Katy Independent School District

Franz Elementary

2024-2025 Campus Improvement Plan

Mission Statement

At Franz, we will provide students with a safe, supportive, and nurturing environment as well as a high quality education that inspires our multicultural diverse students to achieve academic excellence and make positive contributions to our world by doing **whatever it takes.**

Table of Contents

Comprehensive Needs Assessment 5
Needs Assessment Overview 5
Demographics 8
Student Learning 14
School Processes & Programs 18
Perceptions 21
Priority Problem Statements 24
Comprehensive Needs Assessment Data Documentation 25
Goals 27
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences. 27
Goal 2: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students. 40
Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement. 45
Goal 4: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools. 46
Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members. 47
Goal 6: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders. 50
Goal 7: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff. 52
Targeted Support Strategies 56
State Compensatory 57
Budget for Franz Elementary 57
Personnel for Franz Elementary 57
Title I 58
1.1: Comprehensive Needs Assessment 58
2.1: Campus Improvement Plan developed with appropriate stakeholders 58
2.2: Regular monitoring and revision 58
2.3: Available to parents and community in an understandable format and language 59
2.4: Opportunities for all children to meet State standards 59
2.5: Increased learning time and well-rounded education 59
2.6: Address needs of all students, particularly at-risk 59
3.1: Annually evaluate the schoolwide plan 60
4.1: Develop and distribute Parent and Family Engagement Policy 60
4.2: Offer flexible number of parent involvement meetings 60
5.1: Determine which students will be served by following local policy 60
Title I Personnel 61
2024-2025 Needs Assessment Team 62

Campus Funding Summary 63
Addendums 64

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In preparation for the 2024-2025 school year, feedback in the form of meetings and surveys obtained from Campus Advisory Team, a cross section of staff members, and parents. The Campus Advisory Team four times throughout the school on September 25, 2023, November 27, 2023, March 25, 2024, and May 13, 2024.

The following members made up CAT: Floralina Salazar (classroom teacher), Susan Ortega (classroom teacher), Arneasha Tsasa (instructional coordinator), Rose Theis-Turner (dyslexia teacher), Haley Pletz (ELAR instructional coach), Jennifer Cruz (assistant principal), Brianna Blue (assistant principal), Danny Miller (parent), Emma Jarava (Academic Support teacher), Ranea Wiggins (classroom teacher, Idalia Esquivel (parent), Victoria case (parent), and Rebecca Trahan (parent). The parent survey was included in the May Parent Newsletter. The cross-section of staff members providing feedback included Anna Jones (front office receptionist) and Katrina Williams .

Committees were also formed at the end of the year to get feedback for the Campus Needs Assessment. The committees met on May 16, 2024. The committee members included: Brianna Blue (AP), Jennifer Cruz (AP), Maria Munoz (counselor), Jennie Smith (ESL ISST), Joseph Brougton (libraian), Patricia Muskus (teacher), Arneasha Tsasa (instructional coordinator), Crystal Litt (teacher), Lakesha Boyd (teacher), Daneil Zapata (teacher), Floralina Salazar (teacher), Phaedra Addison (teacher), and Dawn Lee (teacher). In addition, on March 25, 2024 and May 13th, the following CAT member met to to analyze data to complete the campus needs assessment (CNA): Yvette Sylvan (FES Principal), Brianna Blue (FES Assistant Principal), Jennifer Cruz (FES Assistant Principal), Anna Jones (FES Office Staff), Arnesha Tsasa (FES, Instructional Coordinator), Natalie Skinner (FES Paraprofessional), Heather Holland (FES Instructional Coach, Hailey Pletz (FES Instructional Coach), Rosie Theis-Turner (FES Dyslexia Teacher), Rebecca Trahan (parent), Katrina Williams (FES Office Staff), Floralina Salazar (FES Bilingual Teacher), Emma Jarava (FES Bilingual Teacher), Susan Ortega (FES Teacher), Sam Tsasa (Community Member), Danny Miller (Parent), Rosalia Salgado, (Parent), Victoria Lopez-Case (Parent), Vivian Muldune (District Title I), and Charles Baker (Community Member).

School Profile

Franz Elementary School is located in Katy, Texas and was opened in 2004. The school is named after the Franz family, who made significant contributions to the Katy ISD community. Over four generations, 26 descendants of the Franz family have received an education within the district. The projected enrollment for the 2023-2024 school year was 1108 students in grades PK-5th. However, the actual enrollment at the end of the school year was approximately 1147, which was about 40 more students than projected. This also reflects a growth of over 100 students from the previous school year.

Comprehensive Needs Assessment Process

Franz ES needs assessment process is described below. The campus leadership team evaluated the 2023-24 data using the following data:

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results
- Other assessment data such as Campus-Based and Interim Assessments
- Measures of student performance such as report card grades
- Attendance data
- Discipline records and trends
- Report Card Grades
- Parent, student, and staff data such surveys, interviews, and other feedback
- Teacher retention rate
- Master Schedule and Bell Schedule

- Special student population data, such as students identified as special education, 504, homeless, economically disadvantaged, or emergent bilingual

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on March 25, 2024, and again on May 16th to develop the CNA. The first meeting was in person at the campus library starting at 4:00 pm. The second meeting was held via zoom to accommodate stakeholders' schedules and pending inclement weather. We plan to meet again on September 30, 2024, December 16, 2024, March 31, 2025, and May 12, 2025 to review and revise the CNA as needed.

During the first meeting on March 25, Principal Yvette Sylvan, Ed.D., facilitated introductions of each committee member. She explained the group norms and outlined the purpose and process for conducting a Comprehensive Needs Assessment (CNA). Dr. Sylvan provided the committee members with a sample list of data options and handouts to lead conversations aimed at identifying strengths and areas needing improvement from the 2023-2024 school year. She guided the discussion by posing questions to consider when reviewing data and led the group to discover strengths and issues from the previous school year. Dr. Sylvan thanked everyone for their participation and reminded them of the second CNA meeting scheduled for May 16, 2024.

On May 16th, at the second meeting, the campus advisory team reviewed the data and categorized it into strengths and problems related to attendance, discipline, behavior, and academics. While acknowledging the strengths from 2023-2024, the team primarily focused on addressing the identified issues to drive improvement for the school. Principal Sylvan guided the team in prioritizing the problems, and team members were tasked with identifying three to five focus areas for the next year based on the identified problems. After reaching a consensus, the team determined the main issues that will be the focus areas for the next year. A Root Cause Analysis was conducted on the top four problems.

The Campus Advisory Team reviewed the data listed above to identify areas of strengths and problems.

Demographics:

Attendance

Strengths: Attendance Committee, Increased attendance and meeting 1st 9-week district goal, Pre-K attendance mentors and check-ins, attendance improvement plan

Problems: COVID disruptions and changes in views about attendance, Pre-K perception about attendance, many new students starting at various times throughout the year

Behavior

Strengths: social skills training, parents and families are a part of the process, positive check-ins by administration, staff collaboration, punch card system, RCA, CHAMPS, PBIS

Problems: small number of students carry the majority of referrals, inconsistent expectations, referrals in structured and unstructured activities, analysis of trends such as February being a higher month for incidents

Student Learning:

Strengths: HMH curriculum, Amira, ability to relisten to students reading on Amira, Science and Writing labs on campus, Science curriculum having hands on components, tutorials on campus before, during, and after school, academic support teachers, Dreambox

Problems: schedule changes, no longer doing F&P so can be difficult to compare data from the previous year, science vocabulary, many EB students starting at various times of the year, summer regression, and previous learning gaps

Priority Problem Statement and Root Causes

1. The 2023-2024 student attendance rate was 93.89% compared to the district's target goal of 94.54%.

Root Cause: There is a need to explore ways to communicate and engage parents in realizing the importance of daily school attendance.

1. During the 2023-2024 school year, there was a spike in the number of behavior infractions during less structured activities.

Root Cause: There is a need to consistently monitor and adjust strategies throughout the school year to address increasing behavior incidents.

1. A decrease in performance levels was observed among 3rd and 5th grade students, as evidenced by the results of the reading and math STAAR assessments.

Root Cause: Teachers need training on vertical alignment in curriculum delivery across the grade levels.

1. 54% of the Emergent Bilingual (EB) in their first year in the county did not meet expectation as reported on the STAAR assessment.

Root Cause: There is a need to establish a regular and dedicated time for collaboration among bilingual teachers to effectively align linguistic data with classroom instructional practices and classroom resources.

1. Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback.

Root Cause: We have not provided parents with a variety of outlets to provide feedback.

Four Areas of Focus for Next Year:

1. Attendance
2. Student Achievement
3. Behavior
4. Family Engagement

Demographics

Demographics Summary

Consistently over the past five years, Franz ES has observed an approximate 50-student variance between snapshot enrollment and end-of-year enrollment. For instance, in the 2022-2023 academic year, snapshot enrollment was recorded at 939 students, whereas end-of-year enrollment reached 1,006 students. Similarly, in the current year, end-of-year enrollment stood at 1,147 students, exceeding the beginning-of-year expected enrollment of 1,108 students by 39 students. This trend underscores a regular pattern of enrollment increase throughout the school year, with this year seeing an additional 120 students compared to the previous year. However, it is important to note that this increase was influenced by the re-zoning that took place where we received an additional 80 students from McRoberts Elementary.

Upon closer examination of the data, it is evident that at Franz ES, the Hispanic population constitutes the largest student group, comprising 67.31% of the total enrollment. The influx of newcomers has been a significant contributor to our expanding enrollment, with a notable increase of at least 60 newcomers compared to around 50 from the previous year. In contrast, the enrollment of white students has shown a consistent downward trend. Last year, they represented 7.69% of the student body, whereas this year, their percentage decreased to 6.63%. This decline in white student enrollment has been observed over the past five years. However, there has been a positive shift in the Asian student subgroup, rising from 3.085% last year to 4.10% this year. This increase marks a departure from the downward trend seen in the Asian student subgroup over the previous four years. Overall, over the past five years, there has been an upward trajectory in enrollment across various sub-groups, except for white students, whose numbers continue to decline. Despite these fluctuations, Franz ES boasts an exceptionally diverse enrollment, with some sub-groups experiencing steady growth while others diminish in size.

Year	Asian	African American	Hispanic	Pac. Island.	2 or more	White	Total Enrollment
2023-2024	4.10% (47)	18.57% (213)	67.31% (772)	0.26% (3)	3.05% (35)	6.63% (76)	1,147
2022-2023	3.08% (39)	19.57% (201)	65.14% (669)	0.49% (5)	3.02% (31)	7.69% (79)	1,027
2021-2022	3.78% (38)	18.69% (188)	65.51% (659)	0.40% (4)	2.98% (30)	8.35% (84)	1,006
2020-2021	4.11% (40)	18.71% (182)	63.82% (621)	0.51% (5)	2.36% (23)	10.07% (98)	973
2019-2020	4.46% (44)	18.26% (181)	64.18% (636)	0.20% (2)	2.0% (20)	10.49% (104)	991

Enrollment Data

Based on the data, there has been a consistent upward trend in the number of students requiring special education services. With four specialized early childhood units at Franz ES, it was important to state how this effected the overall special education enrollment. When the specialized early childhood programs were factored into the number of students identified as needing special education services, the number of students enrolled in special education was 24.91% of Franz ES total enrollment for the 2023-2024 school year. However, when this group was extracted, the special education enrollment drops to 20.59% of the school's total enrollment. Despite this variation, there was still evidence to support that the number of students needing special education services continued to increase. Conversely, the number of students identified as Gifted and Talented (GT) has shown a declining trend. Among the 1,147 enrolled students, there were 11 identified as GT, constituting only .96% of the total campus enrollment. As a bilingual campus, the student enrollment in the bilingual program has remained stable, showing minimal variation over the past five years. However, there has been observed fluctuation in the number of students served under the McKinney-Vento Act from one year to the next.

Special Programs Data Chart

Year	At-risk	Bilingual	Eco Dis.	ESL	GT	Homeless	Special Education
2023-2024	63.56%	40.80%	80.73%	2.09%	0.96%	.70%	24.91%
2022-2023	79.95%	32.91%	76.44%	10.22%	1.07%	2.04%	24.25%
2021-2022	64.41%	38.37%	77.83%	13.62%	1.19%	1.69%	23.56%
2020-2021	63%	33.42%	72.05%	14.59%	1.23%	1.75%	20.45%
2019-2020	76.99%	34.81%	70.23%	9.69%	1.51%	1.11%	16.14%

Student Attendance

Utilizing data sourced from the Katy ISD principal dashboard, the Average Daily Attendance (ADA) rate for the 2023-2024 school year stood at 93.89%, an increase from the 93.54% recorded in the 2022-2023 academic year. This suggests a positive trend indicating an uptick in the Average Daily Attendance at Franz ES this school year. Over the past three years following the COVID-19 pandemic, attendance has shown a gradual increase. One contributing factor to this rise has been the introduction of attendance incentives throughout the academic year. While not yet reaching the pre-pandemic 96% mark observed in 2021, incremental progress is being made. A notable aspect influencing attendance is the attendance rate for Pre-Kindergarten (PK) students. However, efforts have been successful in narrowing the attendance gap between PK and Kindergarten students. In the current year, Pre-K attendance stood at 89.42%, while Kindergarten attendance was slightly higher at 90.05%. Additionally, a consistent pattern emerges wherein attendance tends to increase from one grade level to the next, with the exception of 5th grade, which experienced a slight decline from 95.21% to 94.94% this year.

ar	EE	PK	K	1st	2nd	3rd	4th	5th	Overall
23-2024	89.42%	90.05%	93%	93.45%	94.79%	94.61%	95.80%	94.94%	93.89%

ar	EE	PK	K	1st	2nd	3rd	4th	5th	Overall
22-2023	88.73%	89.46%	92.25%	93.45%	94.49%	95.16%	94.68%	95.21%	93.54%
21-2022	87.35%	90.13%	92.80%	93.35%	94.31%	93.94%	94.64%	94.30%	93.33%
020-2021	94.82%	96.31%	96.25%	96.21%	96.02%	96.38%	96.37%	97.06%	96.35%
019-2020	96.19%	95.17%	96.26%	96.74%	97.23%	96.98%	97.48%	97.43%	96.83%

Attendance Data *indicates COVID.

Student Mobility

Although Franz ES is surrounded by two subdivisions, Raintree Village and Castlerock, the student mobility rate was high. According to the 2022-2023 Texas Academic Performance Report (TAPR), the student mobility rate for Franz ES was 20.2%, which is well above that of the district at 13% and the state at 16.8%

Student Discipline

Franz ES boasts a diverse student population and offers a range of specialized programs. Notably, the school accommodates two adaptive behavior classes where students actively learn appropriate school behaviors. This diversity and specialized programming influenced the number of office referrals on campus by 33%. In addition to the specialized programs influence, further analysis reveals that approximately 53% of the total referrals account for a small subset of the overall school's population (approximately 1%). Upon closer examination of referral locations, incidences originating from classrooms and buses outnumber those from other reported areas such as the gym, cafeteria, and hallways. Physical contact, to include inappropriate or in a way that creates a disruptive environment (2.23) remains the most prevalent infraction, often stemming from impulsivity or inappropriate interactions rather than malicious intent followed by noncompliance or disrespectful behavior (2.20). Ongoing efforts are in place to reduce such incidents while enhancing student engagement within the learning environment. The necessity for strategies and skills to address engagement, social skills, and social-emotional learning across all grades remains paramount.

However, the 2023-2024 discipline data reflected that Franz ES saw a 19% decrease in the number of incidents reported compared to the 2022-2023 school year, and compared to the 2021-2022 school year, there was a decrease of 36%. Franz ES remains committed to fostering student engagement, nurturing social-emotional development, and addressing behavioral concerns. To achieve these objectives, the school has implemented various proactive initiatives such as Purposeful People, Positive Behavior Interventions and Supports (PBIS), CHAMPS, and a recent introduction of the Ron Clark Academy House System. It's recognized that fostering increased engagement can have a lasting impact on students well beyond their elementary years.

2023-2024 Discipline

At Risk	Bilingual	Eco-Dis	ESL	GT	Sped
147	43	172	8	0	74

2023-2024 Discipline by location

Classroom	Playground	Gym	Bus	Cafeteria	Hallway
69	25	13	42	12	14

2022-2023 Discipline

At Risk	Bilingual	Eco-Dis	ESL	GT	Sped
121	24	203	23	0	106

2022-2023 Discipline: Breakdown of Location

Classroom	Playground	Gym	Bus	Cafeteria	Hallway
114	32	23	33	19	11

2019-2024 Discipline Trends:

2019-20	2020-21	2021-22	2022-23	2023-2024
140 referrals 50% decrease from previous year up to March	96 Referrals	311 referrals *Important to note that 61% of the referrals were for only 1% of the student population. * 83% of the discipline referrals were for our male students.	249 referrals Trends that remained stable: • 59% of the referrals were for only 1% of the student population. • 86% of referrals were for male students.	206 referrals • There has been about a 19% decrease in referrals due to teachers implementing positive strategies such as incorporating the Ron Clark Academy house system and PBIS strategies. • 80% of referrals were for male students. This is a decrease from the last few years.

Staff Information

According to the 2022-2023 Texas Academic Performance Report (TAPR), it showed that the ethnic composition of Franz ES was diverse. Franz staff had an ethnic make-up of the following: African American 23.4%, Hispanic 36.9%, White 33.7%, and Asian 6%. Of the total number of staff, males made up 8.6% of the staff. There were 26.3% of the teachers possessing a master's degree. In addition, at least 32% of the teachers have 11-20 years of experience and about 19% of the staff have had 21-30 years experience. We continue to see a trend in an increase of teachers with 0-5 years of experience with this being about 21%. This is due to previously hiring brand new teachers and recruiting recent certified teachers that have worked at our campus prior to being certified. As a title I campus, all the instructional paraprofessionals must be highly qualified.

During the 2023-2024 school year, there were 148 staff members. The staff comprised of 87 teachers, 32 instructional paraprofessionals, 7 clerical paraprofessionals, and 14 professional support . The school year began with 8 long-term substitutes in the following: 2nd , 3rd, 4th grade, 5th grade, and Resource. In addition to teacher long-term substitutes, there were 3 long-term instructional paraprofessionals. Prior to the end of the school year, there were 4 retirements and 12 resignations, 2 being professional l support, 6 paraprofessionals, and 4 teachers. Franz ES had a staff retention rate of 89% compared to that of 85% the previous year. While based on the climate culture survey the staff does feel more appreciated.

According to the findings from this year's staff Culture and Climate Report, there was an increase in staff survey participation, with 46% of the staff completing it—a rise from 44% the previous school year. There was some improvement observed in the appreciation and recognition pillar, with the score increasing from 6.8 last year to 7.1 this year. This positive shift is largely credited to our proactive approach in utilizing the feedback garnered from previous staff Culture and Climate surveys. As part of our instructional leadership plan this year, we completed an in-depth book study centered on "The Five Languages of Appreciation in the Workplace," implementing many of the strategies and insights we collected from it.

Demographics Strengths

Franz Elementary possesses several notable demographic strengths:

1. Our community attracts families specifically for our school's reputation, reflecting a strong emphasis on education. As a result, we witness a growing number of dedicated parents, including moms, dads, aunts, uncles, and grandparents, all committed to their children's academic success.
2. We continue to see an increase in second-generation Franz ES students, drawn by the positive experiences their parents had during their time here.
3. The diversity within our student body is mirrored in our staff, fostering an inclusive environment.
4. Our diverse student population cultivates lifelong skills and fosters an ability to collaborate across various backgrounds. Students at Franz Elementary demonstrate remarkable acceptance towards newcomers, regardless of race, ethnicity, or other differences.
5. A significant portion of our staff, over 51%, boasts 11 to 20+ years of experience, ensuring a wealth of expertise and continuity in educational practices while still empowering new teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2023-2024 school year, there was a spike in the number of behavior infractions during less structured activities. **Root Cause:** There is a need to consistently monitor and adjust strategies throughout the school year to address increasing behavior incidents.

Problem Statement 2: The 2023-2024 student attendance rate was 93.89% compared to the district's target goal of 94.54%. **Root Cause:** There is a need to explore ways to communicate and engage parents in realizing the importance of daily school attendance.

Problem Statement 3 (Prioritized): The number of new teachers joining Franz School has been steadily increasing from year to year. **Root Cause:** There is a need to strengthen instructional systems to ensure optimal teaching and learning outcomes in all grade levels.

Student Learning

Student Learning Summary

Franz ES has a dynamic and diverse community of learners, as displayed by the chart below. With an increasing number of students identified in each of the special programs found below, except for GT, the 2023-2024 data suggest a continued need for targeted, small group instruction to meet the varied student needs.

Year	At-risk	Bilingual	Eco Dis.	ESL	GT	Homeless	Special Education
2023-2024	63.56%	40.80%	80.73%	2.09%	0.96%	0.70%	24.67%
2022-2023	79.95%	32.91%	76.44%	10.22%	1.07%	2.04%	24.25%
2021-2022	64.41%	38.37%	77.83%	13.62%	1.19%	1.69%	23.56%
2020-2021	63%	33.42%	72.05%	14.59%	1.23%	1.75%	20.45%
2019-2020	76.99%	34.81%	70.23%	9.69%	1.51%	1.11%	16.14%
2018-2019	74.46%	34.44%	73.97%	11.84%	1.27%	1.47%	15.70%

Student Sub-groups

Based on the 2023-2024 STAAR assessment data, the campus needs assessment should focus on the following specific areas or subjects that show significant changes or areas needing improvement:

In 5th grade science there was a noticeable decrease in performance in Grade 5 Science, particularly in the "Meets" and "Masters" categories. This area requires attention to understand the factors contributing to the decline and implement targeted strategies for improvement. In addition to science, 5th grade reading witnessed a significant decrease in the "Masters" category. It is imperative that we Explore why students are struggling to reach mastery level can help in devising targeted interventions to enhance comprehension and critical thinking skills. However, 4th grade math showed a substantial increase in the "Meets" and "Masters" categories. Understanding the factors that led to this improvement can provide insights into effective teaching strategies that can be replicated in other subjects.

In comparing 3rd-grade and 5th-grade reading performance, we observed that while 3rd-grade reading had a slightly higher percentage in the "Approaches" category, 5th-grade reading demonstrated a close performance with only a 3% difference, indicating similar proficiency levels in basic reading skills. However, 5th-grade reading showed a lower percentage in the "Meets" category compared to 3rd-grade reading, suggesting that a greater number of 3rd-grade students met the expected reading standards for their grade level. To address this discrepancy, it is essential to identify the factors contributing to the differing performance levels between 3rd and 5th-grade reading and implement targeted interventions to enhance the reading skills of our 5th-grade students effectively.

Since Franz ES is a bilingual campus,some bilingual students in grades 3rd-5th took the reading and/or math in Spanish. Upon further examination, the aggregated data for math across approaches, meets, and masters stood at 60%. In the case of reading, the combined data for approaches, meets, and masters was recorded at 55%. The data suggests that

After taking a closer look at the math data combined for approaches, meets, and masters was 60%. For reading, the data combined for approaches, meets, and masters was 55%. By analyzing the data and implementing targeted strategies, Franz ES can continue to support the academic growth and success of bilingual students in both math and reading proficiency areas. Additionally, this can be achieved by Implementing regular monitoring and assessment practices to track progress and adjust instructional approaches to meet the needs of bilingual students effectively.

YRS	**2022-2023**			**2023-2024**		
	Approaches	Meets	Masters	Approaches	Meets	Masters
STAAR 3-5 All	73%	44%	18%	65%	35%	13%
STAAR 3-5 RDG	78%	48%	19%	72%	38%	15%
STAAR 3-5 Math	70%	42%	17%	69%	40%	13%
STAAR 5 Science	69%	37%	18%	34%	10%	4%

	2022-23			**2023-24**		
	Approaches	Meets	Masters	Approaches	Meets	Masters
STAAR 3 RDG	79%	51%	22%	71%	37%	16%
STAAR 3 Math	73%	39%	17%	62%	29%	8%
*STAAR 4 RDG	76%	43%	12%	76%	45%	14%
*STAAR 4 Math	64%	35%	13%	75%	53%	22%
STAAR 5 RDG	79%	50%	24%	68%	32%	13%

	2022-23			2023-24		
STAAR 5 Math	74%	50%	20%	69%	37%	8%

Emergent Bilingual Growth Chart							
	K	1	2	3	4	5	Total
22-23	15	36	26	13	15	21	151
23-24	33	27	27	39	27	25	211

From 2022-2023 to 2023-2024,Franz ES school experienced a notable increase in emergent bilingual (EB) students, with a total growth of 60 students across grades K-5. Within this group, 38 of the EB students were situated in grades 3-5 as well as identified as new to the country. This surge in EB student enrollment reflects the need for Franz ES to continue to be committed to supporting linguistic diversity and providing a welcoming environment for students of all language backgrounds.

Among the 38 emergent bilingual (EB) students who were classified as first-year arrivals to the country, 54% did not meet the reading expectations according to the STAAR assessment, while 56% did not meet the math expectations based on the same assessment. These findings highlight the academic challenges faced by newly arrived EB students and underscore the importance of providing targeted support to help them achieve success in both reading and math subjects.

Student Learning Strengths

Overall Improvements:

2023-2024 STAAR data suggest the following improvements were made:

- 4th grade 2023-2024 reading language arts had 83% of the students at the approaches level, extracting the students who took the Spanish STAAR.
- 4th grade 2023-2024 reading meets went up from 43% to 45%, yielding a 2-percentage point gain.
- 4th grade 2023-2024 math meets went up from 35% to 53%, yielding a 28-percentage point gain.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 40% of the 5th grade students passed the Science STAAR. **Root Cause:** Teachers need additional time and training on unpacking Science TEKS and analyzing data to inform their instructional planning.

Problem Statement 2 (Prioritized): A decrease in performance levels was observed among 3rd and 5th grade students, as evidenced by the results of the reading and math STAAR assessments. **Root Cause:** Teachers need training on vertical alignment in curriculum delivery across the grade levels.

Problem Statement 3 (Prioritized): 54% of the Emergent Bilingual (EB) in their first year in the county did not meet expectation as reported on the STAAR assessment. **Root Cause:** There is a need to establish a regular and dedicated time for collaboration among bilingual teachers to effectively align linguistic data with classroom instructional practices

and classroom resources.

School Processes & Programs

School Processes & Programs Summary

Teachers, parents, and students at Franz ES share a deep sense of pride in our school. Renowned for our unwavering commitment to student learning and engagement, we embody a "whatever it takes" attitude. Our dedication extends to upholding high standards for instructional practices and nurturing social character among our students. At Franz ES, student learning serves as the focal point for all decision-making processes. We diligently adhere to the Texas Essential Knowledge and Skills (TEKS) prescribed by the Texas Education Agency (TEA), supplementing our curriculum with District Learning Assessments, campus common assessments, and HMH Literacy programs. These assessments and programs are meticulously chosen to facilitate a comprehensive understanding of the depth and complexity of the TEKS.

Our curriculum and instructional strategies align closely with the district's scope and sequence and unit plans, emphasizing the development of critical thinking and problem-solving skills in tandem with TEKS and STAAR assessments. With the implementation of a a new reading/language arts adoption (HMH), the 2023-2024 master schedule presented unique challenges, particularly in ensuring teachers had the recommended alotted time to teach all the HMH ocmponents with fidelity. Based on feedback obtained from the ELAR teachers, adjustments were needed to the master schedule. This need will enhances teacher support from instructional coaches, particularly in implementing the HMH curriculum effectively.

In the 2023-2024 school year, Franz ES celebrated the achievement of no longer being designated as a campus requiring a Targeted Intervention Plan (TIP). Despite this milestone, we remain cognizant of our status as a high-needs campus. A substantial portion of our student body, 63.56%, is identified as at-risk, with 80% classified as economically disadvantaged. Despite these challenges, our unwavering dedication to student success remains steadfast

Year	At-risk	Bilingual	Eco Dis.	ESL	GT	Homeless	Special Education
2023-2024	63.56%	40.80%	80.73%	2.09%	0.96%	.70%	24.67%
2022-2023	79.95%	32.91%	76.44%	10.22%	1.07%	2.04%	24.25%
2021-2022	64.41%	38.37%	77.83%	13.62%	1.19%	1.69%	23.56%
2020-2021	63%	33.42%	72.05%	14.59%	1.23%	1.75%	20.45%
2019-2020	76.99%	34.81%	70.23%	9.69%	1.51%	1.11%	16.14%

Year	At-risk	Bilingual	Eco Dis.	ESL	GT	Homeless	Special Education
2018-2019	74.46%	34.44%	73.97%	11.84%	1.27%	1.47%	15.70%

Student Programs Data Chart

During the 2024-2025 academic year, our primary focus will be on implementing interventions to support the growth of our students while consistently monitoring their progress. This year monthly meetings were held with both primary and intermediate teachers to identify students requiring additional assistance. With a significant percentage of our students classified as economically disadvantaged, prioritizing monitoring, collaboration, and instructional adjustments is paramount.

To further enhance our efforts, we aim to allocate additional time for collaboration with academic support staff to discuss student progress. Currently academic support teachers provided interventions during designated small group times within the existing master schedule, ensuring compliance with House Bill 1416 requirements. Additionally, students needing extra support in reading and math were offered before or after-school tutorials, for grades 1 through 5.

Moreover, students recommended by teachers for further intervention were invited to attend our campus-based summer school in June 2024. The primary objective of the summer program was to address learning gaps and assist students who may not have passed the reading and/or math STAAR exams.

In terms of staffing, every effort was made to attract and retain high-quality teachers. We had 22 new teachers joining Franz ES for the 2023-2024 academic year. Three of these staff members are long term substitutes who are finishing their education degree. Given the influx of new personnel, particular emphasis was placed on onboarding and providing continuous support throughout the school year. Moving forward, our focus remains on developing and enhancing the capacity of both new-to-teaching educators and those new to Franz ES but experienced in the profession.

School Processes & Programs Strengths

Franz Elementary believes in a "whatever it takes" attitude to meet the needs of both the students and the staff. Teachers work more collaboratively than collegiality in order to ensure that everyone is working towards the same goals.

Franz ES recognized the following strengths:

- Teacher long-range planning that target specific TEKS for instruction
- Teacher created common based assessments
- Weekly team planning
- Monthly professional development (content collaborative meetings)

- Teachers attend outside district professional development
- 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
- Vertically aligned reading and writing workshop
- Small group reading instruction semester-long training for teachers in grades K-5

At Franz Elementary, we are proud of these strengths:

- Teachers accommodate special populations through Extended Learning Time
- MTSS is being utilized successfully before students are referred to special education
- 1:1 Chrome book ratio in 2nd-5th grade
- 1:1 I pad ratio in K and 1st
- All teachers have access to a variety of technology tools and resources
- All classrooms are equipped with a combination of computers, IPad, Apple TV, Mirroring 360, Smart Panel 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.
- Library Media Specialists supports technology in the classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment. **Root Cause:** The teachers need targeted training in analyzing their data to make informed decisions as it relates to MTSS intervention.

Perceptions

Perceptions Summary

At Franz ES, we believe it is important to understand the different perspectives of our stakeholders, such as students, parents, educators, and community members. We understand that these perspectives shape attitudes, behaviors, and decision-making and impact our school's culture and effectiveness. Our mission is to provide students with a safe, supportive, and nurturing environment. We offer a high-quality education that empowers our multicultural student body to achieve academic excellence and make positive contributions to our world. We are committed to providing our students with the necessary tools for success during their time here at Franz and beyond. We do this by following our mission statement and doing ***whatever it takes***.

To accomplish this, we promote open communication and partnership between all stakeholders in our school community. As a Title I and bilingual campus, we take the responsibility of education and inclusion very seriously. We understand that parent or caregiver engagement is paramount for student success. Therefore, Franz ES offers various channels for families to connect with staff in both English and Spanish, including phone calls, emails, Class Dojo, Canvas, and social media. To further family engagement, we offer a myriad of events throughout the year during the day and evening to ensure everyone is included. We also target a variety of different languages, cultures, and interests to foster inclusion. Assignments, grades, and other educational updates are communicated regularly with families to ensure that they are up to date with their child's progress and can partner with their teachers to help the students reach their highest potential.

Attendance is a strong perception indicator of the commitment to learning and engagement with the educational process. For the 2023-24 school year, Franz ES met and exceeded their average daily attendance rate goal during the first grading period at 94.61%. After achieving this benchmark, the goal was increased to 94.54%, causing us to fall slightly short throughout the remainder of the year. When analyzing attendance, it is essential to note patterns that are present and holidays that can contribute to excessive absences. We formed an Attendance Committee to look at school attendance. We had several incentives that positively correlated with attendance, such as a spirit wear week and a campus-wide March Madness competition. Although our youngest students show a palpable enthusiasm for school and learning, there is a need, based on data, to delve into Pre-K absenteeism as it is the highest in the school.

Overall, the perception is that the younger students have tremendous enthusiasm for school, which can be observed in their engagement levels and eagerness to participate. This was evident throughout the year by observing in classrooms, viewing grade-wide initiatives such as Kindergarten's city that filled the entire hallway, and watching first graders waiting for their eggs to hatch. However, older students can still show enthusiasm. They worked hard in all subjects and accessed a new curriculum for reading.

Discipline data is another indicator that lends to the perception of the level of student engagement. This year, Franz ES continued to see a decrease in overall office referrals. We underwent a school-wide implementation of the Ron Clark Academy (RCA) House System, which promotes a positive climate and culture for staff and students. It also empowers students and encourages character development and academic achievement. Students could earn points for their respective houses to culminate in our first annual house winner. This also assisted students with learning to build relationships, build leadership skills, engage in healthy competition, and work on their social skills.

This, coupled with positive behavioral strategies, Community Circles, classroom-based discipline strategies, and consistent expectations has positively affected behavior. Overall, Pre-k, Kindergarten, and Second had the lowest referrals, while 5th grade had the highest count of incidents. As educators, we know these disruptions can affect the learning environment, so we strive to improve by providing coaching, mentoring, and much-needed social skills training.

A key factor to note is that was an increase in teacher retention from 85% the previous year to 89% for the 2023-2024 school year. Teachers, with the addition of a research-based curriculum, are the backbone of our school. Franz strives to retain and grow teachers to positively impact student success and the student's perception of school. Some attrition is unavoidable for reasons such as relocation and promotions. The results of this year's staff Culture and Climate Report indicate a rise in staff survey participation, with 46% of staff completing it compared to 44% in the previous school year. Improvement was noted in the appreciation and recognition pillar, with the score increasing from 6.8 to 7.1. This positive change is attributed to our proactive use of feedback from past surveys. As part of our instructional leadership plan, we conducted a detailed study on "The Five Languages of Appreciation in the Workplace" and implemented strategies and insights from it.

Another aspect to consider is the extent of parental and community involvement, particularly in the PTA and Campus Advisory Team. This aspect is significant because our aim is to

emphasize the importance of community engagement in the success of the school. We are actively working to increase participation from parents and community members. However, overall family attendance and involvement have steadily increased in school-wide events, such as field trips, multicultural nights, curriculum nights, and other activities. Additionally, some local businesses have partnered with Franz for RCA House Spirit nights.

Perceptions Strengths

Franz ES has many strengths that can be highlighted for students, families, and our school as a whole.

Students

Franz ES aims to create and uphold a school environment that fosters student achievement, engagement, and participation while recognizing the diversity of our student body. The following strengths for students have been identified:

- Technology access with one-to-one devices
- Opportunities for students to be involved in activities such as choir, percussion, Student House Leadership, Read, Deed, Run (RDR), running morning announcements, and safety patrol
- Before and after school tutorials
- Ron Clark Academy House System
- Positive Behavior Interventions (PBIS) and CHAMPS
- Community Circle and other incentives to address social-emotional well-being
- Science and Writing lab on campus

School and Staff

Franz ES places high value on diversity and representation within our student body and staff, considering it one of our greatest assets. To support the building and retention of our staff, we have the following strengths:

- Professional development
- Mentor Program
- Team Leader Support at each grade level
- Extending planning with Instructional Coaches
- Grade Level Administrator support
- Learning walks with feedback (Grows and Glows)
- Campus communication through faculty meeting and bulletins
- Multitude of committees to take part in
- Monthly treats and other incentives to boost morale

Families and Community Engagement

Franz ES cherishes and recognizes the significance of family involvement in student success. It is a collaboration between the school and families that facilitates students in achieving their utmost potential. The following are some strengths in this area:

- Provided Title I information at both orientation meetings for parents
- PTA Supported Events
- Parent Information Night

- Fall Parent evening conferences
- PK-Kindergarten Round-Up (suggestions on how to prepare your child during the summer months for school)
- Variety of events for families to take part in during the school day and in the evening, such as curriculm night, international open house, and literacy night

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback. **Root Cause:** We have not provided parents with a variety of outlets to provide feedback.

Priority Problem Statements

Problem Statement 1: The number of new teachers joining Franz School has been steadily increasing from year to year.

Root Cause 1: There is a need to strengthen instructional systems to ensure optimal teaching and learning outcomes in all grade levels.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 40% of the 5th grade students passed the Science STAAR.

Root Cause 2: Teachers need additional time and training on unpacking Science TEKS and analyzing data to inform their instructional planning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 54% of the Emergent Bilingual (EB) in their first year in the county did not meet expectation as reported on the STAAR assessment.

Root Cause 3: There is a need to establish a regular and dedicated time for collaboration among bilingual teachers to effectively align linguistic data with classroom instructional practices and classroom resources.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: During the 2023-2024 school year, there was a spike in the number of behavior infractions during less structured activities.

Root Cause 4: There is a need to consistently monitor and adjust strategies throughout the school year to address increasing behavior incidents.

Problem Statement 4 Areas: Demographics

Problem Statement 5: A decrease in performance levels was observed among 3rd and 5th grade students, as evidenced by the results of the reading and math STAAR assessments.

Root Cause 5: Teachers need training on vertical alignment in curriculum delivery across the grade levels.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: By the end of the 2024-2025 school year, the percentage of all Franz students at the Meets level in all sub-groups will increase by 20% for reading.

High Priority

HB3 Goal

Evaluation Data Sources: At the end of the year we will use STAAR Reading performance scores for all student sub groups to determine if this performance objective was met.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required RLA TEKS for all students. **Strategy's Expected Result/Impact:** Increase student academic achievement, with at least one year of growth made by each student in reading. **Staff Responsible for Monitoring:** Administration and Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 **Funding Sources:** Extra Duty Pay - 211 - Title I Part A - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Provide extensive, aligned professional learning to staff in all curricular areas: Reading and language arts, math, science, social studies, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, and subscriptions. **Strategy's Expected Result/Impact:** Effective teaching strategies implemented to impact learning and achievement. **Staff Responsible for Monitoring:** Administration and Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Professional Development - 211 - Title I Part A - $3,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: The number of new teachers joining Franz School has been steadily increasing from year to year. **Root Cause**: There is a need to strengthen instructional systems to ensure optimal teaching and learning outcomes in all grade levels.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: By the end of the 2024-2025 school year, the percentage of all Franz students at the Meets level in all sub-groups will increase by 20% for math.

High Priority

Evaluation Data Sources: At the end of the year we will use STAAR Math performance scores for all student sub groups to determine if this performance objective was met.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Math TEKS. **Strategy's Expected Result/Impact:** Increase student academic achievement, with at least one year of growth made by each student in math. **Staff Responsible for Monitoring:** Administration and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 **Funding Sources:** Extra Duty Pay - 211 - Title I Part A - $2,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 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, and subscriptions. **Strategy's Expected Result/Impact:** Effective teaching strategies implemented to impact learning and achievement. **Staff Responsible for Monitoring:** Administration and Instructional Coach **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy** **Problem Statements:** Demographics 3 **Funding Sources:** - 211 - Title I Part A - $15,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: The number of new teachers joining Franz School has been steadily increasing from year to year. **Root Cause**: There is a need to strengthen instructional systems to ensure optimal teaching and learning outcomes in all grade levels.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: By the end of the 2024-2025 school year, the percentage of all Franz students at the Meets level in all sub-groups will increase by 25% for science.

High Priority

Evaluation Data Sources: At the end of the year, we will use STAAR Science performance scores for all student sub groups to determine if this performance objective was met.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Science TEKS. **Strategy's Expected Result/Impact:** Increase student academic achievement, with at least one year of growth made by each student in science. **Staff Responsible for Monitoring:** Administration and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Intervention and enrichment science materials - 211 - Title I Part A - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 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, and subscriptions. **Strategy's Expected Result/Impact:** Increase student academic achievement, with at least one year of growth made by each student in science **Staff Responsible for Monitoring:** Administration and Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 **Funding Sources:** Professional Development - 211 - Title I Part A - $10,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: The number of new teachers joining Franz School has been steadily increasing from year to year. **Root Cause**: There is a need to strengthen instructional systems to ensure optimal teaching and learning outcomes in all grade levels.

Student Learning
Problem Statement 1: Less than 40% of the 5th grade students passed the Science STAAR. **Root Cause**: Teachers need additional time and training on unpacking Science TEKS and analyzing data to inform their instructional planning.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: By the end of the 2024-2025school year, Franz Elementary will close the performance gap for all student groups in all areas by at least one year's growth as measured by STAAR.

High Priority

Evaluation Data Sources: At the end of the year we will use STAAR scores and domain III data to determine that the performance gap was closed for all students in all groups at approaches and above.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers, administrators, instructional coach will monitor data for all student groups to ensure that the achievement gap is closing for all student groups. **Strategy's Expected Result/Impact:** Achievement gap will close for all student groups. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Title I Teachers and Comp Ed. Teachers (Interventionist) will: 1) Identify at risk and eligible students. 2) Provide students with supplemental services/Extended Learning, and accelerated learning and monitor progress to include summer learning. 3) Materials/services include manipulatives, literacy materials, STAAR support, Before, During, After school tutorials, Summer School; EB materials. **Strategy's Expected Result/Impact:** Monitor student growth through formative assessment. Collaborate with MTSS coordinator and classroom teachers to monitor student growth and dismiss or increase services based on student's needs. **Staff Responsible for Monitoring:** Administration and Instructional Coach Title I Teachers and Comp Ed. Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 **Funding Sources:** Title I intervention teachers - 211 - Title I Part A - $388,556, Extended Day Learning (tutorials) - 211 - Title I Part A - $29,897				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Administration and Instructional Coach monitor for the use of differentiated instructional strategies through the use of small group instruction. Administration monitors small group instruction. **Strategy's Expected Result/Impact:** Increase academic growth for all student groups. **Staff Responsible for Monitoring:** Administration Instructional Coach **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Teachers provide small group instruction, monitor the students' progress based on multiple sources of data, and make adjustments as needed on a weekly basis. **Strategy's Expected Result/Impact:** All students in all sub groups will make at least one year's growth in reading (ELAR) and math. **Staff Responsible for Monitoring:** Administration Instructional Coache **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Less than 40% of the 5th grade students passed the Science STAAR. **Root Cause**: Teachers need additional time and training on unpacking Science TEKS and analyzing data to inform their instructional planning.
Problem Statement 2: A decrease in performance levels was observed among 3rd and 5th grade students, as evidenced by the results of the reading and math STAAR assessments. **Root Cause**: Teachers need training on vertical alignment in curriculum delivery across the grade levels.
Problem Statement 3: 54% of the Emergent Bilingual (EB) in their first year in the county did not meet expectation as reported on the STAAR assessment. **Root Cause**: There is a need to establish a regular and dedicated time for collaboration among bilingual teachers to effectively align linguistic data with classroom instructional practices and classroom resources.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: HB3: The percent of Franz Elementary 3rd grade students who achieve Meets or above in Reading will increase to 38% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Grade level common assessments
District level assessments
STAAR Reading data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The instructional team (administrator, instructional coach, and content lead teacher will meet with reading teachers to review and analyze data and structure small groups based on the analyzed data. **Strategy's Expected Result/Impact:** This shoul have a significant impact on building teacher capacity to meet the varied needs of the students as it relates to reading. **Staff Responsible for Monitoring:** Administration and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 7: HB3: The percent of Franz Elementary 3rd grade students who achieve Meets or above in Math will increase to 30% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Grade level common assessments
District level assessments
Math STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The instructional team (administrator, instructional coach, and content lead teachers will meet with reading, math, and science teachers to review and analyze data and structure small groups based on the analyzed data. **Strategy's Expected Result/Impact:** There should be significant impact on student outcomes as well as teacher capacity. **Staff Responsible for Monitoring:** Administration and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1, 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 3: The number of new teachers joining Franz School has been steadily increasing from year to year. **Root Cause**: There is a need to strengthen instructional systems to ensure optimal teaching and learning outcomes in all grade levels.
Student Learning
Problem Statement 1: Less than 40% of the 5th grade students passed the Science STAAR. **Root Cause**: Teachers need additional time and training on unpacking Science TEKS and analyzing data to inform their instructional planning.

Student Learning

Problem Statement 2: A decrease in performance levels was observed among 3rd and 5th grade students, as evidenced by the results of the reading and math STAAR assessments. **Root Cause**: Teachers need training on vertical alignment in curriculum delivery across the grade levels.

Problem Statement 3: 54% of the Emergent Bilingual (EB) in their first year in the county did not meet expectation as reported on the STAAR assessment. **Root Cause**: There is a need to establish a regular and dedicated time for collaboration among bilingual teachers to effectively align linguistic data with classroom instructional practices and classroom resources.

Goal 2: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 1: Franz Elementary will carefully plan the allocation of all resources by doing quarterly reviews to determine the impact it has on students achievement and learning in order to improve student learning and achievement.

Evaluation Data Sources: At the end of the year, we will use STAAR performance scores for all student groups with special attention towards economically disadvantaged, special education, and EB students' groups to determine if this performance objective was met

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The leadership team will meet at least quarterly to review all campus budgets and conjunction with the Campus Advisory Team meetings to ensure resources are allocated based on the needs of the campus.. **Strategy's Expected Result/Impact:** Targeted allocation of allocated funds will increase student achievement. **Staff Responsible for Monitoring:** Principal				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 2: SI/ESF
90% for 3rd-5th grade reading and math teachers will score in the mastery level in implementing targeted small group instruction, as evidenced by the small group rubric, by the end of the academic year.

High Priority

Evaluation Data Sources: Campus Small group rubric and campus look fors checklist

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Conduct training sessions to ensure all teachers understand the small group rubric, including each criterion for mastery. Provide examples of exemplary small group instruction that meet mastery level expectations. **Strategy's Expected Result/Impact:** Students will receive differentiated, targeted small group instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 3 - Student Learning 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Arrange for effective teachers of small group instruction, instructional coach, and/or district personnel to model targeted small group instruction in classrooms. Provide opportunities for teachers to observe these sessions and discuss the strategies used. **Strategy's Expected Result/Impact:** Teacher capacity and instructional practices will enhance translating into positive learning outcomes for the students. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Implement a structured feedback loop where teachers can give and receive constructive feedback on their instructional practices. Encourage a culture of continuous improvement where feedback is viewed as a valuable tool for professional growth. **Strategy's Expected Result/Impact:** Create a culture where continuous improvement based on feedback is viewed as valuable tool for professional growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Create a monthly observation schedule that outlines specific dates and times for observations across all grade levels and classrooms. **Strategy's Expected Result/Impact:** Creates a systematic approach to observing small group instruction from multiple lenses rather than from one perspective. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: Provide time for teachers to regularly analyze assessment data using a data protocol to determine and plan for targeted small group instruction. **Strategy's Expected Result/Impact:** All students will receive targeted small group instruction to support their mastery towards the grade level TEKS. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: The number of new teachers joining Franz School has been steadily increasing from year to year. **Root Cause**: There is a need to strengthen instructional systems to ensure optimal teaching and learning outcomes in all grade levels.

Student Learning

Problem Statement 2: A decrease in performance levels was observed among 3rd and 5th grade students, as evidenced by the results of the reading and math STAAR assessments. **Root Cause**: Teachers need training on vertical alignment in curriculum delivery across the grade levels.

Problem Statement 3: 54% of the Emergent Bilingual (EB) in their first year in the county did not meet expectation as reported on the STAAR assessment. **Root Cause**: There is a need to establish a regular and dedicated time for collaboration among bilingual teachers to effectively align linguistic data with classroom instructional practices and classroom resources.

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: Throughout the year, all staff will use multiple data sources to make instructional decisions to improve student learning outcomes.

Evaluation Data Sources: At the end of the year , we will use a variety of data points to assess student growth.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Establish a guiding coalition (2nd-3rd) to meet at least once a month to analyze data, create instructional protocols and exemplars, and support instruction. **Strategy's Expected Result/Impact:** Student academic achievement will increase with at least one year of growth made by all students. **Staff Responsible for Monitoring:** Administration Instructional Coach **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Provide time for content teachers to analyze data and collaborate about instructional practices in weekly planning meeting and extended planning meetings. **Strategy's Expected Result/Impact:** Student academic achievement will increase with at least one year of growth made by all students. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: All teachers will integrate technology applications and/or tools in at least 10 lessons per nine weeks as indicated through classroom walkthroughs and lesson plans.

Evaluation Data Sources: Lesson plans
Learning walks, walk throughs, and observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: (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. **Strategy's Expected Result/Impact:** Increase technology integration in lesson design and delivery. **Staff Responsible for Monitoring:** Administration Instructional Coache Classroom technology designer				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: By the end of the school year, Franz will retain at least 90% of its staff.

Evaluation Data Sources: Number of teachers on the transfer list and the number of teachers who resign.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Weekly check-ins by the principal Monthly grade level meetings with grade level administrator **Strategy's Expected Result/Impact:** Maintain staff retention numbers. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Highlight and celebrate students, teachers and the community of Franz Elementary. **Strategy's Expected Result/Impact:** Continued staff, student, and community satisfaction with Franz Elementary. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Host random acts of kindness throughout the school year. **Strategy's Expected Result/Impact:** Continued staff and student satisfaction with Franz Elementary. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: The number of new teachers joining Franz School has been steadily increasing from year to year. **Root Cause**: There is a need to strengthen instructional systems to ensure optimal teaching and learning outcomes in all grade levels.

Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: 95% of teachers will score at the Proficient or above level for Domain 4 according to T-TESS or an alternate appraisal instrument.

Evaluation Data Sources: End of the year summative evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Find ways to encourage and promote staff to grow our students in a variety of ways. (Tutorials, Clubs, etc.) **Strategy's Expected Result/Impact:** Student growth and achievement and quality staff retention. **Staff Responsible for Monitoring:** Administration				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 6: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

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

Evaluation Data Sources: Franz Elementary will increase parental engagement and participation in all school-wide activities, events and committees by 15%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Provide multiple opportunities for parents to be involved and engaged in their child's achievement in core subjects, opportunities include Literacy Night, Curriculum Nights, Parenting Partners, etc. Franz will provide the Parent Involvement Policy and the Parent-Teacher-Student Compact. In addition, parents will be provided with on-going communication via class dojo, email, and bi-monthly campus newsletter. **Strategy's Expected Result/Impact:** Increased parental involvement and attendance. **Staff Responsible for Monitoring:** Administration **Title I:** 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 3 **Funding Sources:** Parent Resources - 211 - Title I Part A - $19,020				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Provide opportunities to collaborate with community entities in order to involve parents. **Strategy's Expected Result/Impact:** Increased partnerships with parents and community members. **Staff Responsible for Monitoring:** Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 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 training. **Strategy's Expected Result/Impact:** Increased parent collaboration and involvement in their child's learning **Staff Responsible for Monitoring:** Administration PK/K Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 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. **Strategy's Expected Result/Impact:** Course Selection **Staff Responsible for Monitoring:** Counselor				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: All staff members will utilize a use a variety of platforms to highlight campus events, celebrations, staff, and students. **Strategy's Expected Result/Impact:** Increase parental engagement and community involvement in campus-wide activities **Staff Responsible for Monitoring:** Administration				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 54% of the Emergent Bilingual (EB) in their first year in the county did not meet expectation as reported on the STAAR assessment. **Root Cause**: There is a need to establish a regular and dedicated time for collaboration among bilingual teachers to effectively align linguistic data with classroom instructional practices and classroom resources.

Goal 7: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Franz Elementary will promote Positive Behavior Interventions and Supports to decrease the number of behavior infractions that warrant an office referral to ensure that all students are receiving a well-rounded education.

Evaluation Data Sources: Campus discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Classroom teachers will continue to facilitate community circles/classroom meetings daily. **Strategy's Expected Result/Impact:** Decrease in student absence, decrease in office referrals, and an increase in student engagement. **Staff Responsible for Monitoring:** Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Implement strategies and activities to prevent bullying/cyber bullying to encourage kind and appropriate interactions among all stakeholders. **Strategy's Expected Result/Impact:** Decreased number of referrals related to alleged bullying incidents as well an increase of positive interactions among all stake holders. **Staff Responsible for Monitoring:** Administration Counselor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Students will be provided opportunities to participate in school wide incentives throughout the school year. **Strategy's Expected Result/Impact:** School wide incentives focused on increasing the students' ability to make positive choices which 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. **Staff Responsible for Monitoring:** PBIS Committee RCA Committee Administration **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Need for general supplies - 199 - General Fund - $1,500, - 211 - Title I Part A - $5,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Provide opportunities for aligned professional learning to staff as it relates to social/emotional learning through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, webinars, and subscriptions. **Strategy's Expected Result/Impact:** Decrease the number of office referrals and absences. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** - 211 - Title I Part A - $10,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: Teachers will write at least 1-2 positive office referrals each week. **Strategy's Expected Result/Impact:** Increase student engagement, decrease the number of students receiving an office referral, and increase parent engagement. **Staff Responsible for Monitoring:** Grade level administrator **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: During the 2023-2024 school year, there was a spike in the number of behavior infractions during less structured activities. **Root Cause**: There is a need to consistently monitor and adjust strategies throughout the school year to address increasing behavior incidents.

Goal 7: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: At least 95% of Franz Elementary students will meet the state requirements for attendance.

Evaluation Data Sources: Looking at the number of student tardies and absences as reported by PEIMS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Recognize and celebrate students who have good attendance and homeroom classes that have good attendance monthly. **Strategy's Expected Result/Impact:** Number of absences reduced and student attendance increased. **Staff Responsible for Monitoring:** Administration				

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 3: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

Evaluation Data Sources: All stakeholders will be informed on ways to prevent violence and bullying.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The counselor will provide all classroom teachers with lessons that can be used in the classroom to address bullying and will conduct lessons with all students regarding identifying bullying and strategies to address bullying. **Strategy's Expected Result/Impact:** Teaches and students will be able recognize bullying behaviors and empower others to speak against bullying. **Staff Responsible for Monitoring:** Administration Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: The counselor will provide information to parents on what is bullying and how to identify and report bullying. **Strategy's Expected Result/Impact:** Parents will be able to understand what bullying is and how to address it with their children and the school. **Staff Responsible for Monitoring:** Administrators Counselors				

 No Progress Accomplished Continue/Modify Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	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, and subscriptions.
1	4	3	Administration and Instructional Coach monitor for the use of differentiated instructional strategies through the use of small group instruction. Administration monitors small group instruction.
2	2	1	Conduct training sessions to ensure all teachers understand the small group rubric, including each criterion for mastery. Provide examples of exemplary small group instruction that meet mastery level expectations.
2	2	2	Arrange for effective teachers of small group instruction, instructional coach, and/or district personnel to model targeted small group instruction in classrooms. Provide opportunities for teachers to observe these sessions and discuss the strategies used.
2	2	3	Implement a structured feedback loop where teachers can give and receive constructive feedback on their instructional practices. Encourage a culture of continuous improvement where feedback is viewed as a valuable tool for professional growth.
2	2	4	Create a monthly observation schedule that outlines specific dates and times for observations across all grade levels and classrooms.
2	2	5	Provide time for teachers to regularly analyze assessment data using a data protocol to determine and plan for targeted small group instruction.

State Compensatory

Budget for Franz Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 8
Brief Description of SCE Services and/or Programs

Personnel for Franz Elementary

Name	Position	FTE
Anahi Membreno	Teacher	1
Blanca Pena	Bilingual Dyslexia Teacher	1
Emma Jarava	Bilingual Teacher	1
Erin Dutka	Teacher	1
Rosie Theis-Turner	Dyslexia Teacher	1
Shannon Collopy	Teacher	1
Sherry Rankin	Dyslexia Teacher	1
Truc Ma	Teacher	1

Title I

1.1: Comprehensive Needs Assessment

Franz Elementary conducts a comprehensive needs assessment on an ongoing basis. We obtain data from multiple data sources which serves to lead our instructional planning process and is 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 throughout the school year, and as each new year begins. Student academic growth in science has been seen as evident in the 2022-2023 school year. Student growth in 3rd grade reading and 3rd grade math are anticipated in the 2022-2023 upcoming STAAR data. An area of concern for the 2023-2024 school year are: small group instruction, differentiated instruction, and data-driven planning and instruction. Barriers will be reduced to implement the necessary interventions by strategically revising the master schedule to maximize instructional time. In addition, parent and community feedback will be validated with communication revisions made to address the goal of increasing parental involvement. 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.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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, which is facilitated by the school leaders, including administration and teachers.
2. Clarifying the vision for school reform, which is developed and reviewed by the Campus Advisory Team.
3. Creating our school's profile, which is initially generated by the campus administrators and revised with the Campus Advisory Team.
4. Identifying data sources and gathering the data takes place consistently by teachers, administrators (such as principal, assistant principals, instructional coaches, instructional coordinator, counselor, etc.), special population personnel (such as the science facilitator, academic support teachers and district personnel).
5. Analyzing the data will be reviewed by the entire campus staff, which includes administrators, teachers, and paraprofessionals. Access to the data is also available to parents and community stakeholders.
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback will come from a variety of sources. For example, administrations, instructional coaches, and district personnel.

Throughout the school-wide planning process, administrators and teachers identity student strengths, needs, and the interventions that are currently in place. They asses 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.

2.2: Regular monitoring and revision

The leadership team will review the campus improvement plan in October, January, April, and June with the Campus Leadership Team and the Campus Advisory Team. Revisions will be made based on the progress of the plan and suggestions of the committee. Students who are not meeting academic standards, both locally and statewide, will be closely monitored through MTSS for interventions before, during, and afterschool.

The Campus Advisory Team met four times throughout the school on September 19, 2022, December 5, 2022, March 7, 2023, and May, 1 2023. The following members made up CAT: Anna Ruiz (classroom teacher), Anahi Membreno (classroom teacher), Arneasha Tsasa (Sped teacher), classroom teacher) Rose Theis-Turner (Dyslexia teacher), Geraldine Tohill (ELAR instructional coach), Jennifer Cruz (AP), Vincent Dawkins (parent), and Charles Williams (parent), Rebecca Trahan (parent), Tracey Stephens (Business member), and

Latrice Patton (District). The parent input was gathered during celebrations of learning in addition to the parents from the CAT. The cross-section of staff members providing feedback included Teresa Salazar (campus secretary), Katrina Williams (front-office/textbook clerk), Joseph Broughton (librarian), Kourtni Adams (PK team leader), Patricia Muskus (Kindergarten team leader), Ana Ruiz (2nd grade team leader), Diana Sanchez (3rd grade team leader), Katie Kavanagh (4th grade team leader), Leo Freeman (5th grade team leader), Arneasha Tsasa (sped team leader), and Katy Perepeluk (AST team leader). Committees were also formed at the end of the year to get feedback for the Campus Needs Assessment.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan (CIP) is located on the campus website and is available to all stakeholders in English and Spanish. A hard copy of the CIP is available upon request.

2.4: Opportunities for all children to meet State standards

All student groups will benefit from the following strategies to meet the state's academic standards:

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

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

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

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

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

6. 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.

2.5: Increased learning time and well-rounded education

Students having trouble in learning are identified through formal and informal measures. Whenever a teacher notices a struggling learner, data is 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. MTSS Collaboratives are held to discuss individual student needs, and if needed appropriate placement into Extended Learning Time groups for additional assistance. Such assistance is available to students at all age levels in our school, in reading, math and writing. Data are collected and students are exited from intervention as soon as possible with the support of data. 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 during the day tutorials and extended day tutorials. Evening events, such as Curriculum night will help enrich the curriculum and create a well-rounded education for all students.

2.6: Address needs of all students, particularly at-risk

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 with a concentration on At-Risk students without losing a focus on students that meet standards. Student growth is a goal for all students regardless of their academic mastery level. This guides the instructional planning for each unit. Data is also derived from informal assessment methods, such as teacher observation, performance assessments, and end of unit exams. FES 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 identified TEKS that require spiraling and further in-depth

instruction to include depth of knowledge and high rigor.

3.1: Annually evaluate the schoolwide plan

The CIP will be reviewed at each CAT meeting. However, revisions to the CIP for school year will be scheduled during the CAT meetings below:

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is sent home at the beginning of each school year to parents in English and Spanish. It is also located on the campus website and is available to all stakeholders. In addition, information from the policy is presented to parents at our first back-to-school event. The policy is updated periodically based on the suggestions of the Campus Advisory Team to ensure that our campus and parental needs are met.

4.2: Offer flexible number of parent involvement meetings

We absolutely believe that parent engagement 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 parent representatives on our Campus Improvement Team this year. To increase engagement, parents will be invited to attend a variety of events, activities, and meeting via Face-to-Face or Virtual to gain insight about student learning and achievement as well as providing them with strategies to assist their child at home. Parents are also encouraged to attend field trips. Franz Elementary is committed to continuing to involve our parents in their child's education by providing them with many opportunities to get involved. The school will continue to have annual meetings at a variety of times throughout the day where all parents are invited. Communication of the events are distributed in multiple formats, such as flyers, Class Dojo, Email Blast, Newsletter, social media sites, etc.

5.1: Determine which students will be served by following local policy

Monthly MTSS collaboratives, which is a meeting to discuss students who are not demonstrating proficiency as compared to their peers. The collaborative will consist of the teacher(s), grade level administration, intervention staff, and the instructional coordinator. Once this meeting occurs, it will be determined at what tier should the student intervention occur.

Title I Personnel

Name	Position	Program	FTE
Angelita Cravens	Teacher	Title I	1
Careen Longoria	Teacher	Title I	1
Constance Howard	Teacher		
Elisa Saldiva	Teacher	Title I	1
Samira Hassan	Teacher	Title I	1

2024-2025 Needs Assessment Team

Committee Role	Name	Position
Parent	Rebecca Trahan	Parent
Parent	Danny Miller	Parent
Classroom Teacher	Renae Wiggins	RenaeWiggins@Katyisd.org
Parent	Roslia Salgado	Parent
Classroom Teacher	Floralina Salazar	Classroom Teacher
Classroom Teacher	Susan Ortega	Classroom Teacher
Non-classroom Professional	EmmaMJarava@Katyisd.org Jarava	Non-Classroom Teacher
Classroom Teacher	Dawn Lee	Classroom Teacher
Administrator	Yvette Sylvan	Principal
Administrator	Jennifer Cruz	Assistant Principal

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	3	Need for general supplies		$1,500.00
				Sub-Total	$1,500.00

211 - Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Extra Duty Pay		$2,000.00
1	1	2	Professional Development		$3,000.00
1	2	1	Extra Duty Pay		$2,500.00
1	2	2			$15,000.00
1	3	1	Intervention and enrichment science materials		$10,000.00
1	3	2	Professional Development		$10,000.00
1	4	2	Extended Day Learning (tutorials)		$29,897.00
1	4	2	Title I intervention teachers		$388,556.00
6	1	1	Parent Resources		$19,020.00
7	1	3			$5,000.00
7	1	4			$10,000.00
				Sub-Total	$494,973.00

Addendums

Katy Independent School District

The Percent of **Franz** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 37% to 42% by July 2029.

Franz: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	37%					
		State Rate	46%					
		Met State Rate	No					
		Internal Goal	-	38%	39%	40%	41%	42%
		Met Internal Goal	-					

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Franz: Targets		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above	2024 Actual	32	56%	108	31%	16	25%	0		4	100%	1	100%	3	0%	33	12%	138	36%	94	28%
		2025 Target						**35%**										**22%**				

The Percent of **Franz** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 29% to 34% by July 2029.

Franz: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	29%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	30%	31%	32%	33%	34%
		Met Internal Goal	-					

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Franz: Targets		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	32	41%	108	26%	16	25%	0		4	50%	1	0%	3	33%	33	12%	138	28%	94	28%
		2025 Target				**36%**		**35%**														