 5 3) Encourage parents and families to send students to Pre-k and Kinder by sending home information about Pre-K and Kinder roundup when it is available in the Spring.	2.4, 2.5	Principal				
Problem Statements: Demographics 1 - Perceptions 2 Funding Sources: Not Funded - 0.00						
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Franklin does not have a steady outreach to the Spanish speaking families in the community. Root Cause 1: Lack of prioritizing Spanish families and lack of bilingual staff to assist.

Student Academic Achievement

Problem Statement 2: Only 49% of English Learners met the approaches grade level standard on all STAAR tests taken. **Root Cause 2:** Need more targeted interventions for our English Learners.

Problem Statement 3: In Domain II-School Progress, Franklin scored a D in Part B-Relative Performance.

School Processes & Programs

Problem Statement 3: Franklin scored a C in Domain III-Closing the Gaps. **Root Cause 3:** Lack of knowing that 10 tests created a group in Domain III and we did not meet the additional targeted support indicators in 2 or more races, SPED, & ELs.

Perceptions

Problem Statement 2: Spanish translation is not occurring enough at parent meetings, programs, parent engagement nights, and through written communication. **Root Cause 2:** Translation is not always prioritized.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Increase the percentage of 1st grade students reading at or above grade-level from 58% in September 2018 to 85% in May 2019.

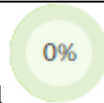
Evaluation Data Source(s) 2: BOY, MOY, EOY running record recording sheets. Instructional coaches intervention data. Grade-level data sheets in team drive.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Balanced Literacy	2.4, 2.5, 2.6	Principal				
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) Teachers will utilize the Leveled Reader Literacy Room to provide students with literacy at the appropriate levels.	2.4, 2.5, 2.6	Principal	Students will have opportunities to read a variety of texts at their own reading levels.			
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 3) Teachers will ensure a specific focus on fluency and comprehension that will be addressed during balanced literacy. Walkthrough visits by campus administrators will document that instructional strategies are implemented with fidelity. Campus administrators will provide intervention for teachers who are not implementing vocabulary strategies correctly and/or with fidelity.	2.4, 2.5, 2.6	Principal Assistant Principal	Higher fluency rates and stronger vocabulary and comprehension skills.			
Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00						
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 4) Daily Pride Time Intervention Block	2.4, 2.5, 2.6	Principal	Closing achievement gap in all areas			
Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00						



= Accomplished



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: Instructional leaders did not routinely review lesson plans, provide feedback & hold teachers accountable for incorporating that feedback. **Root Cause 1:** Principal did not plan well and delegate the shared responsibility of lesson plan checks.

Problem Statement 2: Only 49% of English Learners met the approaches grade level standard on all STAAR tests taken. **Root Cause 2:** Need more targeted interventions for our English Learners.

Problem Statement 3: In Domain II-School Progress, Franklin scored a D in Part B-Relative Performance.

School Processes & Programs

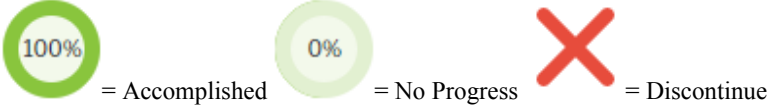
Problem Statement 3: Franklin scored a C in Domain III-Closing the Gaps. **Root Cause 3:** Lack of knowing that 10 tests created a group in Domain III and we did not meet the additional targeted support indicators in 2 or more races, SPED, & ELs.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: Increase the percentage of 2nd grade students reading at or above grade level from 65% in September 2018 to 85% in May 2019.

Evaluation Data Source(s) 3: BOY, MOY, EOY running record recording sheets. Instructional coaches intervention data. Grade-level data sheets in team drive. Teacher data.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 CSF 2 CSF 5 1) Read 2 Learn	2.4, 2.5, 2.6	Read 2 Learn Coordinators	Improved fluency and comprehension. Increased numbers of students reaching Tier 1 on istation.			
Problem Statements: School Processes & Programs 3 Funding Sources: Not Funded - 0.00						
						

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Franklin scored a C in Domain III-Closing the Gaps. Root Cause 3: Lack of knowing that 10 tests created a group in Domain III and we did not meet the additional targeted support indicators in 2 or more races, SPED, & ELs.

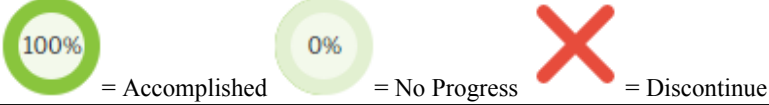
Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: Increase the All Student Group in Meets Grade-Level or Above, on Math STAAR in 3rd-5th grades from 43% in 2018 to 60% in 2019.

Evaluation Data Source(s) 4: Spring 2018 STAAR math results for 3rd-5th grade students

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 1) Guided Math	2.5, 2.6	Principal Assistant Principal Math Instructional Coach	Improved math vocabulary knowledge campus wide and improved STAAR results			
	Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00					
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 2) Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.	2.4, 2.5, 2.6	Principal				
	Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00					
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7 3) Teachers will utilize math resources and math centers that are available through the Math Instructional Coach.	2.4, 2.5, 2.6	Principal Math Instructional Coach				
	Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00					

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 4) All Franklin Classroom Teachers will use the Seidlitz-7 Steps to a Language-Rich Environment Strategies daily.	2.5, 2.6	Principal Assistant Principal	Confidence in Hispanic Students and low performing students.			
	Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00					
Targeted Support Strategy Critical Success Factors CSF 1 5) Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.	2.4, 2.6	Principal Assistant Principal				
	Problem Statements: Student Academic Achievement 3 - School Processes & Programs 3					
						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: Instructional leaders did not routinely review lesson plans, provide feedback & hold teachers accountable for incorporating that feedback. Root Cause 1: Principal did not plan well and delegate the shared responsibility of lesson plan checks.
Problem Statement 2: Only 49% of English Learners met the approaches grade level standard on all STAAR tests taken. Root Cause 2: Need more targeted interventions for our English Learners.
Problem Statement 3: In Domain II-School Progress, Franklin scored a D in Part B-Relative Performance.
School Processes & Programs
Problem Statement 3: Franklin scored a C in Domain III-Closing the Gaps. Root Cause 3: Lack of knowing that 10 tests created a group in Domain III and we did not meet the additional targeted support indicators in 2 or more races, SPED, & ELs.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: Increase the All Student Group in Meets Standard or Above, on Reading STAAR Results in 3rd-5th grade from 45% in 2018 to 60% in 2019.

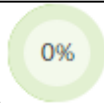
Evaluation Data Source(s) 5: June 2018 STAAR Summary Reports

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) New teachers will receive specific fluency and comprehension training provided by reading instructional coach. Reading Assistance Plus training will be provided by the instructional coach for teachers who are new or new to using in their classroom for 2018-2019.</p>	2.4, 2.5, 2.6	Principal Reading Instructional Coach	<p>Improved fluency rates as tracked through data meetings.</p> <p>Improved comprehension through improved fluency rates. Comprehension measured through Running Records and shared during data talks.</p>			
<p>Problem Statements: Demographics 2 - Student Academic Achievement 2 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p>	2.4, 2.6	Principal LPAC Admin				
<p>Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 3 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Balanced Literacy</p>	2.4, 2.5, 2.6	Principal Assistant Principal Reading Instruction Coach Curriculum Support				
<p>Problem Statements: School Processes & Programs 2</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) SCE funds will be used to upgrade and enhance school-wide instructional programs. Additional staff may be provided to support At-Risk learners.</p>	2.4, 2.5, 2.6	Principal Assistant Principal				
<p>Problem Statements: School Processes & Programs 3</p>						



= Accomplished



= No Progress



= Discontinue

Performance Objective 5 Problem Statements:


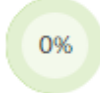

Demographics
Problem Statement 2: Franklin lost 6 homeroom teachers and struggled to find high-quality replacements. Root Cause 2: Teachers need more support to encourage retention.
Student Academic Achievement
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Problem Statement 3: In Domain II-School Progress, Franklin scored a D in Part B-Relative Performance.
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Problem Statement 2: A system is needed that supports administration and coaches in ensuring that TEKS Resource System is implemented with fidelity. Root Cause 2: Priority was not placed in this area due to focus on data analysis system.
Problem Statement 3: Franklin scored a C in Domain III-Closing the Gaps. Root Cause 3: Lack of knowing that 10 tests created a group in Domain III and we did not meet the additional targeted support indicators in 2 or more races, SPED, & ELs.

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase 3rd-5th Grade Reading STAAR Scores in the ALL Students group for Masters Grade Level, from 27% in 2018 to 35% in 2019.

Evaluation Data Source(s) 1: Spring 2019 STAAR reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Data Meetings and PLC Meetings will focus on student data and specifically which students must show growth to reach Mastered Grade Level status. Color coded data spreadsheets will track each assessment including CBA's, benchmarks, and reading levels.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coaches				
<p>Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 1, 3 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Pride Time Intervention Block will ensure that students who are near the Masters Grade Level status are targeted for specific interventions through small-group learning opportunities.</p>	2.4, 2.5					
<p>Problem Statements: School Processes & Programs 3</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: Only 49% of English Learners met the approaches grade level standard on all STAAR tests taken. Root Cause 2: Need more targeted interventions for our English Learners.
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School Processes & Programs

Problem Statement 1: PLC's need more consistency. **Root Cause 1:** Not scheduled weekly during 17-18 school year.


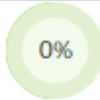

Problem Statement 3: Franklin scored a C in Domain III-Closing the Gaps. **Root Cause 3:** Lack of knowing that 10 tests created a group in Domain III and we did not meet the additional targeted support indicators in 2 or more races, SPED, & ELs.

Goal 3: Connect high school to career and college.

Performance Objective 2: Increase 3rd-5th Grade Math STAAR Scores in the ALL Students group for Masters Grade Level, from 19% in 2018 to 30% in 2019.

Evaluation Data Source(s) 2: June 2019 STAAR Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Data Meetings and PLC Meetings will focus on student data and specifically which students must show growth to reach Mastered Grade Level status. Color coded data spreadsheets will track each assessment including CBA's and benchmarks.	2.4, 2.5					
Problem Statements: Student Academic Achievement 3						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) Pride Time Intervention Block will ensure that students who are near the Masters Grade Level status are targeted for specific interventions through small-group learning opportunities.	2.4, 2.5	Principal Assistant Principal Instructional Coaches				
Problem Statements: Student Academic Achievement 3						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: In Domain II-School Progress, Franklin scored a D in Part B-Relative Performance.




Goal 4: Improve low performing schools.

Performance Objective 1: Increase the overall campus attendance rate from 96.44% to 97% by May 2019.

Evaluation Data Source(s) 1: Skyward and On-Data Suite Attendance Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Students who receive zero tardies and have 2 or less absences per 9-week period will participate in Cub Club each 9 week period.</p>	2.5	Principal Attendance Clerk				
<p>Problem Statements: Perceptions 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 4 CSF 5</p> <p>2) The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p>	2.5	Principal Attendance Clerk				
<p>Problem Statements: Perceptions 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 6</p> <p>3) *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p>	2.5	Principal PE Teacher				
<p>Problem Statements: Perceptions 1 Funding Sources: Title 1 Part A - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>4) *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p>	2.5	Principal Counseleur				
<p>Problem Statements: Perceptions 1 Funding Sources: Not Funded - 0.00</p>						

5) *Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.		Principal Counselor			
Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 6 6) *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.	2.5	Principal			
Problem Statements: Perceptions 1 Funding Sources: Not Funded - 0.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Performance Objective 1 Problem Statements:

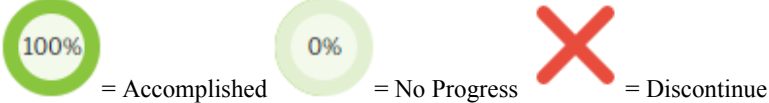
Perceptions
Problem Statement 1: The yearly average daily attendance remains below 97%. Root Cause 1: Attendance incentives could use more priority and more home-visits should be occurring.

Goal 4: Improve low performing schools.

Performance Objective 2: Increase school provided family engagement activities from 3 times per year to 6 times per year by May 2019.

Evaluation Data Source(s) 2: Family engagement surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p>	3.1, 3.2	Principal				
<p>Problem Statements: Demographics 1 - Perceptions 2 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 5</p> <p>2) The campus will host a STEM (Science, Technology, Engineering & Math) event that invites parents and families to participate in the month of January 2019.</p>	3.2	Science/Math Teachers Math Instructional Coach Principal	Parents will understand how students use science, technology, engineering and math at school and how that applies to the real world.			
<p>Problem Statements: Demographics 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 5</p> <p>3) Franklin will host a Parent Engagement Night that includes reading based activities and games for children and families to participate together. Title funds will be used to purchase reading materials and food for this event.</p>		Principal Librarian Reading Instructional Coach	Parents will leave with reading materials to use at home with students.			
<p>Funding Sources: Title 1 Part A - 980.00</p>						
						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Franklin does not have a steady outreach to the Spanish speaking families in the community. Root Cause 1: Lack of prioritizing Spanish families and lack of bilingual staff to assist.
Perceptions

Problem Statement 2: Spanish translation is not occurring enough at parent meetings, programs, parent engagement nights, and through written communication. **Root Cause 2:** Translation is not always prioritized.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	3	Teachers will ensure a specific focus on fluency and comprehension that will be addressed during balanced literacy. Walkthrough visits by campus administrators will document that instructional strategies are implemented with fidelity. Campus administrators will provide intervention for teachers who are not implementing vocabulary strategies correctly and/or with fidelity.
2	4	2	Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.
2	4	3	Teachers will utilize math resources and math centers that are available through the Math Instructional Coach.
2	4	4	All Franklin Classroom Teachers will use the Seidlitz-7 Steps to a Language-Rich Environment Strategies daily.
2	5	1	New teachers will receive specific fluency and comprehension training provided by reading instructional coach. Reading Assistance Plus training will be provided by the instructional coach for teachers who are new or new to using in their classroom for 2018-2019.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	5	New 3rd - 5th Grade teachers, administrators, and ESL teacher, will attend Seidlitz professional development on October 8, 2018.
2	2	4	Daily Pride Time Intervention Block
2	4	4	All Franklin Classroom Teachers will use the Seidlitz-7 Steps to a Language-Rich Environment Strategies daily.

State Compensatory

Budget for Franklin Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
Stipends	6117 Career Ladder - Locally Defined	\$1,485.00
Tutors	6118 Extra Duty Stipend - Locally Defined	\$10,935.00
Teachers Salaries	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,860.00
Aides Salaries	6129 Salaries or Wages for Support Personnel	\$27,090.00
Benefits	6142 Group Health and Life Insurance	\$22,211.00
6100 Subtotal:		\$126,581.00
6400 Other Operating Costs		
Travel	6411 Employee Travel	\$2,500.00
6400 Subtotal:		\$2,500.00

Personnel for Franklin Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adams, Alisa	Instructional Coach	School Wide	.60
Adams, Marilyn	Aide	School Wide	.90
Camp, Sandy	Instructional Coach	School Wide	.60
McFeley, Joilet	Aide	School Wide	.90

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was conducted on July 27, 2018. Campus Leadership Team members participated by dividing into small groups. Each group was assigned a topic and provided data to support in those areas. Data from the following areas were used in small groups: principal data presentations, STAAR results, parent surveys, attendance reports, campus assessment results, district assessment results, Eduphoria reports, etc. Each small group was made up of 4-5 adults. The adults used the Comprehensive Needs Questions to Consider, to guide the direction of the group. Each group listed strengths and weaknesses for their area. This was shared out with the entire group and the information was put in the meeting notes. (All but 1 CLT member were present, including the community representative and parent representative.)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The plan is developed by the Campus Leadership Team. This team includes a teacher representative from each grade level, a parent, a community representative, a special education teacher, instructional coaches, counselor and administrators.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adams, Alisa	Instructional Coach	School Wide	.40
Camp, Sandy	Instructional Coach	School Wide	.40

Campus Leadership Team

Committee Role	Name	Position
Administrator	Angie Betts	Principal
Administrator	Ashley Murdock	Assistant Principal
Administrator	Alison Crittenden	Counselor
Non-classroom Professional	Sandy Camp	Instructional Coach
Non-classroom Professional	Lisa Adams	Instructional Coach
Classroom Teacher	Bre Molina	KG Teacher
Classroom Teacher	Kellie Evans	1st Grade Teacher
Classroom Teacher	Connie Ginnings	2nd Grade Teacher
Classroom Teacher	Megan Bodmann	3rd Grade Teacher
Classroom Teacher	Erica Gonzales	4th Grade Teacher
Classroom Teacher	Tiffany Lindsey	5th Grade Teacher
Non-classroom Professional	Annette Pierce	Librarian
Classroom Teacher	Becca Ruddy	Special Education Teacher
Community Representative	Regan Reser	Community Rep/TX Forestry Service
Parent	Kelly Thomas	Parent Rep

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
4	1	3			\$0.00
4	2	3	Family Engagement (supplies)	211.e.61.6399.00.112.9.30.215	\$830.00
4	2	3	Family Engagement (snacks)	211.e.61.6499.00.112.9.30.215	\$150.00
Sub-Total					\$980.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00

2	4	4			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$980.00

Addendums

Franklin Campus Budget Allocations 18-19

Campus: Franklin

Principal: Angie Betts

\$76,504 2018-2019 Title 1 Budget Allocation
\$24,080 Discretionary Funds

CATEGORY								Developmental Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj		
Personnel:									
211	11	6112	00	112	9	30	000		Title I Substitutes
211	11	6117	00	112	9	30	000	\$990	Salary Stipends
211	11	6118	67	112	9	30	000	\$24,080	Tutors
211	13	6118	00	112	9	30	000		Teacher Staff Development Extra Duty Stipend
211	11	6119	00	112	9	30	000	\$43,240	Teacher Salaries
211	11	6129	00	112	9	30	000	\$0	Aide Salaries
211	11	6142	00	112	9	30	000	\$8,194	Benefits
Contracted Services:									
211	13	6239	00	112	9	30	000		Region 9 esc services
211	11	6248	00	112	9	30	000		On-line services/Maint agreements
211	34	6294	67	112	9	30	000		Student busing for tutorials
211	11	6297	00	112	9	30	000		Printing
211	13	6299	00	112	9	30	000		Contracted Services (including conference registration)
Supplies/Computers/Equipment:									
211	11	6329	00	112	9	30	000		Instructional Reading materials/books
211	11	6339	00	112	9	30	000		STAAR Test Booklets/Study Materials
211	11	6395	00	112	9	30	000		Technology
211	11	6397	00	112	9	30	000		Software/Licenses
211	11	6399	00	112	9	30	000		Instructional classroom supplies/materials
Travel:									
211	13	6411	00	112	9	30	000		Teacher Staff Development Travel

TOTALS **\$76,504**
 Remaining Funds to Allocate: **\$0**

Parent & Family Engagement (PFE):								\$980	
211	61	6299	00	112	9	30	215		PFE Contracted Services
211	61	6399	00	112	9	30	215	\$830	PFE Supplies
211	61	6499	00	112	9	30	215	\$150	PFE Snacks

TOTALS **\$980**
 Remaining Funds to Allocate: **\$0**

Non-transferrable: Encumbered

Non-transferrable: Must remain in PFE

Principal Signature: Angie Betts

Date: 6-25-18