

**Katy Independent School District**  
**Franz Elementary**  
**2017-2018 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Franz Elementary is a fourteen year old, Pre-Kindergarten - 5th grade, Title I campus in Katy ISD. This improvement plan focuses on the 2017-2018 school year; and the demographic information comes from information available as of June 2017. Student enrollment at Franz Elementary increased from the previous year by 2% during 2016-2017, which shows a continued pattern of growth over the past three years. September enrollment data shows that the Hispanic student group is the largest part of our population at 59.33%. The next two student groups that are almost equal in population size: are African American with 17.84% and White with 16.08%. Asian students make up 4.62% of the population. The student population represented by two or more races is 1.85%.

Franz Elementary doesn't have any identified migrant students. The campus is predominately a neighborhood school with two apartment complexes zoned to Franz. Franz Elementary has 69% low income families. There are 7 bus routes serving the school with 6 additional special education bus routes. Franz Elementary student groups include 1.069% Gifted and Talented, 13.8% English as a Second Language, 14% Special Education, and 47.1% Limited English Proficient. Additionally, 69% are economically disadvantaged and 67% are identified as at-risk.

Franz Elementary staff consists of 136 highly qualified teachers and paraprofessionals. We place a high priority in hiring great teachers, and actively pursue candidates through our district Job Fair, personal connections, and through recruiting trips to local universities. We support every teacher new to Franz Elementary with a mentor, whether or not they are new to teaching. New hires attend two days of district level training in August, and we provide campus-based New Teacher training with our Instructional Coaches, as well. All teachers who are new to FES participate in a monthly New Teacher Academy. These mentoring sessions are led by our Lead Mentor, and cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, such as entering grades. With one on one mentors assigned to every new staff member, we provide ongoing, targeted, job-embedded professional learning.

As of May of 2017, 60 of 70 teachers have ESL certification, with the remaining teachers planning to test at the beginning of the 2017-2018 school year. We strive for a 100% rate of ESL certification among staff, as our student population is becoming increasingly LEP.

Franz Elementary hired approximately 10 new staff members for the 2017-2018 academic year. One reason for this large number was due to two (2) new Katy ISD elementary schools opening. Another reason that contributes to this high number is the opening of one private school and one charter school. It was important for the Franz Elementary Administrative team to evaluate current practices, especially in the hiring of new staff. As the year progressed, FES Admin looked at the following factors to increase retention:

Employee morale

Quality of work/productivity

## Relationships between supervisors and staff Opportunities for growth

In order to establish and maintain a close relationships and a cohesive learning environment, the Franz administrative team sought out staff input and feedback in a variety of ways, such as anonymous feedback cards and vertical conversations. As a result of those conversations, FES ensured that there were more leadership opportunities, staff celebrations and recognitions, and power planning sessions. A plan for monitoring our retention strategy during the upcoming year will help admin identify trends and root causes, as well as, take necessary action.

Franz Elementary staff consists of approximately 136 members. This includes admin, teachers, instructional support, and paraprofessionals. As of May 26, 2017, FES had 7.09% absenteeism rate for staff. This averages to approximately 9.8 absences on campus each day for the 2016-2017 academic year. Absence reasons included: Personal Illness, Family Illness, and Personal Business. Absenteeism is a workplace problem. There are substantial human capital risks when teachers and paraprofessionals do not show up for work when scheduled. The reason is very simple. Staff (teachers and paraprofessionals) can only contribute in meaningful ways to the achievement of the school's goals and objectives when they are available to work. Absenteeism negates the goal of improvement. Excessive teacher absenteeism negatively impacts student academic achievement. Student learning is disrupted when a teacher is consistently absent from the classroom.

## Demographics Strengths

Some of the most notable demographic strengths for Franz Elementary 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, FES becomes more and more reflective of society as a whole. With a diverse student population, our students develop life-long skills and an ability to collaborate with peers of all backgrounds. We believe we are equipping young learners to collaborate with all kinds of people. We find that Franz Elementary students are very accepting of new students regardless of race or ethnicity.
3. Our attendance rate is 97%. Families at Franz Elementary value student success and understand that attendance is crucial to student success.
4. Students who are withdrawn from FES are typically moving within the district. A trend that we noted last year was that some families left FES to attend a new private school that opened within a ½ mile radius from our campus and a new charter school.

Some of the most notable staff quality strengths for Franz Elementary include:

- New Teacher Academy (described above)
- Mentors for every person new to the campus
- Support from the Instructional Support team for the first two weeks in the classrooms of every person new to FES
- Scheduled Learning Walks supported for teachers, to visit and learn from professional colleagues within the campus and other KISD campuses.
- Professional development provided at every staff meeting and supported financially through local, state, and national conferences

- Grade level PLCS strengthen instruction through weekly planning with our Instructional Coaches
- Instructional support staff members work with teachers new to the profession, through observation, modeling lessons, and having feedback sessions
- Administrative walk throughs occur multiple times per semester for every teacher
- Extending PDR/PLC grade level meetings to allow teams to meet three times throughout the school year for 3 hours each time. The teams also meet with the Instructional Coaches at least twice a week and once every three weeks for content specific professional development.

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

**Problem Statement 1:** The latest report shows an increase from 11.9% to 14% of students identified as needing special education services. We are working to increase instructional effectiveness with this student population. **Root Cause:** There are more students joining our campus in need of special education services. There are at least 8 students awaiting special education testing at the start of the beginning of the school year.

**Problem Statement 2:** 67% of Franz's student population are considered at-risk. This is above the district and state average. Seven out of every ten students has one or more characteristics affiliated with increased chance of drop out. We are responsible for mitigating the effects of these characteristics. **Root Cause:** Our at-risk population of student's continues to increase every year.

**Problem Statement 3:** In the 2016-2017 school year, an average of 9.8 staff members were absent each school day. Children's academic progress is hindered when substitutes are in their classrooms. **Root Cause:** There is a need to increase teacher morale and engagement.

**Problem Statement 4:** As an at risk campus we continue to lose quality trained staff members to campuses with a smaller at risk population. **Root Cause:** Our district is growing and opening new campuses where teachers transfer to be closer to where they live.

**Problem Statement 5:** We have 47.1% of our students who are Limited English Proficient, indicating the need for instructional strategies that go beyond the verbal delivery. **Root Cause:** Our state and district are increasingly becoming more diverse which has an impact on our campus.

## Student Academic Achievement

### Student Academic Achievement Summary

Many of the problems that Franz Elementary faces in relation to student achievement relates to students' lack of language development (among both monolingual and bilingual students). A high percentage of our children just have not yet developed their academic language, so this has been a major emphasis on our campus. TELPAS data indicates that there is an additional focus needed in developing language skills in ELL's because 3 out of 5 grade levels showed a decrease in TELPAS progress.

TELPAS: STUDENTS PROGRESSING either declined or had no change.

<b>Grade</b>	<b>2016</b>	<b>2017</b>	<b>Difference</b>
First Grade	75%	66%	-9%
Second Grade	72%	72%	NC
Third Grade	68%	68%	NC
Fourth Grade	51%	57%	-6%
Fifth Grade	79%	79%	NC

### The following scores show the percent of students on the 2017 STAAR at the Approaches Grade Level Standard:

- All subjects-72%
- Reading- 76%
- Math-75%
- Writing-60%
- Science-78%

The following scores show the percent of students at the Masters Grade Level:

- Reading- 23% (increase from 20%)
- Math- 18% (increase from 16%)
- Writing-8% (decrease from 18%)
- Science- 10% (increase from 0%)

On Domain 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 Reading, 56% of our students Met or Exceeded the Progress Measure, and in Math, 67% of our students did so. (These numbers reflect -8% change in reading and a +1% change in Math.)

*A deep analysis of the above scores by grade level reveals that the campus saw a decline on the Reading STAAR tests in all grade levels. The analysis of the data also reveals that 5<sup>th</sup> grade science scores decreased by 2 percentage points; however the special education students made a significant gain of 40 percentage points from the previous year. The data also reveals that there was a significant decrease in the 4<sup>th</sup> grade writing scores. Among eight different STAAR tests given at three grade levels, our scores declined in reading, math, and writing. However in Math, there was an overall increase in 3<sup>rd</sup> and 5<sup>th</sup> grade Math STAAR scores.*

After an analysis of student groups we can note that growth in our students is not equal. The performance of our special education students is significantly lower as compared to all students in each grade level taking the STAAR assessments. Note the highest and lowest 2017 STAAR scores listed below:

- 3<sup>rd</sup> Grade Reading: 73% all students tested- 58% Special Education
- 3<sup>rd</sup> Grade Math: 73% all students tested-42% Special Education
- 4<sup>th</sup> Grade Reading: 72% all students tested-29% Special Education
- 4<sup>th</sup> Grade Math: 61% all students tested-14% Special Education
- 4<sup>th</sup> Grade Writing: 68% all students tested -29% Special Education
- 5<sup>th</sup> Grade Reading: 88% all students tested - 73% Special Education
- 5<sup>th</sup> Grade Math: 96% all students tested- 87% Special Education
- 5<sup>th</sup> Grade Science: 78% all students tested - 73% Special Education

With federal target rates of 87%, FES missed the following federal safeguard levels:

Sped Reading - 54%

Sped Math – 49%

LEP Reading- 73%

LEP Math – 76%

Reading White -83%

Math White – 67%

Economically Disadvantaged Reading – 72%

Economically Disadvantaged Math – 72%

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

### **Student Academic Achievement Strengths**

Our most outstanding strengths of the last testing year include:

#### **READING:**

5<sup>th</sup> Grade STAAR or ELL Progress Measure for African American students improved 2%. (50%-52%)

5<sup>th</sup> Grade STAAR Reading for Special Education students improved 26%. (47%-73%)

#### **Math:**

3<sup>rd</sup> grade Math STAAR scores improved 6%. (67%-73%)

3<sup>rd</sup> Grade Math STAAR scores for At-Risk students improved 12%. (57%-69%)

3<sup>rd</sup> Grade Math STAAR scores for Economically Disadvantaged students improved 5%. (61%-67%)

3<sup>rd</sup> Grade Math STAAR scores for LEP students improved 2%. (69%-71%)

4<sup>th</sup> grade STAAR scores for African American students improved 37%. (50%-87%)

5<sup>th</sup> Grade Math STAAR scores improved 7%. (89%-96%)

5<sup>th</sup> Grade STAAR or ELL Progress Measure for LEP students improved 5%. (63%-68%)

5<sup>th</sup> Grade Math STAAR scores for Special Educations students significantly improved 34%. (53%-87%)

#### **Writing:**



4<sup>th</sup> Grade Writing STAAR or ELL Progress Measure for Special Education improved 50%. (0%-50%)-no System Safeguard

Science:

5<sup>th</sup> Grade Science STAAR achievement was attained by ALL sub-populations (no System Safeguards in this area)

5<sup>th</sup> Grade Science STAAR scores were maintained, however there was a 2% drop. (80%-78%)

5<sup>th</sup> Grade Science STAAR scores for Special Education students significantly improved 40%. (33%-73%)

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** STAAR data indicate that 4<sup>th</sup> Grade Writing performance dropped by 14 percentage points. No student scored an 8 on their essays; 42% of the students scored a 4, which is at the basic level and only 17% scored a 5 or 6 on the written composition. Too many students are unable to effectively develop and communicate an idea in writing. **Root Cause:** Students are not effectively able to elaborate and lack voice and craft in their writing. Another root cause is uneven quality of writing instruction across the campus. Teachers need training in effective writing instruction and conferencing. Another root cause is lack of understanding of how to teach grammar and conventions, and doing so daily.

**Problem Statement 2:** STAAR data indicate that Reading performance dropped by 8 percentage points from 84% to 76%. Although the students can decode and word call, many still are unable to analyze text at high cognitive levels. **Root Cause:** Teachers need more training in small group instruction and conferring that will lead to students being able to think critically and analyze about what they have read.

**Problem Statement 3:** 2017 STAAR data reveals that Special Education students scored significantly below all other student groups in math and writing. **Root Cause:** Root causes include lack of access to classroom instruction for some of these students, lack of effective In Class Support, uneven provision of accommodations, lack of time for effective communication between SPED staff and general education teachers. Another root cause is that teachers do not consistently differentiate instruction to meet the needs of diverse learners.

**Problem Statement 4:** The number of students scoring at Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. **Root Cause:** Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers lack the necessary training to be able to consistently use quality and effective questioning during instruction.

## **School Processes & Programs**

### **School Processes & Programs Summary**

At Franz Elementary, we teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: District Learning Assessments, campus common assessments, balanced literacy including the Lucy Calkins Units of Study for Reading/Writing and Math Workshop. All assessments and programs used assist in teaching the depth and complexity of the TEKS. The curriculum and instruction at Franz Elementary is driven by the district's scope and sequence and unit plans which promote students' learning abilities as well as the development of critical thinking and problem solving skills, which align to the TEKS and STAAR assessments.

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 times 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.

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, NearPod, and Google drive to create and display assignments and projects. The majority of the teachers are accustomed to integrating the use of Smartboard technology including document camera, Mirroring 360 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

### **School Processes & Programs 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 participated 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

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. Grade levels report to their corresponding Assistant Principals for handling of most issues on their teams, as well as, streamlining communication
  - 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 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 their skill level and confidence in the ability to use technology has increased due to the access to technology.
  - All classrooms are equipped with a combination of computers, Ipads, Apple TV, Mirroring 360, Smartboard and document cameras in keeping up with current technology.
  - The district provides our campus with a Classroom Technology Designer that collaborates with teachers at least twice a month.
  - All classrooms located inside the building have front row technology (sound).

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

**Problem Statement 1:** The teachers struggle to implement the district curriculum including the unit plans with fidelity campus wide as well as maximizing the use of instructional time. **Root Cause:** Teachers are not all adequately trained with the specific staff development necessary to gain a clear understanding of each subject area content. This is especially true in the implementation of math, science, balanced literacy, and ESL/special education instructional strategies.

**Problem Statement 2:** Bright Bytes data suggests that teachers do not fully understand the four Cs (communication, collaboration, creativity, critical thinking), resulting in lack of student mastery of online skills. **Root Cause:** Lack of professional development in this area and availability of a variety of technological devices and applications that can engage students and impact student achievement.

# Perceptions

## Perceptions Summary

Franz Elementary works to create an atmosphere where families 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 calls, emails, planners, Dojo, and social media (Facebook, Twitter, and Remind). Informational documents and graded work are sent home each week in a Tuesday folder. As a Title I campus, we are obligated annually to educate our community about the importance of parent involvement/engagement in local education. As a bilingual campus, our front office staff greets family and community members in both English and Spanish, and creates a very welcoming environment. In addition, we offer several events and programs throughout the school year to encourage families to visit our school. Our bilingual counselor directs events and projects to reach a broad range of families and community members. We have also cultivated a wonderful group of parent volunteers who help out daily in our work room and on special projects.

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. 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. Our focus is to acknowledge desired behaviors and include strategies and clearly defined expectations to support a positive school environment. PBIS expectations along with CHAMPS strategies are in each common area and classroom, promoting a safe and positive learning environment and school culture. Expectations are consistently enforced. Soar Tickets, along with positive rewards and praise, are given frequently.

We promote the Core Essential curriculum on the announcements, during classroom instruction, and with guidance lessons. Students are recognized monthly for displaying excellent character. Our school counselor works to meet the needs of our 1080 students. She provides the needed guidance, support, and counseling, as well as supports families in need. We offer the backpack buddy program through the Houston Food Bank to provide students in need with food over the weekend.

Our Social Committee, Principal Advisory Committee (PAC) and administrative team provide events, treats, and food throughout the year to appreciate our hard-working staff. Weekly communication goes out to the staff with events, dates, and reminders. Administrators often encourage and appreciate staff verbally or with handwritten notes.

## Perceptions Strengths

Some of the most notable strengths for Franz Elementary include:

- 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. The following outlines the number of referrals over the past five years:
- 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
  - 297 referrals in 2013-2014
  - 170 referrals in 2014-2015
  - 198 referrals in 2015-2016
  - 179 referrals in 2016-2017
- 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.
- Promoted KEYS Mentoring Program (Keep Encouraging Youth toward Success)
- Promoted VIPS (Volunteers in Public Schools)
- Supported PIE (Partners in Education)
- Held PTA Meetings
- PTA hosted parent work days
- Hosted STEAM Night (Science, Technology, Engineering, and Math)
- Hosted a Parent/Child Art Night
- Held Celebration of Learning Assemblies
- Held Multicultural Evening Performance
- Provided Title I information at both orientation meetings for parents
- Hosted Breakfast with Santa
- Implemented PBIS with a committee and sub-committees
- Monthly PBIS meetings to discuss strengths and areas to improve
- Promoted positive behavior with Soar Tickets and Class Dojo points and monthly and every 6 weeks PBIS incentives
- Core Essentials Program
- No Place for Hate Program
- Grandparent's Day
- Great Kindness Challenge Week
- Senior Reception
- Parent Information Night

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is favorable parent attendance at parent or family events, but we are not reaching all families. **Root Cause:** Parents may be working or have other responsibilities, so they are not able to attend events.

**Problem Statement 2:** Although the number of office referrals are decreasing, 6% of the office referrals derived from the classroom reflecting that many

teachers are not equipped with the knowledge and strategies to handle highly disruptive students and are searching for consequences. **Root Cause:** Our campus lacks training in strategies to identify behavioral triggers and how to deescalate behaviors.

# 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

## 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 2017-18 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: 91% 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	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7  1) Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Reading TEKS.	2, 9, 10	Instructional Coaches Title I Teachers Academic Support Teachers Administration	Common Assessments DLA's Progress Reports Report Cards Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I Part A - \$17,933.00, 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>	3, 4	Instructional Coaches Administration	Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				
Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - Title I Part A - \$1,000.00							
<p>3) (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.</p>	2, 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				
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 2 Funding Sources: 199 - General Fund - \$1,500.00							
							

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>	
<p><b>Problem Statement 2:</b> STAAR data indicate that Reading performance dropped by 8 percentage points from 84% to 76%. Although the students can decode and word call, many still are unable to analyze text at high cognitive levels. <b>Root Cause 2:</b> Teachers need more training in small group instruction and conferring that will lead to students being able to think critically and analyze about what they have read.</p>	
<p><b>Problem Statement 4:</b> The number of students scoring at Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. <b>Root Cause 4:</b> Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers lack the necessary training to be able to consistently use quality and effective questioning during instruction.</p>	
<b>School Processes &amp; Programs</b>	
<p><b>Problem Statement 2:</b> Bright Bytes data suggests that teachers do not fully understand the four Cs (communication, collaboration, creativity, critical thinking), resulting in lack of student mastery of online skills. <b>Root Cause 2:</b> Lack of professional development in this area and availability of a variety of technological devices and applications that can engage students and impact student achievement.</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 2017-18 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: 91% 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	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4  1) Provide materials, technology and targeted intervention resources to ensure the mastery of required Math TEKS.	2, 9, 10	Instructional Coaches Title I Teachers Academic Support Teachers	Common Assessments DLA's Progress Reports Report Cards Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				
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.	3, 4	Instructional Coaches Administration	Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				

3) (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, 4, 10	Administration	Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				
		Instructional Coaches Librarian					
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 2							
Funding Sources: 199 - General Fund - \$1,500.00							
							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 4:</b> The number of students scoring at Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. <b>Root Cause 4:</b> Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers lack the necessary training to be able to consistently use quality and effective questioning during instruction.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Bright Bytes data suggests that teachers do not fully understand the four Cs (communication, collaboration, creativity, critical thinking), resulting in lack of student mastery of online skills. <b>Root Cause 2:</b> Lack of professional development in this area and availability of a variety of technological devices and applications that can engage students and impact student achievement.

**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 2017-18 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	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required science TEKS.	2, 9, 10	Instructional Coaches Administration	Common Assessments DLA's Progress Reports Report Cards Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				
Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - Title I Part A - \$65,496.00, 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.	3, 4	Instructional Coaches 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				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - Title I Part A - \$1,200.00						
3) (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, 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				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - General Fund - \$1,500.00, 211 - Title I Part A - \$7,000.00						
							

**Performance Objective 3 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 4:** The number of students scoring at Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. **Root Cause 4:** Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers lack the necessary training to be able to consistently use quality and effective questioning during instruction.

**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 2017-18 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	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required writing TEKS.	2, 9, 10	Instructional Coaches Academic Support Teachers Administration	Common Assessments DLA's Progress Reports Report Cards 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, 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				



**Performance Objective 4 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 1:** STAAR data indicate that 4th Grade Writing performance dropped by 14 percentage points. No student scored an 8 on their essays; 42% of the students scored a 4, which is at the basic level and only 17% scored a 5 or 6 on the written composition. Too many students are unable to effectively develop and communicate an idea in writing. **Root Cause 1:** Students are not effectively able to elaborate and lack voice and craft in their writing. Another root cause is uneven quality of writing instruction across the campus. Teachers need training in effective writing instruction and conferencing. Another root cause is lack of understanding of how to teach grammar and conventions, and doing so daily.

**Problem Statement 4:** The number of students scoring at Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. **Root Cause 4:** Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers lack the necessary training to be able to consistently use quality and effective questioning during instruction.

**School Processes & Programs**

**Problem Statement 2:** Bright Bytes data suggests that teachers do not fully understand the four Cs (communication, collaboration, creativity, critical thinking), resulting in lack of student mastery of online skills. **Root Cause 2:** Lack of professional development in this area and availability of a variety of technological devices and applications that can engage students and impact student achievement.

## 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 2017-2018 school year.

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 4 CSF 6 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.		PBIS committee Administrators	4 and 9 week school wide incentives will decrease the numbers discipline referrals. There will be an increase in teacher morale due to the positive behavior of students. There will be an increase in instructional time, which will have a direct impact on increasing student learning.				
Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund - \$1,000.00							

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> Although the number of office referrals are decreasing, 6% of the office referrals derived from the classroom reflecting that many teachers are not equipped with the knowledge and strategies to handle highly disruptive students and are searching for consequences. <b>Root Cause 2:</b> Our campus lacks training in strategies to identify behavioral triggers and how to deescalate behaviors.

### 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	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> 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				
Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - \$4,726.00							
<p><b>Critical Success Factors</b> 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>		Administration	Invitations Parent sign-in sheets Agendas Parent survey				
Problem Statements: Perceptions 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>3) Provide PK/K transition strategies to include PK/K parent orientation and encourage attendance at district level PK/K summer Programs and district level parent trainings.</p>	7	PK/K teachers Administration ESL ISST and Bilingual Team Leader	Registration Parent Evaluations KSAT Enrollment ISIP Data F & P Data				

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>4) Provide a smooth transition from 5th grade to 6th grade by facilitating JH visits with the JH counselors to assist with JH course selection and arranging other JH fine arts department visits.</p>	7	Counselor	Couse Selection				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Performance Objective 1 Problem Statements:**

<p><b>Perceptions</b></p>
<p><b>Problem Statement 1:</b> There is favorable parent attendance at parent or family events, but we are not reaching all families. <b>Root Cause 1:</b> Parents may be working or have other responsibilities, so they are not able to attend events.</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 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	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> 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            = Continue/Modify            = 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	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> 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><b>Critical Success Factors</b> 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				


## 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	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> 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><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> 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>		Administration Instructional Coaches Teachers	Common Assessments DLA's Progress Reports Report Cards Observations/Walkthroughs STAAR Results				
<p>3) Utilize collaborative teamwork for instructional planning, data analysis and the development of common assessments. Teachers will also hold student goal setting sessions.</p>	8, 9	Instructional Coaches Administration	Common Assessments DLA's Progress Reports Report Cards Professional Development Agendas Collaborative Meetings Power Planning Sessions Intervention Schedule (Flight) Observations/Walkthroughs STAAR Results				
Problem Statements: Student Academic Achievement 4							
							

**Performance Objective 1 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 4:** The number of students scoring at Masters Grade Level performance in reading, writing, math, and science needs to increase and all students need to make academic progress. **Root Cause 4:** Teachers lack training in data analysis skills in order to accurately formulate small groups to effectively differentiate learning for students in reading, writing, math, and science. Teachers lack the necessary training to be able to consistently use quality and effective questioning during instruction.



## System Safeguard Strategies

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	1	1	Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Reading TEKS.
1	2	1	Provide materials, technology 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.

# 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>
Caddo	Studdard	Title I	1
Elisa Saldiva	Teacher	Title I	1
Erin Steffek	Teacher	Title I	1
Gretchen Hansen	Teacher	Title I	1
Tracy John	Teacher	Title I	1



## Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Yvette Sylvan	Principal
Non-classroom Professional	Joseph Broughton	Librarian
Classroom Teacher	Anahi Membreno	Classroom Teacher
Classroom Teacher	Arneasha Tsasa	Classroom Teacher
Classroom Teacher	Patricia Muskus	Classroom Teacher
Classroom Teacher	Jessica Cardwell	Classroom Teacher
Classroom Teacher	Brian Thuesen	Classroom Teacher
Business Representative	Brian Davis	Business Representative
Parent	Maricia Rodriguez	Parent
Parent	Veronica Reyes	Parent
Parent	Paola Ortiz	Parent
Parent	Kevin Nguyen	Parent
Parent	Melissa Spence	Parent

## Campus Funding Summary

<b>192 - Special Project</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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
<b>Sub-Total</b>					\$24,000.00
<b>199 - General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Professional Development		\$1,500.00
1	2	3	Professional Development		\$1,500.00
1	3	3	Professional Development		\$1,500.00
1	4	2	Professional Development		\$1,500.00
2	1	1			\$1,000.00
<b>Sub-Total</b>					\$7,000.00
<b>211 - Title I Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Literacy Materials		\$5,000.00
1	1	1	Extra Duty Pay		\$7,933.00
1	1	1	Technology Tools		\$5,000.00
1	1	2	Professional Development		\$1,000.00
1	2	1	Math Materials and Resources		\$10,000.00
1	2	1	4 Title I Math Teachers		\$242,783.00
1	2	1	Technology Tools		\$5,000.00
1	2	1	Extra Duty Pay		\$7,934.00
1	3	1	Science Resources		\$4,800.00

1	3	1	Title I Science Facilitator		\$60,696.00
1	3	2	Professional Development		\$1,200.00
1	3	3	Technology Professional Development		\$2,000.00
1	3	3	Technology Tools		\$5,000.00
1	4	1	Extra Duty Pay		\$7,934.00
1	4	1	Technology Tools		\$5,000.00
3	1	1	Parent Resources		\$4,726.00
<b>Sub-Total</b>					\$376,006.00
<b>263 - Title III-A Immigrant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Reading Materials		\$18,500.00
<b>Sub-Total</b>					\$18,500.00
<b>865 - Principal Activity</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$425,506.00

# Addendums

# TEXAS EDUCATION AGENCY

## 2017 Accountability Summary

FRANZ EL (101914126) - KATY ISD

### Accountability Rating

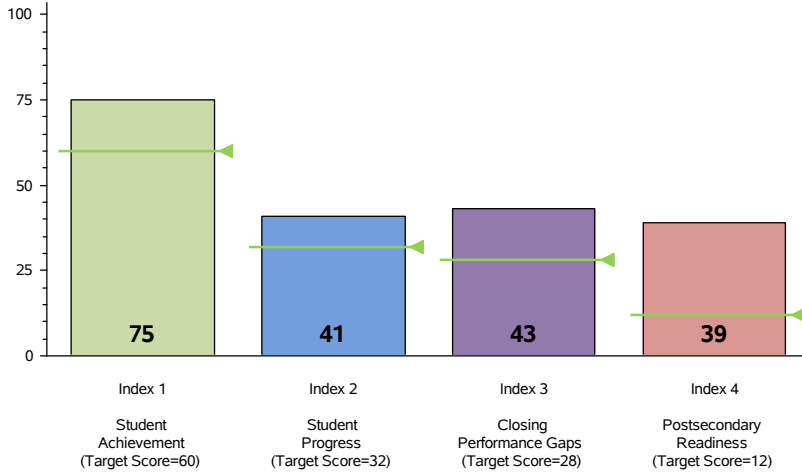
**Met Standard**

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>
In 2017, 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

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

### Performance Index Report



### Campus Demographics

Campus Type	Elementary
Campus Size	1,013 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	64.9
Percent English Language Learners	48.1
Mobility Rate	14.4
Percent Served by Special Education	13.2
Percent Enrolled in an Early College High School Program	0.0

### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	886	1,182	75
2 - Student Progress	489	1,200	41
3 - Closing Performance Gaps	1,026	2,400	43
4 - Postsecondary Readiness			
STAAR Score	38.8		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		39

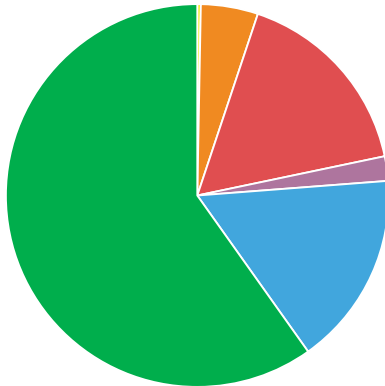
### System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	23 out of 25 = 92%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>37 out of 39 = 95%</b>

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

# 126 - Franz Elementary

Student Profile



Student Statistics

Total Enrollment	1,018
At-Risk	70.14%
Low Income	64.44%
Limited English Proficient	47.84%
Special Education	13.65%
Career Technology Educat..	0.00%
Bilingual	33.40%
ESL	14.15%
Gifted/Talented	1.28%
Title I	100.00%
Attendance Rate	96.06%

Race/Ethnicity	#	%
White	167	16.40%
Hispanic	609	59.82%
Asian	49	4.81%
Black/African American	169	16.60%
Two or More Races	21	2.06%
Am Indian/Alaskan Native	3	0.29%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.