Hillsboro Independent School District

Franklin Elementary School

2018-2019 Goals/Performance Objectives/Strategies

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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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 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
Critical Success Factors CSF 1 CSF 7 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					
PBMAS **Critical Success Factors** CSF 1 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 and social studies 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					
Critical Success Factors CSF 1 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					

Critical Success Factors	2.4, 2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Academic needs will be met.			
CSF 1 CSF 3 CSF 7 4) Provide daily instruction in every classroom based on state standards in order to meet the academic needs of each child.						
	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					
Critical Success Factors	2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Increased academic performance across all student groups.			
CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 5) Analyze data to address gaps in performance of targeted populations.						
	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					
Critical Success Factors	2.4, 2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Meet the needs of students in order to close achievement gaps and improve learning.			
CSF 1 6) All campuses will provide coordinated intervention programs for at-risk students that will focus on assessed individual needs of students.						
	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					
Critical Success Factors	2.4, 2.5	PreK Coordinator, Grade Chair, Teacher Leaders	Meet the needs of advanced students.			
CSF 1 CSF 4 7) Support programs to meet the needs of advanced students through differentiated instruction, pull-out programs, and academic competitions.						
	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					
Critical Success Factors	2.4, 2.6	PreK Coordinator, Grade Chair, Teacher Leaders	Increased English language proficiency of Els.			
CSF 1 8) Promote integration of English language proficiency standards (ELPS) within lesson design to support comprehensible input for English learners.						
	Problem Statements: Demographics 1 - Student Achievement 3 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors		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.			
CSF 1 9) Provide professional development opportunities for special education staff to collaborate with regular education staff and provide access to all curriculum resources and tools.						
	Problem Statements: Student Achievement 1 - School Culture and Climate 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					

Critical Success Factors CSF 6 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, 1 - Student Achievement 3 - School Culture and Climate 2 - Technology 1

Funding Sources: Federal, State, Local - 0.00

Critical Success Factors CSF 6 11) Promote good sportsmanship, healthy competition and good character through 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

Critical Success Factors CSF 6 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

13) Create 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

✔ = Accomplished   = Considerable   = Some Progress   = 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 vocabulary 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 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 to the district 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 formal assessment.
Problem Statement 2: Curriculum resources are not being utilized with fidelity. **Root Cause 2**: The adopted curriculum does not align with the recently revised Prek Guidelines.
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 parent education opportunities at least three times per 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 additional support using technology for instruction. **Root Cause 1**: Technology changes daily, so we will continue to have professional development to build capacity 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
Critical Success Factors CSF 1 CSF 6 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					
Critical Success Factors CSF 1 CSF 6 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					
Critical Success Factors CSF 1 CSF 3 CSF 7 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 Context and Organization 1 Funding Sources: Federal, State, Local - 0.00					

Critical Success Factors CSF 1 CSF 6 CSF 7 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
Critical Success Factors CSF 6 CSF 7 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
Critical Success Factors CSF 1 CSF 6 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
PBMAS 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
Critical Success Factors CSF 6 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
Comprehensive Support Strategy						
Critical Success Factors CSF 4 CSF 6 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

Critical Success Factors CSF 1 CSF 4 CSF 6 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, 1					
	Funding Sources: Federal, State, Local - 0.00					
Critical Success Factors CSF 6 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:

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 vocabulary 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 1: Discipline expectations across all classrooms do not reflect restorative practices. **Root Cause 1**: Some staff members are learning to implement restorative practices.
Problem Statement 2: Some staff members are learning to design engaging lessons. **Root Cause 2**: Some staff members are new to the district 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.
Problem Statement 2: There is a lack of alignment of staff diversity with student diversity. **Root Cause 2**: Due to pay, personal preferences and tradition, some people of diverse backgrounds are not interested in working with young children in a rural community.

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 parent education opportunities at least three times per 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 additional support using technology for instruction. **Root Cause 1**: Technology changes daily, so we will continue to have professional development to build capacity 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
Critical Success Factors CSF 5 CSF 6 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			
Critical Success Factors CSF 5 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			
Critical Success Factors CSF 5 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			
Critical Success Factors CSF 5 CSF 6 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			

Critical Success Factors CSF 5 CSF 6 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					
Critical Success Factors CSF 1 CSF 5 CSF 6 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					
Critical Success Factors CSF 5 CSF 6 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					
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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.