

Katy Independent School District
Franz Elementary
2016-2017 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Achievement	7
School Culture and Climate	12
Staff Quality, Recruitment, and Retention	14
Curriculum, Instruction, and Assessment	16
Family and Community Involvement	18
School Context and Organization	22
Technology	24
Comprehensive Needs Assessment Data Documentation	26
Goals	28
Goal 1: Student Growth and Success Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.	28
Goal 2: Safe and Orderly Learning and Working Environment A safe, orderly, positive and quality learning and working environment will be provided for students and staff.	36
Goal 3: Community Engagement Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.	37
Goal 4: Effective and Efficient Operations Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.	38
Goal 5: Organizational Improvement Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.	40
State System Safeguard Strategies	41
Federal System Safeguard Strategies	42
State Compensatory	43
Personnel for Franz Elementary:	43
Title I	44
Schoolwide Program Plan	44
Ten Schoolwide Components	44
Title I Personnel	50
Plan Notes	51
Campus Advisory Team	52
Campus Funding Summary	53

Comprehensive Needs Assessment

Demographics

Demographics Summary

Franz Elementary is a seven-year old, K-5th grade Title 1 campus in Katy ISD. Although this improvement plan focuses on the 2016-2017 school Year, the demographic information comes from information available in May 2016. Student enrollment at Franz Elementary continued to steadily grow during 2015-2016. Enrollment increased from the previous year by 1.13 percent. May enrollment data shows that 1013 students are enrolled and that the Hispanic student groups are growing the fastest with 56.8%. The campus has two student groups that are almost equal in size: 17% are White and 15.8% are African American. Asian students make up 4.5% and 2.7% claiming Two-or-More Races. The Demographic

information for Franz Elementary is:

At-Risk 66.1%

Low Income 64.3%

Limited English Proficient 45.3%

Special Education 11.9%

Bilingual/English as a Second Language 45.1%

Gifted/Talented 1.7%

Title I 100%

Demographics Strengths

Franz Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families move into our area just for the schools. Because our families value education, we have increasing numbers of parents (moms, dad, aunts, uncles, grandparents) who are committed to student success.
2. With the increasing diversity among our student population, Franz Elementary becomes more and more reflective of society as a whole. We believe we are equipping our students to work collectively and respectfully with each other.
3. Our attendance rate is consistently higher than 97%.
4. Students who are withdrawn from Franz Elementary are typically moving within the district. A trend that is new this year is that some families are leaving because both a new private school and a new charter school have opened.

Demographics Needs

The following is a list of demographic needs:

1. Our Special Education enrollment is 11.9% which is higher than the state's average. We have a need for professional development in the area of differentiated instruction as well as finding ways to provide effective Tier I intervention.
2. With almost half of our study body now Limited English Proficient, we have a need for professional development in the area of language-rich

instructional strategies. Our teachers can rely less and less on verbal instruction alone.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-16 school year, Franz Elementary has again met all four targets:

Index 1 - Student Achievement. Franz Elementary score: 77 (state target = 60)

Index 2 - Student Progress. Franz Elementary Score: 41 (state target = 30)

Index 3 - Closing Performance Gaps. Franz Elementary Score: 40 (state target = 28)

Index 4 - Post-Secondary Readiness. Franz Elementary Score 28 (state target = 12)

These scores result in Franz Elementary receiving a 2016 Texas Accountability Met Standard rating.

Our campus earned no distinctions.

While we are proud to have met the state standard once again, we know there is much work to be done. On the 2016 STAAR, the following scores for all grades show the percentage at Level II Satisfactory Standard or Above for All Students:

Reading: 85% (District = 90%)

Math: 79% (District = 89%)

Writing: 76% (District = 82%)

Science: 81% (District = 87%)

As for students scoring at the Advanced Performance level, we are proud but have improvements to make:

Reading: 21%

Math: 16%

Writing: 16%

Science: 13%

On Index 2, Student Growth, we were measured in two content areas, Reading and Math. We believe that ALL students should show at least one year of growth, but this year, in 3rd grade Reading, 64% of our students Met or Exceeded the ELL Progress Measure, and in Math, 50% of our students did so.

A deep analysis of the above scores by grade level and by each student group reveals some increases and some decreases as compared to our performance in 2015. Among eight different STAAR tests given at three grade levels, our scores decreased in six areas and increased in two (5th Grade Math, 4th Grade Writing). It should be noted that the success standard was raised between 2015 and 2016, also.

When looking at the performance of various subpopulations within each grade level and subject, scores in each index are as follows:

Index 1 (Achievement) FES 81 (up one point from 2015); African Americans: 78, Hispanic 79, White 89, Special Ed 60, Eco Dis 78, ELL 80.

Index 2 (Progress) FES 45 (up 4 points from 2015); All 67, AA 62, Hispanic 69, White 61, SPED 72, ELL 70

Index 3 (Closing Gaps) FES 45 (up from 40 last year) - Eco Dis + African American + Hispanic

Index 4 (PS Readiness) FES 35 (up from 28 last year)

In looking closely at these data, we can note that growth in our students is not equal. The performance of our special education students is consistently much lower than that of other subpopulations. In Reading, the performance rate of All students was 85%, while that of Special Ed students was 60%. In Math, the performance rate of All students was 79%, while that of the SPED students was 62%. In Science, while All Students scored at 81%, the Special Ed students scored at 44% which is significantly lower than other areas.

Franz Elementary met 37 of the 42 State System Safeguards. We missed in the following areas:

Writing Two or more races 50% (Target 60)

Science Special Ed 44% (Target 60)

With federal target rates of 87%, Franz Elementary missed many federal safeguard levels:

Reading All 85%

Reading African American 79%

Reading Hispanic 84%

Reading Eco Dis 81%

Reading SPED 60%

Reading ELL 84%

Math All 79%

Math African American 74%

Math Hispanic 77%

Math Eco Dis 76%

Math SPED 62%

Math ELL 80%

Among these various group, individual students will be targeted for intervention and acceleration through the Response to Intervention Process.

Student Achievement Strengths

Our most outstanding strengths of the last testing year include:

Increase in 4th Grade Writing performance, from 71% meeting standard in 2015 to 76% meeting standard in 2016.

Increase in 5th Grade Science performance from 66% meeting standard in 2015 to 81% meeting standard in 2016.

Increase in the percentage of Bilingual students showing at least one year of growth on composite TELPAS, from 50% in 2015 to 52% in 2016.

Increase in the percentage of students meeting the Final Recommended STAAR Standard; Index 1 score increasing from 77 to 81.

Increase in the percentage of students meeting the Final Recommended STAAR Standard; Index 4 score increasing from 28 to 35.

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs, listed in priority order:

1. 2016 STAAR data reveals that Special Education students score significantly below all other student groups in Mathematics (3rd, 4th, 5th), Reading (3rd, 4th, 5th), Writing (4th), and Science (5th). The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.
2. 2016 STAAR data reveals that the Economically Disadvantaged students score significantly lower than other student groups in in 3rd Grade Reading.
3. 2016 STAAR data reveals that 3rd Grade students score significantly lower than other student groups in 3rd Grade Math. The root cause could be that 3rd teachers did not employ as consistent small group instruction as did the 5th grade Math teachers. Additionally, with increasing numbers of Limited English Proficient students, achievement in academic areas will require greater instructional accommodations.
4. 2016 STAAR data reveals that 4th Grade Math students scored significantly lower than other student groups. The root cause of this could be that strategies were not differentiated to meet the needs of English Language Learners and Special Ed students.

School Culture and Climate

School Culture and Climate Summary

One of the core beliefs at Franz Elementary encompasses our mission statement that *as a Firebird family we will work hand in hand to become successful life-long learners*. One way that we achieve this is by *reflecting a positive attitude and modeling good citizenship*. Keeping this in mind, Franz Elementary implements school wide Positive Behavior Interventions and Supports (PBIS). PBIS is a school wide program that is a proactive approach to student discipline. Our focus is to acknowledge desired behaviors and includes strategies and clearly defined expectations to support a positive school environment.

Staff receive professional development training at the beginning of each school year to reinforce our PBIS expectations and focus areas as a campus. Throughout the year our PBIS committee, which comprises of a representative from each department and grade level, analyze data and make decisions and revisions to ensure that Franz maintains its positive learning environment.

Students are taught SOAR behavior and staff and students use the acronym SOAR in the common areas as well as in the classroom. The acronym SOAR represents the following:

S- Safe

O- On-task

A-Acting responsibly

R- Being Respectful

Campus discipline data shows progression towards ensuring students learn in a positive learning environment. The referral data for the last 5 years shows the positive effects PBIS has had on our campus:

- 426 referrals in 2012-2013
- 297 referrals in 2013-2014
- 170 referrals in 2014-2015
- 198 referrals in 2015-2016

It must be noted that any fluctuation in data can be contributed to an increase in student enrollment, special programs and student data from transfer students.

School Culture and Climate Strengths

Franz Elementary celebrates these strengths:

- Campus discipline data shows a steady decline in the number of discipline referrals with a 53.5% overall decrease since the original implementation of PBIS in the 2013-2014 school year.
- Students are able to earn SOAR tickets to redeem for participation in 4 and 9 week school incentives.
- All common areas have SOAR posters visible to remind students of the behavior expectations that are specific to that area.

School Culture and Climate Needs

Franz Elementary has identified these needs:

- Continued PBIS professional development for newly hired staff.
- Develop student incentives during lunch that reinforce desired behavior between the 4 and 9 week incentives.
- Develop behavior lessons to be applied school wide.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Franz Elementary School places a high priority in employing and retaining high-quality, talented staff.

Nine new teachers joined the Franz Elementary family this year. Each new teacher will attend monthly new staff training days which facilitated by the campus lead mentors. During these training days, new teachers have the opportunity to visit classrooms throughout the building to acquire ideas, learn new strategies, ask questions and become familiarized with the campus. They also get in-depth information regarding grading practices, parent conferences, special education requirements and end of the year procedures. All teachers, including the new teachers attended content specific professional development sessions led by Instructional Coaches and campus teachers. At the beginning of the school year, the new teachers along with the rest of the teaching staff attended an ELL professional development session led by Seidltz. Additionally, all teachers worked with the leadership team to analyze data for the purpose of planning effective instruction. Throughout the year, the staff members will attend monthly staff meetings to receive professional development based on the needs identified in our campus improvement plan. These professional development meetings will be provided by teacher leaders, instructional coaches and administration.

At Franz Elementary, we believe that teachers benefit greatly from visiting other classrooms throughout our campus. For this reason, we implement regular learning walks in which teachers visit their colleagues' classrooms with a focus on a specific strategy in which they would like to implement. Teachers also attend weekly planning meetings to share ideas for lessons that will meet the needs of our diverse student population. Instructional coaches lead content collaborative meetings each week to train teachers on instructional strategies, assist with data analysis, discuss professional literature and share ideas for effective instruction.

Building staff morale is recognized as a critical component in retaining high-quality staff at Franz Elementary. Each month staff members will receive a special treat that shows how much they are appreciated by the administration team. Throughout the year, will have events such as "Twelve Days Before Winter Break" in which staff members receive appreciation gifts. Throughout this year, the Principal's Advisory Committee (PAC) will facilitate different campus activities for teachers to participate in. This school year a Wellness Committee has been created to plan monthly wellness activities for the staff.

Staff Quality, Recruitment, and Retention Strengths

The latest TAPR confirms that the number of Franz Elementary teachers with 11-20 years of experience (31.8%) which is greater than the states (26.9%). The TAPR also confirms that the number of teachers who hold masters degrees (19.9%) which is fractionally smaller than the state (23.4%) and the district (23.7%).

Our campus is staffed with an academic support team of ten teachers and two paraprofessionals. This team serves a diverse group of students who need Tier II and tier III intervention and support.

Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar.

Our instructional coordinator provides RTI support, title I support of documentation and compliance and supports teachers in day-to-day operation.

Our high-quality, talented teachers set academic and personal goals at the start of the year, and they meet with the administration team at the beginning, middle and end of the year to discuss their professional goals.

Staff Quality, Recruitment, and Retention Needs

Teachers at Franz Elementary participate in grade level content specific planning meetings each week as well as have two designated power planning sessions that allow teachers to long-range plan, identify students' strengths and areas for growth, and analyze and create formative and summative assessments. Team planning practices at Franz Elementary reveals a need for teachers to plan less as a franchise and more as a team. The concept of moving from a franchise planning to team planning was introduced by Stephen Barkley at a leadership conference that the administrators of Franz attended. The instructional standards/non-negotiables were communicated to all teachers at the beginning of the school year with continued emphasis in planning sessions. Instructional coaches are collaborating and supporting teachers during grade level planning, content collaborative meetings, and power planning sessions.

The 2015-2016 STAAR results for the special education students at Franz Elementary reveals a need for additional professional development for special education teachers in the area of effective instructional strategies designed to meet the needs of students with special needs. Since Franz elementary services 45.6% ELL students, there is a need for continued professional development for teachers to meet the diverse needs of ELL students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum and instruction at Franz Elementary is driven by the district's scope and sequence and unit plans which promotes students' learning abilities as well as the development of critical thinking and problem solving skills. The success of Franz Elementary plan of action has been reflected on the 2016 STAAR results that show an increase on student achievement in the subjects of math, across 4th and 5th grades, and science which were part of our targeted areas during the 2015-2016 school year. In the same category, Franz Elementary saw an increase on student achievement in 3rd grade reading. This performance derived from specific plans of action that included consistent support for teachers regarding resource, pedagogical and academic professional development, as well as scheduled planning sessions. This data also demonstrates a decline in index 1 in 3rd grade math.

In 3rd grade math, 79% of our students scored satisfactory with 7% of them scoring in the advanced level in 2015. In 2016, 67% of our students scored satisfactory with 12% of students scoring at the advanced level. In 4th grade math, 78% of our students scored satisfactory with 16% of them scoring in the advanced level in 2015. In 2016, 81% of our students scored satisfactory with 14% of students scoring at the advanced level. In 5th grade math, 78% of our students scored satisfactory with 8% of them scoring in the advanced level in 2015. In 2016, 82% of our students scored satisfactory with 20% of students scoring at the advanced level.

In 3rd grade reading, 77% of our students scored satisfactory with 13% of them scoring in the advanced level in 2015. In 2016, 80% of our students scored satisfactory with 22% of students scoring at the advanced level. In 4th grade reading, 76% of our students scored satisfactory with 23% of them scoring in the advanced level in 2015. In 2016, 82% of our students scored satisfactory with 17% of students scoring at the advanced level. In 5th grade reading, 79% of our students scored satisfactory with 23% of them scoring in the advanced level in 2015. In 2016, 82% of our students scored satisfactory with 21% of students scoring at the advanced level.

In 4th grade writing, 72% of our students scored satisfactory with 4% of them scoring in the advanced level in 2015. In 2016, 75% of our students scored satisfactory with 15% of students scoring at the advanced level. In 5th grade science, 68% of our students scored satisfactory with 12% of them scoring in the advanced level in 2015. In 2016, 83% of our students scored satisfactory with 4% of students scoring at the advanced level.

In Index 1 among all subjects, Special Education had the largest increase of 25 points, followed by Two or More Races with an increase of 17 points, and the Asian population increasing by 10 points. In Reading, 3rd grade and 5th grade showed an increase of 3 points while 4th grade increased by 6 points. Two or More Races subpopulation showed the largest increase of 23 points and the Special Education subpopulation increasing by 21 points. 4th grade writing scores increased by 6 points with the Special Education subpopulation showing the largest increase of 47 points, the Asian subpopulation increasing by 17 points, and the White subpopulation increasing by 14 points. Science had an overall increase of 13 points, with the ELL subpopulation having the largest increase of 24 points, the Economic Disadvantage subpopulation increasing by 16 points, and the Hispanic subpopulation increasing by 15 points. Both 4th

and 5 grades showed an increase in math by 3 and 4 points respectively, but no data is available to compare progress in math due to changes in the TEKS in 2015.

Curriculum, Instruction, and Assessment Strengths

Franz Elementary has recognized the following strengths:

- Teacher long-range planning that target specific TEKS for instruction
- Teacher created common based assessments
- Weekly team planning
- Bi-weekly professional development (content collaborative meetings)
- Teachers attending outside district professional development
- Learning walks attended by teachers to observe peers
- Title 1 and Title III funds to provide teacher tutoring
- Title 1 and Title III funds to provide a science facilitator for the primary grades
- Differentiated instruction
- Implementation of problem solving strategies to strengthen conceptual understanding of math concepts
- Teachers participating in school-wide book study - [7 Steps to an Interactive Language Rich Classroom](#)
- Co-teach and inclusion with ELS and Special Education teachers
- Vertically aligned reading and writing workshop
- RTI implementation earlier for grades 1-5

Curriculum, Instruction, and Assessment Needs

Franz Elementary has recognized the following areas to improve on:

- Intervention time to be targeted among all students
- Gaining a deeper understanding of TEKS to target specific student needs
- Using data to address student areas of concern
- Acquiring paired texts for both monolingual and bilingual classes
- Acquiring additional technological resources such as Dreambox, Education Galaxy, and Weekly Reader online
- Acquiring addition F&P kits for the bilingual program
- Acquiring classroom libraries with leveled books in English and Spanish
- Increased implementation of guided math groups by increasing technological access (i.e. to Dreambox, Education

Galaxy, etc...)

Family and Community Involvement

Family and Community Involvement Summary

Franz Elementary school prides itself on creating an environment where parents and community members feel they are entering a positive and productive school environment. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways including phone, email, communication logs and planners, as well as social media (Facebook, Twitter, and Remind 101). As a bilingual campus, both English and Spanish speakers are available for parent and community needs. Interpreters are present at school events such as conferences and during the registration process for all new students. Informational documents sent in weekly communications are provided in English and Spanish. In addition, we offer several events and programs throughout the school year to encourage parents and community to visit our school. Our office staff greets family and community members in both English and Spanish, and creates a very welcoming environment. Our bilingual counselor directs events and projects to reach a broad range of families and community members.

Family and Community Involvement Strengths

Franz Elementary maintains relationships with Family and Community by participating in the following activities:

KEYS Mentoring Program (Keep Encouraging Youth toward Success)

PALS Mentoring Program (High School Student Mentor Program)

VIPS (Volunteers in Public Schools)

PIE (Partners in Education)

No Place for Hate

PTA Meetings and Grade Level Programs/ PTA Workdays

Evening Book Fair Open House

Math/ Science/ Reading Family Fun Night

Grandparent's Day

Core Essentials Program

Celebration of Learning

Great Kindness Challenge

Red Ribbon/ Anti-Bullying Week

The Latino Family Literacy Project

Love and Logic (English and Spanish)

Parenting Partners (English and Spanish)

Art Night

Glow Run

Fundraisers/ Chick-Fil-A Night

Carnival

Physical Fitness Night

Buddy Field Day

Junior Achievement

Winter/ Thankful/ friendship Parties

Character Parade

Jump Rope for Heart

Senior Reception

Family and Community Involvement Needs

1. In order to continue serving our students to the best of our ability, an increase in parent involvement would create more visible interactions for our students and increase the productivity of the school as a whole.
2. A multi-cultural evening event would enhance our students' and parents' knowledge by providing an opportunity to explore the variety of cultures, nationalities, traditions, and customs within our own community, and open new experiences by offering information about different countries throughout the world. These experiences will create and broaden awareness of the diverse "melting pot" in our city, state and country.
3. Additional activities:

Open Lab: Technology Education (grades, enrollment, access campus webpage, etc.)

Bilingual Communication System: Remind 101; Phone Messages; Front Office

Boys Club- Invite Community members

Career Day/ Week

Parent Café with Principal offered in English and Spanish

EOY Parent Survey

ESL classes for parents on campus

School Context and Organization

School Context and Organization Summary

Teachers, parents, and students at Franz take pride in their school. We are a school known for a strong commitment to student learning and engagement and having a "whatever" it takes attitude. We have a high standard for the best instructional practices, as well as building social character in our students. At Franz Elementary, student learning is at the center of every decision made. Teachers are provided with two-three hour extended planning known as power planning. This time is designated to analyzing data, long-range planning and creating common assessments. The teachers are provided with two additional PLC days designated to reviewing assessment data and making adjustments to planning. The Instructional Coaches facilitate bi-weekly content collaborative meetings where teachers are provided with job embedded professional development. In an effort to provide vertical conversations that will result increased student achievement, Accountable Teams (A-Teams) have been created in grades 3-5.

School Context and Organization Strengths

At Franz Elementary, we are proud of these strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by their instructional leaders (admin team)
2. Teachers accommodate special populations through Extended Learning Time
3. RTI is being utilized successfully before students are referred to special education
4. Our master schedule maximizes instructional time for each grade level, while still responsive to developmental needs of young children
5. Non-academic committees meet monthly and are teacher-led, to develop other areas of our working relationships
6. Grade levels report to corresponding Assistant Principals for handling of most issues on their teams, streamlining communication

School Context and Organization Needs

Our biggest organizational needs are as follows:

1. RTI must continue to be streamlined in order to maximize our instructional resources to meet the growing needs of all students. The root cause of this is

that we have a large number of students who need additional support at Tier II and Tire III.

Technology

Technology Summary

As part of the Katy ISD systems, Franz Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, Ipads, Apple TV, Smartboards, document cameras, and laptops.

Wireless access points have been installed all over the building. There are both primary and intermediate computer labs with 25 computers each with additional teacher workstations. The labs are used for a variety of teaching and learning programs. Additionally, there are 12 computers located in the library available for teachers and students to search for books, use for research, and other educational projects.

Students are encouraged to use a variety of programs and apps using Ipads and computers such as: educreation, piccollage, Aurasma, GooGle drive to create and display assignments and projects. The majority of the teachers are accustomed to integrating use of Smartboard technology including document camera and Apple TV into their daily activities and lessons.

Each year Franz Elementary completes a district survey, Brightbytes, to determine progress towards the state's long range plan technology implementation. Campus Leadership, teachers, and students are asked to rate 4 key areas: (1) Use of technology in teaching and learning: (2) Educator preparation and development: (3) Leadership, administration, and instructional support: (4) Infrastructure for technology.

Technology Strengths

- Every 5th grade class has a 1 to 1 ratio of Ipads to students.
- Every K-4th grade classroom has Ipad access for students with a minimum of 5 per classroom.
- Each teacher has access to an a variety of technology tools such as IPads, Apple TV, Mirroring 360, Smartboard lessons, etc to integrate in their daily instruction.
- Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology.
- All classrooms are equipped with a combination of computers, Ipads, Apple TV, Mirroring 360, Smartboard and document cameras in keeping with current technology.
- The district provides our campus with a Classroom Technology Designer that collaborates with teachers at least twice a month.
- All primary classrooms have front row technology (sound).

Technology Needs

1. As technology continues to advance, teachers need to stay up to date with changing technology, continuing education and professional development to improve and enhance skills and comfort levels for using new and advancing technology.
2. In grades K-4th, access to electronic devices such as Ipads with a 1 to 1 ratio.
3. Intermediate grades access to front row technology (sound).

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: Student Growth and Success






Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 1: Franz Elementary will continue to maintain a Met Standard state accountability ranking. Based on the 2016-17 Standard Progression, the percentage of Franz students meeting or exceeding expectations for Level II Satisfactory Performance for all students and for student groups/program groups on all STAAR tests will be at least: 90% for Reading.

Evaluation Data Source(s) 1: At the end of the year we will use STAAR Reading Index 1 scores for all student groups with special attention towards economically disadvantaged, special education, and ELL students groups to determine if this performance objective was met.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Reading TEKS.</p>	2, 9, 10	Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration	Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				
Funding Sources: 211 - Title I Part A - \$22,500.00, 263 - Title III-A Immigrant - \$18,500.00, 192 - Special Project - \$12,500.00							

<p>2) Provide extensive, aligned professional learning to staff in all curricular areas: reading, writing, math, science, social studies, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.</p>	<p>2, 4</p>	<p>Instructional Coaches Administration</p>	<p>Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results</p>				
<p>Funding Sources: 211 - Title I Part A - \$12,000.00</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 2: Franz Elementary will continue to maintain a Met Standard state accountability ranking. Based on the 2016-17 Standard Progression, the percentage of Franz students meeting or exceeding expectations for Level II Satisfactory Performance for all students and for student groups/program groups on all STAAR tests will be at least: 88% for Math.

Evaluation Data Source(s) 2: At the end of the year we will use STAAR Math Index 1 scores for all student groups with special attention towards economically disadvantaged, special education, and ELL student groups to determine if this performance goal was met.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Provide materials and targeted intervention resources to ensure the mastery of required Math TEKS.</p>	2, 9, 10	Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration	Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				
Funding Sources: 211 - Title I Part A - \$18,000.00, 192 - Special Project - \$6,500.00							
<p>2) Provide extensive, aligned professional learning to staff in all curricular areas: reading, writing, math, science, social studies, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.</p>	2, 4	Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration	Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				
Funding Sources: 211 - Title I Part A - \$5,000.00							

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 3: Franz Elementary will continue to maintain a Met Standard state accountability ranking. Based on the 2016-17 Standard Progression, the percentage of Franz students meeting or exceeding expectations for Level II Satisfactory Performance for all students and for student groups/program groups on all STAAR tests will be at least: 88% for Science






Evaluation Data Source(s) 3: At the end of the year we will use STAAR Science Index 1 scores with all student groups with special attention towards economically disadvantaged, special education, and ELL student groups to determine if this performance goal was met.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required science TEKS.		Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration	Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Science Lab Schedule Observations/Walkthroughs STAAR Results				
Funding Sources: 211 - Title I Part A - \$5,000.00, 192 - Special Project - \$2,000.00							

2) Provide extensive, aligned professional learning to staff in all curricular areas, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.	Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration	Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs Science Lab STAAR Results				
--	--	---	--	--	--	--

Funding Sources: 211 - Title I Part A - \$1,500.00

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 4: Franz Elementary will continue to maintain a Met Standard state accountability ranking. Based on the 2016-17 Standard Progression, the percentage of Franz students meeting or exceeding expectations for Level II Satisfactory Performance for all students and for student groups/program groups on all STAAR tests will be at least: 88% for Writing.

Evaluation Data Source(s) 4: At the end of the year we will use STAAR Writing Index 1 scores with all student groups paying special attention towards economically disadvantaged, special education, and ELL student groups to determine if this performance goal was met.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required writing TEKS.	9, 10	Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration	Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				
Funding Sources: 211 - Title I Part A - \$5,000.00, 192 - Special Project - \$3,000.00							
							


Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 5: Increase the growth and achievement of all students from 81% to 88% for all students in all subjects.

Evaluation Data Source(s) 5: At the end of the year we will use STAAR data for all student groups to determine if a minimum of one year growth was made.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize collaborative teamwork for instructional planning to include: Data analysis by grade, subject, student group, and progress measure. Data analysis through reflective questioning using the Lead4ward process Grade level, vertical and/or interdisciplinary team meetings for data analysis and dialogue. Development of an instructional plan/action plan based on data analysis to be included in the campus improvement plans. Individual student's data analysis and student goal setting sessions.	2, 3, 4, 9, 10	Instructional Coaches Title I Teachers Academic Support Teachers Classroom Teachers Administration	Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				
2) (Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.	2, 3, 4, 10	Administration Instructional Coaches Librarian	Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				
Funding Sources: 199 - General Fund - \$1,500.00, 211 - Title I Part A - \$1,500.00							
							


Goal 2: Safe and Orderly Learning and Working Environment

A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

Performance Objective 1: Franz Elementary will promote Positive Behavior Interventions and Supports for our fourth year and decrease the number of office referrals.

Evaluation Data Source(s) 1: Franz Elementary will decrease the number of student office referrals by 10% for the 2016-2017 school year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Students will be provided opportunities to participate in school wide incentives every 4 and 9 weeks, in addition to lunch incentives and behavior lessons.</p>	2	PBIS committee Teachers and staff Administrators	<p>4 and 9 week school wide incentives will decrease the numbers discipline referrals.</p> <p>There will be an increase in teacher morale due to the positive behavior of students.</p> <p>There will be an increase in instructional time, which will have a direct impact on increasing student learning.</p>				
Funding Sources: 199 - General Fund - \$1,000.00							
							


Goal 3: Community Engagement

Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.

Performance Objective 1: Franz Elementary will promote parent and community involvement by offering a variety of activities and events that support student learning.

Evaluation Data Source(s) 1: Franz Elementary will increase parental participation in school events by 5%.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Provide multiple opportunities for parents to be involved and engaged in their child's achievement in core subjects, opportunities include literacy night bingo, Latino Family Literacy Project, Curriculum nights, Parenting Partners, Parent involvement in Science labs (K-2), etc.</p>	6	Classroom Teachers Administration	Invitations Parent sign-in sheets Agendas Parent survey				
Funding Sources: 211 - Title I Part A - \$4,614.00							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Provide opportunities to collaborate with community entities in order to involve parents, opportunities include Chick-filet night, PTA sponsored events, such parent work day, fall carnival, Junior Achievement, Career Day (K-1), Rodeo Day (K)</p>	6	Administration	Invitations Parent sign-in sheets Agendas Parent survey				
Funding Sources: 211 - Title I Part A - \$0.00							
							






Goal 4: Effective and Efficient Operations

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 1: Franz Elementary will carefully plan the allocation of all resources in order to improve student learning and achievement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Create a Title I Campus Department Fund Allotment protocol to ensure that funds are strategically allocated to each department to increase student achievement.</p>		Principal	Title I budget Title Requests Special Projects budget				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 4: Effective and Efficient Operations

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 2: Franz Elementary will increase staff morale and engagement.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Create a Principal Advisory Committee to plan and organize monthly staff activities that promote staff camaraderie.</p>	5	Principal Committee Members	Staff survey Aesop report				
Funding Sources: 865 - Principal Activity - \$0.00							
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Create a wellness initiative to ensure the physical and emotional well-being of the Franz staff</p>		Teachers Principal Wellness Committee	Staff survey Aesop report				
<p>3) Purchase additional technology and encourage the students and teachers to use of IPADS, SMART Boards, and Apple TV's</p>	1, 2	Instructional Coaches Administration Librarian	Lesson Plans Student Products				
Funding Sources: 211 - Title I Part A - \$57,000.00							
							






Goal 5: Organizational Improvement

Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

Performance Objective 1: All staff will use data and collaboration to make instructional and organizational decisions.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Use technology to update and inform staff members. Technology to include Remind, Class dojo Enews, Campus Web page, social media, etc.</p>		Administration Instructional Coaches	End of the Year Teacher Evaluations				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Students will set academic goals that ensure continuous improvement and leadership team members will monitor progress in conjunction with the classroom teachers.</p>	1, 2	Administration Instructional Coaches Title I Teachers Teachers	Common Assessments DLA's Progress Reports Report Cards Observations/Walkthroughs STAAR Results				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Reading TEKS.
1	2	1	Provide materials and targeted intervention resources to ensure the mastery of required Math TEKS.
3	1	1	Provide multiple opportunities for parents to be involved and engaged in their child's achievement in core subjects, opportunities include literacy night bingo, Latino Family Literacy Project, Curriculum nights, Parenting Partners, Parent involvement in Science labs (K-2), etc.
5	1	2	Students will set academic goals that ensure continuous improvement and leadership team members will monitor progress in conjunction with the classroom teachers.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Reading TEKS.
1	2	1	Provide materials and targeted intervention resources to ensure the mastery of required Math TEKS.
5	1	2	Students will set academic goals that ensure continuous improvement and leadership team members will monitor progress in conjunction with the classroom teachers.

State Compensatory

Personnel for Franz Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elisa Saldiva	Teacher	Title I	1
Erin Dutka	Teacher	Academic Support	1
Erin Steffek	Teacher	Title I	1
Gretchen Hansen	Teacher	Title I	1
Laura Zemel	Teacher	Academic Support	1
Maria Munoz	Teacher	Academic Support	1
Shannon Collopy	Teacher	Academic Support	1
Stephanie French	Teacher	Academic Support	1
Tracy John	Teacher	Title I	1

Title I

Schoolwide Program Plan

Franz Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all the students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team
2. Clarifying the vision for school reform
3. Creating our school's profile
4. Identifying data sources and gathering the data
5. Analyzing the data
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the school-wide planning process, administrators and teachers identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide the program development, implementation, and evaluation. This systematic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current practices.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Franz Elementary conducts a comprehensive needs assessment on an ongoing basis. We are constantly gathering data of all kinds, which serves to lead our instructional planning process and as the driving force impacting the Campus Improvement Plan. Administrators, Instructional Coaches, and teachers collect data in collaboration with our district assessment office. Areas of strength and need are identified at the conclusion of each school year, and as each new year begins. This year, root causes have been identified, written as needs and reported to the staff in Academic Vertical teams and to the Campus Advisory Team.

2: Schoolwide Reform Strategies

1. Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research.

Identify how each activity in our school strengthens the core academic program.

2. Identify scientifically-based research programs that increase the amount and quality of learning time.

3. Investigate how manipulatives are used in the various core areas.

4. Identify programs within our school that address enriched, rigorous, and accelerated curriculum issues.

5. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all students. Make programmatic and instructional adjustments as needed.

3: Instruction by highly qualified professional teachers

Instruction by state certified professional teachers and highly qualified instructional paraprofessionals are important components of our schoolwide plan.

The following are steps we take to ensure that high quality instructional occurs at FES:

1. Teachers are given time off to attend high-quality professional development on campus, in the city, across the state and nation.

2. Every first year teacher and new to Katy teacher is assigned a mentor on campus.

3. Teachers are given grade-level teaching assignments based on their certifications and "best fits" related to their strengths and passions.
4. Teacher effectiveness is monitored through consistent walk-throughs by all members of the administrative team.
5. Teachers are given time for learning walks/opportunities to observe master teachers in action.
6. Training and collaboration opportunities are provided for collaboration in looking at formative and summative student achievement data, with the help of the district assessment office.
7. Clear lines of communication between administration and teachers are established through the assignment of grade level assistant principals.
9. FES staff participate in the hiring process at the campus level.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Franz Elementary is strives to provide all teachers with ongoing, high-quality professional development. at Franz we make it a point to grow as learns and strive

to grow in our profession. Our professional development is designed to equipp our teachers to meet the needs of all students and ensure that all students meet the state's academic achievement.

5: Strategies to attract highly qualified teachers

The campus follows district procedures for recruiting and attracting highly qualified teachers. We participate annually in the Katy ISD Job Fair to meet and attract highly qualified teachers, and the principal participates in some college recruiting trips/teacher fairs, as well.

6: Strategies to increase parental involvement

We absolutely believe that parent involvement is critical to a student's success. We communicate the availability of district Parent Centers through a variety of ways, in both English and Spanish. We invite parents to serve on our Parent Teacher Association, and have a record number of parent representatives to

our Campus Improvement Team this year. This year parents will also be invited to participate in parenting classes, such as Parenting Partners and the Latino Family Literacy Project. In order to increase parental involvement, parents will be invited to attend Pastries with the Principal in order to gain insight about student learning and achievement as well as providing them with strategies to assist their child at home. Another strategy that we will employ is to increase involvement of our fathers through the Watch D.O.G.S. program. Parents are also encouraged to attend field trips and to assist in science lab experiments. Franz elementary is committed to continuing to involve our parents in their child's education by providing them with many opportunities to get involved.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Franz recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. We currently have the following early

childhood programs: 1 general education pre-kindergarten section and 1.5 classes of bilingual pre-kindergarten sections. We also have 2 sections of ECAP (Early

Childhood Autism Programs). In order to successfully transition PK and Kindergarten students, parents are invited for a beginning of the year open house which happens before school starts. This gives the parents an opportunity to prepare their children to make a smooth and seamless entry into school.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

At Franz Elementary each grade level team plans together with the Instructional Coaches on a weekly basis. Part of each meeting involves designing and reviewing assessment items, or analyzing and disaggregating results of recent assessments. STAAR results from previous years are utilized to help identify Focus

TEKS, which guide instructional planning for each unit. Data is also derived from informal assessment methods such as teacher observation, performance

assessments, and end of unit exams. MRE provides teachers will professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. We utilize regular support of our district Assessment specialist in prioritizing TEKS, analyzing patterns, and predicting final performance. Every grade level on campus is included in the formative review process for our Campus Improvement Plan.

Teachers are provided with extended planning time to review identify TEKS that require spiraling and further in depth instruction to include depth of knowledge

and high rigor.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Students experiencing difficulty in learning are identified through formal and informal measures. Whenever a teacher notices a struggling learner, data is begun to be collected, and Tier One/classroom interventions are provided. With documented interventions attempted, if a student is not responding and continues to struggle, the teacher proposes the student for "beyond the classroom" intervention. Quarterly, RTI Collaboratives are held to discuss individual student needs and, if needed appropriate placement into Extended Learning Time groups for timely, additional assistance. Such assistance is available to students at all age levels in our school, in Reading, Math and Writing. Data is collected and students are exited from intervention as soon as possible. Some students receive assistance in the form of "in class support," whereby an additional educator joins the general classroom setting to provide more help.

To support students ongoing achievement and growth, Title I funds are used to hire supplemental assistance such as push tutorials and extended day tutorials.

10: Coordination and integration of federal, state and local services and programs

Because Franz Elementary is a schoolwide Title One program, we have flexibility to integrate services and programs with the aim of upgrading our entire educational

program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting

processes, we are able to combine most Federal, State, and local funds in order to maximize the impact of resources available to carry out the schoolwide

Title One program for the purpose of increasing student achievement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elisa Saldiva	Teacher	Title I	1
Erin Steffek	Teacher	Title I	1
Gretchen Hansen	Teacher	Title I	1
Tracy John	Teacher	Title I	1

Plan Notes

This is a great place to add minutes from Campus Advisory Team meetings.

Campus Advisory Team

Committee Role	Name	Position
Administrator	Yvette Sylvan	Principal
Business Representative	Brian Davis	Restaurant Owner
Classroom Teacher	Alyssa Estrada	1st Grade Teacher
Classroom Teacher	Arneasha Tsasa	3rd Grade Teacher
Community Representative	John Carpenter	
District-level Professional	Tiffany Momberger	District
Non-classroom Professional	Joseph Broughton	Librarian
Non-classroom Professional	Jana Nelms	Instructional Coach
Non-classroom Professional	Adrienne Thompson	Behavior Specialiist
Parent	Vanessa Beltrane	
Parent	Sofia Clark	
Parent	Dora Mosely	
Parent	Lynell Tardy	
Parent	Katrina Williams	

Campus Funding Summary

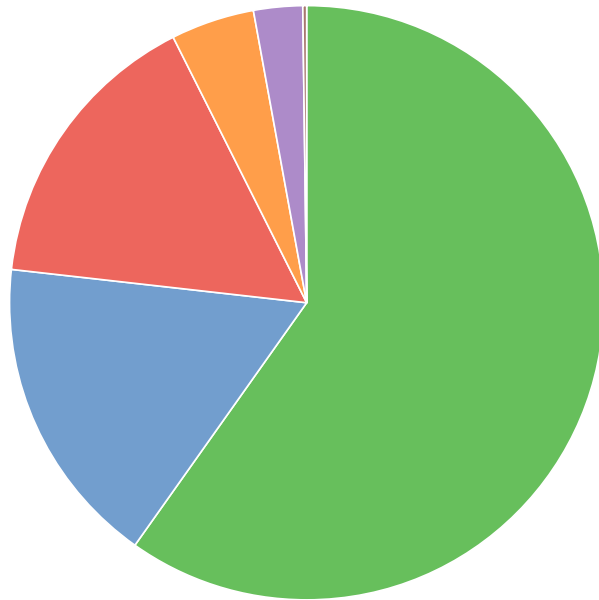
192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay		\$12,500.00
1	2	1	Extra Duty Pay		\$6,500.00
1	3	1			\$2,000.00
1	4	1			\$3,000.00
Sub-Total					\$24,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Professional Development		\$1,500.00
2	1	1			\$1,000.00
Sub-Total					\$2,500.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Personalized Literacy Materials for Teachers		\$10,000.00
1	1	1	Extra Duty Pay		\$12,500.00
1	1	2	professional Development Conferences and Workshops		\$12,000.00
1	2	1	Math Materials and Resources		\$12,500.00
1	2	1	Extra Duty Pay		\$5,500.00
1	2	2	Professional development workshops/conferences		\$5,000.00
1	3	1	Professional resources for teachers, resources for students, and science materials		\$5,000.00
1	3	2	Professional Development		\$1,500.00
1	4	1	Language Arts books, materials, and resources for the teachers and the students		\$5,000.00
1	5	2	Professional Development		\$1,500.00

3	1	1	Parent resources such as books, brochures, and materials		\$4,614.00
3	1	2			\$0.00
4	2	3	Technology purchases		\$57,000.00
Sub-Total					\$132,114.00
263 - Title III-A Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials		\$18,500.00
Sub-Total					\$18,500.00
865 - Principal Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$177,114.00

Addendums

Franz Elementary

Student Profile



Student Statistics

Total Enrollment	1,013
At-Risk	66.1%
Low Income	64.3%
Limited English Proficient	45.3%
Special Education	11.9%
Career Technology Education	-
Bil/English as a Second Language	45.1%
Gifted/Talented	1.7%
Title I	100.0%
Attendance Rate (2013-14)	97.0%

' * ' indicates the number was masked by TEA. ' - ' indicates zero students.

Source: PEIMS snapshot demographic data for 2015-16. Attendance from 2014-15 TAPR.

Race/Ethnicity	#	%
Hispanic	606	59.8%
White	172	17.0%
Black or African American	160	15.8%
Asian	46	4.5%
Two or More Races	27	2.7%
Other	2	0.2%

Other includes student groups whose counts were masked by TEA, where applicable.

TEXAS EDUCATION AGENCY
2016 Accountability Summary
 FRANZ EL (101914126) - KATY ISD

Accountability Rating

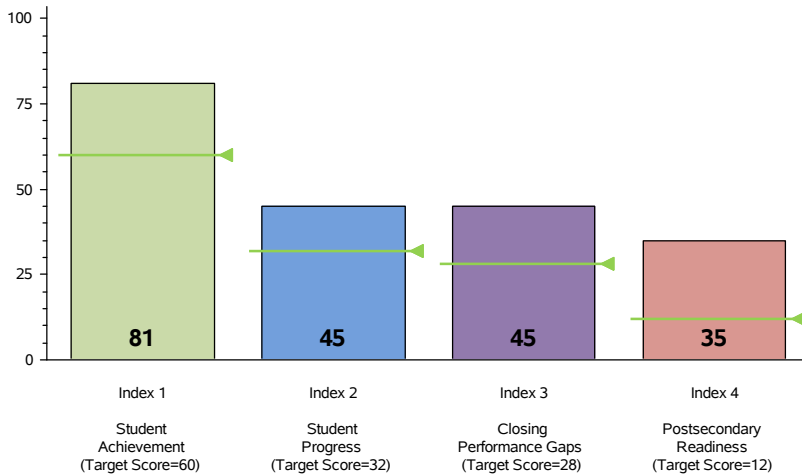
Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	1,006 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	64.7
Percent English Language Learners	45.6
Mobility Rate	13.4

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	937	1,152	81
2 - Student Progress	635	1,400	45
3 - Closing Performance Gaps	907	2,000	45
4 - Postsecondary Readiness			
STAAR Score	35.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		35

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	23 out of 23 = 100%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	37 out of 37 = 100%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

Franz Elementary - Math								
	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	463	354	76%	164	35%	70	15%	88%
Black/African American	83	58	70%	31	37%	10	12%	
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	18	17	94%	13	72%	5	28%	
Hispanic	265	196	74%	73	28%	34	13%	
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	83	72	87%	41	49%	18	22%	
Two or More Races	14	11	79%	6	43%	3	21%	
Economically Disadvantaged	324	236	73%	99	31%	40	12%	88%
Special Education	42	22	52%	6	14%	0	0%	87%
English Language Learner	179	136	76%	47	26%	13	7%	88%

Franz Elementary - Reading

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	463	383	83%	185	40%	92	20%	90%
Black/African American	83	64	77%	35	42%	18	22%	
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	18	17	94%	16	89%	8	44%	
Hispanic	265	218	82%	85	32%	36	14%	
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	83	72	87%	41	49%	24	29%	
Two or More Races	14	12	86%	8	57%	6	43%	
Economically Disadvantaged	324	256	79%	109	34%	48	15%	90%
Special Education	42	20	48%	5	12%	0	0%	87%
English Language Learner	179	144	80%	55	31%	22	12%	90%

Franz Elementary - Science

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	162	129	80%	49	30%	8	5%	88%
Black/African American	23	18	78%	6	26%	1	4%	
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	8	7	88%	5	63%	0	0%	
Hispanic	91	71	78%	23	25%	2	2%	
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	35	30	86%	14	40%	5	14%	
Two or More Races	5	*	*	*	*	*	*	
Economically Disadvantaged	110	86	78%	29	26%	4	4%	88%
Special Education	15	5	33%	3	20%	2	13%	88%
English Language Learner	51	41	80%	8	16%	0	0%	90%

Franz Elementary - Writing

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	122	92	75%	47	39%	19	16%	88%
Black/African American	25	20	80%	13	52%	8	32%	
Am Indian/Alaskan Native	0	*	*	*	*	*	*	
Asian	6	6	100%	6	100%	2	33%	
Hispanic	71	50	70%	20	28%	8	11%	
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	18	15	83%	7	39%	1	6%	
Two or More Races	2	*	*	*	*	*	*	
Economically Disadvantaged	88	63	72%	30	34%	7	8%	88%
Special Education	14	8	57%	1	7%	0	0%	88%
English Language Learner	48	32	67%	14	29%	3	6%	88%