Hillsboro Independent School District

Franklin Elementary School

2019-2020 Campus Improvement Plan

Mission Statement

The mission of Franklin Elementary School is to hold high expectations for all students to achieve excellence and to provide an exemplary educational environment in which all students are empowered to learn and develop intellectually, socially, physically, and emotionally.

Vision

Franklin Elementary School nurtures students in a calm, safe, caring environment so families, staff, and students positively interact as progress is made toward academic and social/emotional goals.

Value Statement

We believe all students are eager and active participants in the learning process and are valued as the future leaders of the global community.

We believe all parents hold high expectations for their students' hopes and dreams and are integral participants in the educational process through involvement, communication, and partnership between school and home.

We believe all teachers build personal, compassionate relationships with students and parents and design engaging and challenging lessons that prepare their students for the future.

We believe all principals are visible, visionary leaders who are passionate about education and who foster a successful school community and learning environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Franklin Elementary houses our pre-kindergarten students and district daycare center. The enrollment for the 2019-2020 school year is 165 including Head Start. Student groups are as follows:Black/African American-14.81%; Hispanic/Latino-54.32%; White-26.54%;Two or More-4.33%. 9.00% of our students are bilingual, and 9.00% are English learners. 6.17% of our student population receives special education services. 42.59% of Franklin's students are economically disadvantaged.

Demographics Strengths

- Our staff has grown in diversity based on gender, experience, and ethnicity.
- Our pre-kindergarten program is an open enrollment, full-day program for all Hillsboro ISD students regardless of language, race, or socio-economic status.

Problem Statements Identifying Demographics Needs

Problem Statement 1: FES faces challenges meeting the academic, social, and emotional needs of economically disadvantaged students. **Root Cause**: The FES staff needs additional support utilizing effective development strategies to support learning, language, and cultural needs based on demographics.

Student Achievement

Student Achievement Summary

A continued and focused data analysis is a fundamental process at Franklin Elementary. Sources of data analyzed include CIRCLE progress monitoring, ESGI assessments and reports, and standards-based report cards. Teachers use assessment results to differentiate instruction. The ongoing process of analyzing student achievement reinforces the campus' commitment to provide a rigorous and relevant curriculum to all students. Franklin has professional learning communities and data discussions to disaggregate data and determine appropriate interventions.

Student Achievement Strengths

- Provide an effective prekindergarten response to intervention program.
- Provide an effective special education program.
- Continue to assess students' learning in innovative ways- digital portfolios, standard-based report cards, developmental checklists, observations, and progress monitoring.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students in special education are performing below their non-sped peers. **Root Cause**: The FES staff needs additional support implementing researched based strategies to meet the needs of students with disabilities.

Problem Statement 2: Vertical alignment is challenging. **Root Cause**: We are a stand alone campus.

Problem Statement 3: Diverse family participation in school organizations is a concern. **Root Cause**: FES must create more meaningful opportunities for families to be involved and provide feedback.

School Culture and Climate

School Culture and Climate Summary

FES embeds research-based design qualities and digital learning opportunities within the lesson framework to meet the needs of all learners. FES encourages inquiry and creativity in all avenues of instruction. The campus has built a culture of high expectations with embedded accountability that is positive rather than punitive. FES embraces the development of the whole child. Prek Guidelines will continue to be the base by which teachers design meaningful learning opportunities for students. FES will continue to develop each student academically, emotionally, and socially to become an active participant in a global society. FES staff members engage in online and face to face professional development and use restorative practices to maintain a positive culture.

School Culture and Climate Strengths

- A collaborative approach utilized in the decision making process allows for transparency among stakeholders.
- FES is sought out by a variety of organizations to share frameworks of forward thinking practices that have impacted student success.
- A culture of high expectations that reflects a community driven accountability approach that begins with the school board and filters to students is evident at FES.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Discipline expectations across all classrooms do not reflect restorative practices. **Root Cause**: Some staff members are learning to implement restorative practices.

Problem Statement 2: Some staff members are learning to design engaging lessons. **Root Cause**: Some staff members are new and are learning the design process.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Administrators seek out the best and the brightest to work with and nurture FES students. The campus' efforts to attract, develop, and retain a high-quality instructional and administrative staff is not without challenges. While we work to stay competitive in our market, we are also working to improve the educational and professional environment. Developing and increasing the capacity of all staff members in the learning organization is a priority at FES. Additionally, all staff members have an awareness of the beliefs that define our vision at FES. These beliefs are the driving force behind all decisions including employment as we strive to embody the characteristics of a portrait of a learner and educator.

Staff Quality, Recruitment, and Retention Strengths

- Quality new teacher induction program
- Staff development through a variety of sources including CLI, and Region 12
- High quality staff members
- Opportunities for collaboration and teamwork
- Develop aspiring leaders through encouragement and opportunities to further their education

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: FES experiences a limited applicant pool in certain areas. **Root Cause**: It takes time to receive credentials in specialized ares, so we develop student teachers and encourage staff members to earn additional credentials.

Problem Statement 2: There is a lack of alignment of staff diversity with student diversity. **Root Cause**: Due to pay, personal preferences and tradition, some people of diverse backgrounds are not interested in working with young children in a rural community.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Based on research and best practice, FES continues to focus on the design of meaningful and authentic work aligned with the Prek Guidelines. Rigorous coursework and innovative strategies are an emphasis for FES. Intentional efforts have been made to increase the innovative use of technology in classrooms and the computer lab. Data driven decisions are made for improvement through the adopted curriculum, effective instructional methodologies, walk-through data, and progress monitoring data. Continual monitoring and analysis of data will help to ensure curricular needs are met.

Curriculum, Instruction, and Assessment Strengths

- The prek coordinator and teacher leaders collaborate to design meaningful summer learning festivals and professional learning communities based on campus curriculum needs and focus areas.
- Teachers continue to use CIRCLE and ESGI to assess students.
- Campus leadership has data meetings and discuss appropriate interventions regularly.
- Teachers present and practice instructional strategies with parents frequently.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: FES staff members are working to deepen the understanding of how formative assessment impacts instruction. **Root Cause**: Stakeholders sometimes value summative assessment over formative assessment.

Problem Statement 2: Curriculum resources are not being utilized with fidelity. **Root Cause**: The adopted curriculum better meets our PK standards, so FES staff members will receive training on the new curriculum so it can be consistently utilized.

Parent and Community Engagement

Parent and Community Engagement Summary

FES is committed to the sustainability and support of family and community. FES strives to achieve family and community partnerships that positively impact the success of all students. FES has an established framework in which the basic components of school, family, and community partnerships exist. Included in this framework are organized entities that regularly meet and interact with the campus. These organizations include: Retired Teacher Association, Texas AgriLife, PTA, and Watch D.O.G.S. The Education Foundation supports our school through educational grants. Communication is key to the effectiveness of all family and community involvement. Through the use of our local newspaper, radio, internal printed and electronic communication tools, stakeholders receive information and are given opportunities to provide critical feedback.

Parent and Community Engagement Strengths

- District and Campus Improvement Committees
- Social Media- Twitter, Facebook, District App.
- Connections Publications
- Blackboard Connect- message system
- Relationship with local newspaper and radio
- District and campus website
- Skyward Parent Access Portal
- FreshGrade-digital portfolios
- Involvement in Lion's Club
- Provide translators at parent meetings and ARDs
- Provide notes home in English and Spanish
- Parent surveys
- Home visits
- Family Advisory Council
- Eagle Expo of Excellence
- Good to Go, Head to Toe
- Visit nursing homes
- Participate in food and toy drives

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Some families are reluctant to participate in the campus decision making process. **Root Cause**: Families may have different educational or cultural backgrounds and find the school setting intimidating, so we will provide a variety of opportunities for parents to participate in FES educational processes through out the year.

School Context and Organization

School Context and Organization Summary

FES has a prek coordinator who attends administrative team meetings, forums, and principal academies. These meetings are led by the superintendent and provide valuable information and learning opportunities that strengthen the professional community within the school and district. FES holds frequent faculty meetings after school. Teacher leaders and mentors lead weekly team meetings. The prek coordinator designs bimonthly professional learning community time for teachers.

School Context and Organization Strengths

- High quality staff
- Positive learning environment
- Culture of a learning organization present throughout FES
- Staff has a voice in decision making process and in identifying solutions via faculty meetings, design team meeting, DEIC, CIT, and PLCs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Communication throughout the campus is challenging. **Root Cause**: Due to logistics, it is hard to have the staff in the same room at the same time. However, we commit to meet and discuss campus goals monthly.

Technology

Technology Summary

Digital learning is prevalent at FES with classrooms connected locally, nationally and globally through technology. FES uses FreshGrade digital portfolios to instantaneously share student work with parents and encourage two way interactions. Technology is current and beneficial to students. Technology is addressed in campus action plans. FES utilizes a variety of devices such as: Chromebooks, interactive boards and slates, response systems, digital tablets, document cameras, projection devices, and desktop computers. Students use a wide range of web resources in concert to create, locate, store and share information through Google, Edmodo, Thirty Hands, My Storybook, Arasma, Telegami, and other educational applications. Students visit the computer lab four days per week.

Technology Strengths

- Implementation of a single-sign on platform
- Technology is used as a learning tool
- Emphasis on the use of technology and applications in classrooms and computer lab
- FES has wireless access

Problem Statements Identifying Technology Needs

Problem Statement 1: The FES staff needs continued support utilizing technology for instruction. **Root Cause**: Technology changes daily, so we will continue to have professional development to build capacity and best practices in technology.

Priority Problem Statements

Problem Statement 1: FES faces challenges meeting the academic, social, and emotional needs of economically disadvantaged students.

Root Cause 1: The FES staff needs additional support utilizing effective development strategies to support learning, language, and cultural needs based on demographics.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in special education are performing below their non-sped peers.

Root Cause 2: The FES staff needs additional support implementing researched based strategies to meet the needs of students with disabilities.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Vertical alignment is challenging.

Root Cause 3: We are a stand alone campus.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Diverse family participation in school organizations is a concern.

Root Cause 4: FES must create more meaningful opportunities for families to be involved and provide feedback.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Discipline expectations across all classrooms do not reflect restorative practices.

Root Cause 5: Some staff members are learning to implement restorative practices.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Some staff members are learning to design engaging lessons.

Root Cause 6: Some staff members are new and are learning the design process.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: FES experiences a limited applicant pool in certain areas.

Root Cause 7: It takes time to receive credentials in specialized ares, so we develop student teachers and encourage staff members to earn additional credentials.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: There is a lack of alignment of staff diversity with student diversity.

Root Cause 8: Due to pay, personal preferences and tradition, some people of diverse backgrounds are not interested in working with young children in a rural community.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: FES staff members are working to deepen the understanding of how formative assessment impacts instruction.

Root Cause 9: Stakeholders sometimes value summative assessment over formative assessment.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Curriculum resources are not being utilized with fidelity.

Root Cause 10: The adopted curriculum better meets our PK standards, so FES staff members will receive training on the new curriculum so it can be consistently utilized.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Some families are reluctant to participate in the campus decision making process.

Root Cause 11: Families may have different educational or cultural backgrounds and find the school setting intimidating, so we will provide a variety of opportunities for parents to participate in FES educational processes through out the year.

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Communication throughout the campus is challenging.

Root Cause 12: Due to logistics, it is hard to have the staff in the same room at the same time. However, we commit to meet and discuss campus goals monthly.

Problem Statement 12 Areas: School Context and Organization

Problem Statement 13: The FES staff needs continued support utilizing technology for instruction.

Root Cause 13: Technology changes daily, so we will continue to have professional development to build capacity and best practices in technology.

Problem Statement 13 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Through collaborative efforts ensure a focus on the quality of work provided all learners.

Performance Objective 1: Engaging experiences which lead to profound learning result from the work of dedicated individuals working collaboratively throughout the district/schools to design meaningful experiences for their targeted audience.

Evaluation Data Source(s) 1: CIRCLE and ESGI data reports, checklists, report cards, portfolios, lesson plans, YAG, PLCs, training/meeting agendas, sign-in sheets, training certificates and artifacts, schedules, surveys, intervention logs, rosters, participation records, meeting minutes, purchase orders and inventory records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Improve low-performing schools 1) Provide differentiated professional develop on integrating 21st Century technology skills into instruction and management while increasing teacher's expertise of technology integration into teaching and learning.	2.5	PreK Coordinator, Grade Chair, Teacher Leaders	All teachers will leverage technology appropriately into the standards-based approach of teaching and learning.			
Problem Statements: School Culture and Climate 2 - Technology 1 **Funding Sources**: Federal, State, Local - 0.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Provide supplemental resources, professional development, and/or intervention/enrichment opportunities aligned to the Prek Guidelines for students to improve academic performance to close the achievement gaps in reading, math, science, social studies and social and emotional learning including that of students in special populations.	2.4, 2.5, 2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Increase of student academic performance across all student groups.			
Problem Statements: Demographics 1 - Student Achievement 1, 3 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 1 - Technology 1 **Funding Sources**: Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Build a foundation of reading and math 3) Promote assessment opportunities that are aligned to the state standards in depth and complexity through the use of various assessment modalities and methods.	2.4	PreK Coordinator, Grade Chair, Teacher Leaders	Impact from differentiated modalities and methods will be seen through instruction aligned to students' needs and student success with various types of assessment.			
Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Build a foundation of reading and math 4) Provide daily instruction in every classroom based on state standards in order to meet the academic needs of each child.	2.4, 2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Academic needs will be met.			
Problem Statements: Demographics 1 - Student Achievement 3 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Analyze data to address gaps in performance of targeted populations.	2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Increased academic performance across all student groups.			
Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 - Technology 1						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs of students.	2.4, 2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Meet the needs of students in order to close achievement gaps and improve learning.			
Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Improve low-performing schools 7) Support programs to meet the needs of advanced students through differentiated instruction, pull-out programs, and academic competitions.	2.4, 2.5	PreK Coordinator, Grade Chair, Teacher Leaders	Meet the needs of advanced students.			
Problem Statements: School Culture and Climate 2 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - Technology 1						
Funding Sources: Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Improve low-performing schools 8) Promote integration of English language proficiency standards (ELPS) within lesson design to support comprehensible input for English learners.	2.4, 2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Increased English language proficiency of Els.			
Problem Statements: Demographics 1 - Student Achievement 3 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 9) Provide professional development opportunities for special education staff to collaborate with regular education staff and provide access to all curriculum resources and tools.		PreK Coordinator, Grade Chair, Teacher Leaders	Impact may be measured by the training of special education and regular education staff and how this training is applied in the classroom.			
Problem Statements: Demographics 1 - Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1						
Funding Sources: Federal, State, Local - 0.00						
10) Provide opportunities for students to participate in fine arts, agriculture, athletic and academic activities.	2.5	PreK Coordinator, Grade Chair, Teacher Leaders	Increased number of students participating in student activities.			
Problem Statements: Demographics 1 - Student Achievement 3 - School Culture and Climate 2						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Improve low-performing schools 11) Promote good sportsmanship, healthy competition and good character through a variety of school functions and extracurricular programs.	2.5	PreK Coordinator, Grade Chair, Teacher Leaders	Improved positive behaviors and good character of students.			
Problem Statements: Parent and Community Engagement 1						
Funding Sources: Federal, State, Local - 0.00						
12) Continue to assess facility needs and report problematic areas including recommendations for improvement and future structures.		PreK Coordinator, Grade Chair, Teacher Leaders	Provide safe and well maintained learning spaces.			
Problem Statements: Student Achievement 3 - School Context and Organization 1						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Improve low-performing schools 13) Create and maintain a computer lab equipped with devices to meet the needs of 21st century learning.	2.5	PreK Coordinator, Grade Chair, Teacher Leaders	Increased use of technology will prepare students to be leaders of the global community.			
Problem Statements: Technology 1						
Funding Sources: Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
	100% = Accomplished	0% = No Progress	❌ = Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: FES faces challenges meeting the academic, social, and emotional needs of economically disadvantaged students. **Root Cause 1**: The FES staff needs additional support utilizing effective development strategies to support learning, language, and cultural needs based on demographics.

Student Achievement
Problem Statement 1: Students in special education are performing below their non-sped peers. **Root Cause 1**: The FES staff needs additional support implementing researched based strategies to meet the needs of students with disabilities.
Problem Statement 2: Vertical alignment is challenging. **Root Cause 2**: We are a stand alone campus.
Problem Statement 3: Diverse family participation in school organizations is a concern. **Root Cause 3**: FES must create more meaningful opportunities for families to be involved and provide feedback.

School Culture and Climate
Problem Statement 2: Some staff members are learning to design engaging lessons. **Root Cause 2**: Some staff members are new and are learning the design process.

Staff Quality, Recruitment, and Retention
Problem Statement 1: FES experiences a limited applicant pool in certain areas. **Root Cause 1**: It takes time to receive credentials in specialized ares, so we develop student teachers and encourage staff members to earn additional credentials.

Curriculum, Instruction, and Assessment
Problem Statement 1: FES staff members are working to deepen the understanding of how formative assessment impacts instruction. **Root Cause 1**: Stakeholders sometimes value summative assessment over formative assessment.
Problem Statement 2: Curriculum resources are not being utilized with fidelity. **Root Cause 2**: The adopted curriculum better meets our PK standards, so FES staff members will receive training on the new curriculum so it can be consistently utilized.

Parent and Community Engagement
Problem Statement 1: Some families are reluctant to participate in the campus decision making process. **Root Cause 1**: Families may have different educational or cultural backgrounds and find the school setting intimidating, so we will provide a variety of opportunities for parents to participate in FES educational processes through out the year.

School Context and Organization

Problem Statement 1: Communication throughout the campus is challenging. **Root Cause 1**: Due to logistics, it is hard to have the staff in the same room at the same time. However, we commit to meet and discuss campus goals monthly.

Technology

Problem Statement 1: The FES staff needs continued support utilizing technology for instruction. **Root Cause 1**: Technology changes daily, so we will continue to have professional development to build capacity and best practices in technology.

Goal 2: Increase understanding of and commitment to the HISD Beliefs by developing a sense of ownership among key audiences.
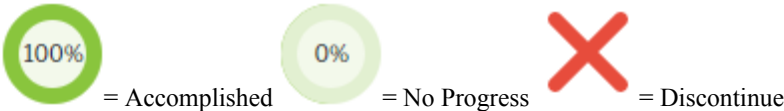
Performance Objective 1: Individuals and groups throughout the District embrace, support and act in accordance with the HISD beliefs.

Evaluation Data Source(s) 1: Lesson plans, observations and walk-throughs, Eduphoria reports, E3, ClassLink data, curriculum resources data, student work, meeting/training agendas and sign-in sheets, website, training notes, HR data reports, induction program feedback/surveys, parent meeting sign-in sheets and presentations, Safe Schools documentation, Tip line documentation, psychologist logs, board policy, restorative practices documentation, PBMAS report, accountability reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Improve low-performing schools 1) Promote design of meaningful and authentic learning experiences that are aligned to the Prek Guidelines and include student choice, interest, technology, integration, and real-world relevancy in order to transform students into creative thinkers.	2.4, 2.5, 2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Increased participation in designing meaningful work which will lead to student growth and mastery of standards.			
Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 **Funding Sources**: Federal, State, Local - 0.00						
TEA Priorities Improve low-performing schools 2) Leverage our resources to provide opportunities for our learners to explore and discover their passions.	2.5, 2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Increase in student use of online resources which will lead to profound learning.			
Problem Statements: Technology 1 **Funding Sources**: Federal, State, Local - 0.00						
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Through a campus design team, provide opportunities throughout the year to support design of engaging and challenging work for students that prepare them for the future.	2.4, 2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Impact can be measured by teachers designing more engaging work for students which in turn leads to students learning what they need to learn.			
Problem Statements: School Culture and Climate 2 - School Context and Organization 1 **Funding Sources**: Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 4) Recruit and maintain high quality professional and paraprofessional staff.		Superintendent, Human Resource Director, PreK Coordinator, Teacher Leaders	Increase in the number of high quality applicants.			
Problem Statements: Staff Quality, Recruitment, and Retention 1, 2						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Recruit, support, retain teachers and principals 5) Provide an effective teacher induction and mentoring program that provides on-going support to improve teaching and performance while promoting professional well-being.		PreK Coordinator, Grade Chair, Teacher Leaders	Impact can be measured by decrease of new teachers leaving the campus after the first five years.			
Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1						
Funding Sources: Federal, State, Local - 0.00						
6) Create a culture of college and post secondary education that allow students to participate in career education and awareness activities.	2.5	PreK Coordinator, Grade Chair, Teacher Leaders	Increased awareness of career and post secondary opportunities.			
Problem Statements: Demographics 1 - Parent and Community Engagement 1						
Funding Sources: Federal, State, Local - 0.00						
7) Comply with all state mandated training programs to ensure the safety and security of all students. Training programs include but are not limited to Bullying Education, Reporting of Sexual Abuse and Maltreatment of children, Suicide Prevention Training, Sexual Harassment in the Workplace, Reporting of Neglect or Physical Abuse, Blood-borne Pathogen Education	2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Reduction in the number of bullying incidents occurring and discipline referrals; heightened awareness of signs of abuse, neglect or sexual harassment.			
Problem Statements: School Culture and Climate 2						
Funding Sources: Federal, State - 0.00						
8) All staff members will be aware of suicide prevention protocols and requirements for parental and guardian notification procedures.		PreK Coordinator, Grade Chair, Teacher Leaders	Increased understanding of suicide prevention strategies and improved communication with parents for student safety.			
Funding Sources: Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools 9) Staff members will review discipline data trends and training needs to identify areas of support for campus discipline and behavior support programs to maintain acceptable placements.			**Problem Statements**: School Culture and Climate 1 **Funding Sources**: Federal, State, Local - 0.00			
TEA Priorities Improve low-performing schools 10) Promote a paradigm shift from use of traditional punitive discipline practices to restorative practices.		PreK Coordinator, Grade Chair, Teacher Leaders	Impact can be measured by reduction of discipline referrals and OSS.			
		Problem Statements: School Culture and Climate 1 **Funding Sources**: Federal, State, Local - 0.00				
TEA Priorities Improve low-performing schools 11) Staff members will conduct guidance lessons on conflict resolution and violence prevention to promote healthy relationships.		PreK Coordinator, Grade Chair, Teacher Leaders	Improved relationships among students and strong and positive campus culture.			
		Problem Statements: School Culture and Climate 1 **Funding Sources**: Federal, State, Local - 0.00				

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Performance Objective 1 Problem Statements:

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Parent and Community Engagement
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Problem Statement 1: Communication throughout the campus is challenging. **Root Cause 1**: Due to logistics, it is hard to have the staff in the same room at the same time. However, we commit to meet and discuss campus goals monthly.

Technology
Problem Statement 1: The FES staff needs continued support utilizing technology for instruction. **Root Cause 1**: Technology changes daily, so we will continue to have professional development to build capacity and best practices in technology.

Goal 3: Broaden and strengthen the capacity of the school district as community builders to ensure common understanding of the needs and interests of those we serve beginning with students and including other key audiences.

Performance Objective 1: Strong reciprocal school-community relationships drive increased involvement and support of programs and activities.

Evaluation Data Source(s) 1: Agenda, sign-in sheets, communication logs, event publicity, club membership, rosters, newsletters, website, observation and review of apps and social media, meeting minutes, newspaper articles

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) FES will host parent conferences, provide opportunities for parents to volunteer, PTA, WATCH DOGS opportunities, and opportunities to serve on district and campus advisory committees.		PreK Coordinator, Grade Chair, Teacher Leaders	Increase external and internal communication capacity.			
Problem Statements: Student Achievement 3 - Parent and Community Engagement 1						
Funding Sources: Federal, State, Local - 0.00						
2) FES will continue to participate in the "Connections" newsletter to the public (distributed through local newspaper) quarterly.	3.1	Marketing and Community Relations Coordinator, PreK Coordinator, Grade Chair, Teacher Leaders	Increase external and internal communication capacity.			
Problem Statements: Student Achievement 3						
Funding Sources: Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
TEA Priorities Improve low-performing schools 3) Continue to update the website and social media to enhance communication efforts- HISD app, FreshGrade, Blackboard Connect, Twitter, Facebook	3.1	Marketing and Community Relations Coordinator, PreK Coordinator, Grade Chair, Teacher Leaders	Continuous website and social media updates in order to improve communication.			
Problem Statements: Student Achievement 3						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Improve low-performing schools 4) The SHAC will meet a minimum of four times per year and communicate updates to board and stakeholders; host Good to Go Back to School Fair in August prior to the start of school.	2.6	Executive Director of Curriculum and Instruction, SHAC	Increased awareness of mental, physical, and social issues facing families in our community.			
Problem Statements: Demographics 1 - Parent and Community Engagement 1						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Improve low-performing schools 5) FES will spotlight student learning through a district-wide expo of excellence showcase presented for the community.	3.2	Central Officer Administrators, PreK Coordinator, Teachers	Better understanding of 21st century learning and the work students are producing.			
Problem Statements: Student Achievement 1, 2, 3						
Funding Sources: Federal, State, Local - 0.00						
6) FES will continue to foster a positive relationship with the local newspaper.	3.2	PreK Coordinator, Grade Chair, Teacher Leaders	Improved lines of communication that will increase community/school//parent partnerships.			
Problem Statements: Demographics 1 - Parent and Community Engagement 1						
Funding Sources: Federal, State, Local - 0.00						
TEA Priorities Improve low-performing schools 7) FES will continue to solicit input from all stakeholders (staff, students, parents, and community) to plan and make recommendations for campus improvements.		PreK Coordinator, Grade Chair, Teacher Leaders	Increase communication effectiveness and input from stakeholders.			
Problem Statements: Student Achievement 3 - Parent and Community Engagement 1						
Funding Sources: Federal, State, Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	**Mar**	**June**
	100% = Accomplished	0% = No Progress	❌ = Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: FES faces challenges meeting the academic, social, and emotional needs of economically disadvantaged students. **Root Cause 1**: The FES staff needs additional support utilizing effective development strategies to support learning, language, and cultural needs based on demographics.

Student Achievement
Problem Statement 1: Students in special education are performing below their non-sped peers. **Root Cause 1**: The FES staff needs additional support implementing researched based strategies to meet the needs of students with disabilities.
Problem Statement 2: Vertical alignment is challenging. **Root Cause 2**: We are a stand alone campus.
Problem Statement 3: Diverse family participation in school organizations is a concern. **Root Cause 3**: FES must create more meaningful opportunities for families to be involved and provide feedback.

Parent and Community Engagement
Problem Statement 1: Some families are reluctant to participate in the campus decision making process. **Root Cause 1**: Families may have different educational or cultural backgrounds and find the school setting intimidating, so we will provide a variety of opportunities for parents to participate in FES educational processes through out the year.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	9	Staff members will review discipline data trends and training needs to identify areas of support for campus discipline and behavior support programs to maintain acceptable placements.

State Compensatory

Budget for Franklin Elementary School:

Account Code	Account Title	Budget
6200 Professional and Contracted Services		
211-11-6219-11-101-0-30-000	6219 Professional Services	$10,000.00
	6200 Subtotal:	**$10,000.00**
6300 Supplies and Services		
211-11-6399-00-101-0-30-000	6399 General Supplies	$3,000.00
	6300 Subtotal:	**$3,000.00**

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Michelle Steele	
Parent	Helena Hernandez	
Classroom Teacher	Jennifer Grote	
Classroom Teacher	Kelli Tucker	
Parent	Randi Abreu	
Parent	Joe Abreu	