

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



Mission Statement

In partnership with our community, Ed Franz will continue to provide a positive, educational environment and create a life-long love of learning.

Vision

Empowering students to achieve excellence

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ed Franz Elementary is a community school with a population of approximately 451 students. The school has a successful relationship with the Headstart Program which stays at capacity. Ethnicity breakdown is 59% Hispanic, 26% white, 8% African American 5% other and 2% Asian population. There is a high economically disadvantaged rate (64%) and a high mobility rate (23%).

Demographics Strengths

- Enrollment:451
- Headstart program enrollment: 63
- Diverse student population:
 - 59% Hispanic
 - 26% White
 - 8 % Black
 - 2% Asian
 - 5% Other
- 9% of eligible students identified as Gifted and Talented,

Demographics Needs

- 10% of students identified in Special Education Program
- 23% Mobility Rate
- 96.1 attendance rate (per 2014 TAPR)
- 64% Economically Disadvantaged
- 76% At Risk

- 9% Military Connected
- 4% Homeless

Student Achievement

Student Achievement Summary

- 2015 STAAR scores above JISD average:
- 2016 STAAR score increases from 2015:
 - 4th grade reading (77%, -2 pts)
 - 4th grade writing (61%, -21 pts)
 - 4th grade math (75%, -11 pts)
 - 5th grade reading (88%, +1pts)
 - 5th grade math (93%, +15 pts)
- 2016 STAAR scores above JISD average
 - 4th grade reading – 4pts
 - 4th grade writing – 12pts
 - 4th grade math - 21pts
 - 2015 STAAR scores above the State average in all 4th grade tests and in 5th grade reading

Priorities:

- Science instruction K-5 focusing on incorporating student designed experiments with corresponding assessment items on common assessments
- Initiate vertical content teams to identify areas of weakness and plan campus-wide events and activities, and insure vertical alignment
- Increase STAAR level III percentage rate in all content areas
- Plan BOY professional development for staff to include incorporating technology into the classroom for daily instruction and intensive intervention

Continue:

- Extended day math and reading instruction for grades 3-5.
- Grade-level instruction for K-5th grade students offered before and after school
- Intensive RTI intervention Tier II & III for students identified as below grade level in math and reading
- Offer optional computer lab times outside of regular school day for iStation and First in Math

Student Achievement Strengths

- 2015 STAAR scores above JISD average:
 - 4th grade reading (79%, +6 pts)
 - 4th grade writing (82%, +14pts)
 - 4th grade math (86%, +15pts)
 - 5th grade reading (87%, +10pts first administration)
 - 5th grade math (78%, +pts)
- 2015 STAAR score increases from 2014:
 - 4th grade reading – 4pts
 - 4th grade writing – 12pts
 - 4th grade math - 21pts
 - 2015 STAAR scores above the State average in all 4th grade tests and in 5th grade reading

Student Achievement Needs

- 2015 STAAR scores below JISD average:
 - 5th grade science (62%, -2pts)
- 2015 STAAR score decreases from 2014:
 - 3rd grade math -17pts
 - 5th grade science – 9pts
 - 5th grade math - 7pts

School Culture and Climate

School Culture and Climate Summary

The positive culture of Ed Franz elementary is enjoyed by the staff, students and community. The school has a high teacher retention rate with an active hospitality committee. Students have the opportunity to be active before and after school participating in activities including: art club, recycling club, patrols, and student council. Students are recognized each 9 weeks for perfect attendance and all A and A/B honor roll. Star students based on character are also honored during by PTO. There are a variety of parent and community involvement opportunities that include a fall festival, literacy and academic parent nights. There is an active PTO. Finally, the student population is bolstered by a high number of parent and staff requests for intra district transfers.

School Culture and Climate Strengths

- High percentage of parent requests for intra-district transfers to EFE
- High number of staff children attending Franz on intra/inter-district transfers
- High attendance rate for parent involvement nights
- Before and after school activities for students including: recycling club, patrols, and student council.
- Campus Hospitality Committee organizes luncheons and social events for staff.
- Staff wellness program.
- Star students honored during school assembly by PTO.
- Perfect attendance and honor roll recognized
- Student incentives for good choices.

School Culture and Climate Needs

- Expanded character education for students
- Continued support of teacher/staff morale
- Strengthen grade level teams
- School-wide positive reinforcement strategies developed by teachers, staff, students, parents, and administrators
- Disciplinary actions executed in a fair and timely manner according to the discipline plan by teachers and administration.

- Attendance incentives to increase attendance rate amongst staff and students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at Ed Franz Elementary is degreed and /or certified specialists in all teaching areas. A strong teacher retention rate helps build cohesion among the school community. If an opening occurs, a team is set to interview and continue to seek high-quality teachers who fit in with the Ed Franz team.

Professional development is geared to specific needs of the campus. Professional development utilizes district and teacher expertise to train and develop the faculty.

Staff Quality, Recruitment, and Retention Strengths

- Degreed and /or certified specialists in all teaching areas.
- Strong teacher retention rate helps build cohesion among the school community.

Staff Quality, Recruitment, and Retention Needs

- Opportunities for teachers to observe other schools and classrooms (not just for 1st year teachers)
- Opportunities to collaborate with grade level cohorts from other campuses
- Training for new and novice teachers
- Increase vertical planning and alignment
- Professional development geared to specific needs of the campus for classroom teachers and RTI staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum professional development is targeting reading, writing and math. All grades use strategies consistent with guided reading and readers/writers workshop.

Math focuses on building math content knowledge to increase conceptual understanding through Math FRAMES. Teachers continue to collect useful data through teacher-made common assessments.

Curriculum, Instruction, and Assessment Strengths

- Increases in iStation Overall Reading assessment ISIP Early Reading Results in Tier I with decreases in Tier II

Curriculum, Instruction, and Assessment Needs

- No significant overall decreases in iStation Tier III
- Minimal student growth in Math per Stride Gap Assessment data
- Implementing district Math Frames initiative
- Increase 2nd grade reading stamina

Family and Community Involvement

Family and Community Involvement Summary

The small community school is the hub of the community. There is an active PTO that helps get parents involved with events at the school such as the fall festival and parents night out. Outside community organizations that are involved on campus are the Rotary Club, Live Oak Garden Club and Randolph Brooks CU. Our civic partners, Live Oak Police Department, Live Oak Fire Department, help support through fire prevention, traffic control and support for our student patrols. Academic nights are held throughout the year addressing literacy, math and science. Communication with all of our partners comes in the form of a weekly newsletter sent by teachers, The Mustang Minute weekly email and our school websites.

Family and Community Involvement Strengths

- Active PTO
- Cooperative involvement with community agencies: Live Oak Police Department, Live Oak Fire Department
- Parent involvement events: carnivals, family math nights, PTO events, science camp volunteers, STAAR night, music programs
- Support from Live Oak Garden Club through school supplies and campus beautification
- Support from Randolph Brook CU, Costco, Rotary Club
- Cooperative use of facilities with community sports clubs, Girls Scouts

Family and Community Involvement Needs

- Better attendance rate at general PTO meetings
- Expanded business partnerships
- Expanded academically themed parent involvement events
- Continue incentives for participation in parent involvement nights

School Context and Organization

School Context and Organization Summary

Ed Franz Elementary utilizes the talents of its staff through campus committees that are built around staff interest and talents. Grade level teams address the needs of their students with an increase in vertical grade level meetings to address needs campus wide. With a small population, open communication is a cornerstone throughout the campus.

School Context and Organization Strengths

- Weekly faculty meetings
- Weekly staff memos
- Site Based Committee
- Monthly district leadership meetings
- Campus Safety Team
- Implementation of Three Instructional Systems
- Campus Leadership Team
- Vision and Planning Team

School Context and Organization Needs

- Continued RTI training
- Expanded use of Campus Leadership Team
- Small staff size requires multiple time commitments from staff members for tutoring, events, extracurricular activities, etc.
- Continued development of System Two: PLCs

Technology

Technology Summary

Ed Franz is always trying to expand opportunities for students and teachers to utilize technology in the learning environment. This is aided by the presence of student computers in all classrooms, two computer labs and access to Chromebook carts.

Technology Strengths

- Teacher technology proficiency
- High level of student completion of Techknowledge goals
- Two computer labs with 25 computers each

Technology Needs

- Integrate hands-on technology into the classrooms: Nooks, iPads, etc.
- Continued training and support for teacher websites
- Enhance student technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 1: Overall STAAR performance will increase by 5 percentage points in all tested areas as compared to 2016 campus results.

Evaluation Data Source(s) 1: Universal Screen data (iStation, Stride), CBA data, student work, 2017 STAAR results

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Campus Professional Development including teacher and administrative conference attendance in support of JISD Math Frames Initiative, and Writing is Worth-It.</p>	1, 2, 3, 4, 5	Principal, Assistant Principal, RTI Facilitator	walk-throughs, teacher evaluations, peer observations, professional journal reflections				
Funding Sources: 211-7 - Title I - 1000.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Continue implementation of RTI process and improving data monitoring through iStation and Stride to target instruction needs of at-risk students in TIER I, II, & III.</p>	1, 2, 9	Principal, RTI Facilitator, RTI interventionists and teachers	Progress monitoring and interventions, RTI forms and documentation in GIST Meetings				
Funding Sources: 171-7 State Compensatory Education - 500.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Extended School Day - morning and/or after school tutoring for at-risk students in grades 3-5 and grade 2 students below grade level with the use of supplemental materials to increase achievement.</p>	1, 2, 9, 10	Principal, Assistant Principal, RTI Facilitator, classroom teachers	tutoring attendance sheets, campus benchmark assessments, 2017 STAAR results				
Funding Sources: 171-7 State Compensatory Education - 4700.00, 211-7 - Title I - 6500.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Continued implementation of Professional Learning Communities: Reverse Planning Model, Vertical Alignment, Collaborative Planning and the use of Lead4ward information</p>	1, 2, 3, 4, 5, 8	Principal, Assistant Principal, RTI Facilitator	Data disaggregation, targeted TEKS identification, grade level action plans, assessment results, 2017 STAAR results				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>5) Purchase and implement the use of grade-level common diagnostic materials in math, reading, writing, and science to drive and improve instruction, and TEKS based manipulative games to aide in interventions and enhance classroom centers.</p>	<p>1, 2, 3, 8, 9</p>	<p>Administration and classroom teachers</p>	<p>increases in STAAR scores as compared to individual students' prior year scores; increases in iStation and Stride scores from BOY to EOY; increases in district CBA scores from CBA #1 to CBA#2</p>				
<p>Funding Sources: 211-7 - Title I - 200.00</p>							
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							










Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: Students will perform at or above grade level in all core content areas utilizing available campus student support services.

Evaluation Data Source(s) 2: End of Year Math Universal Screen, End of Year iStation results

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Utilized RTI staff to provide interventions to TIER III At Risk students.</p>	1, 3, 9	RTI Staff	Growth in student performance as indicated on Math and Reading BOY, MOY, and EOY screenings, RTI progress monitoring				
Funding Sources: 171-7 State Compensatory Education - 1000.00							
<p>Critical Success Factors CSF 1</p> <p>2) Continue identification and services for Talented and Gifted students with pull-out and cluster model.</p>	3, 9	Principal, TAG teacher, cluster teachers	Increase in the number of students identified for the TAG program. Increase in the number for TAG students achieving Level III distinction on STAAR exams.				
<p>Critical Success Factors CSF 1</p> <p>3) Provide enrichment opportunities in order to increase the number of students achieving Advanced level on STAAR, campus benchmark and CBA assessments.</p>	2, 9	Principal, RTI facilitator, classroom teachers	Increase in the number of students achieving Advanced Level on STAAR and local and district assessments.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Expand the use of technology in the classroom to enhance learning including the use of Nooks in grades 3-5, Mobis, Elmos, Projectors, Computers, iPads, and Chromebooks.</p>	1, 2	Principal, RTI Facilitator	Increase in use of technology by staff, students; increase in the overall levels of math and reading.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Technology: iPads, cases, and apps for RTI Math and reading instructional teachers to increase reading and math skills in RTI Tier III students.</p>	1, 3, 9, 10	Principal, RTI Facilitator, RTI reading and math teachers	Increases in iStation reading and Stride Math scores.				
Funding Sources: 171-7 State Compensatory Education - 5000.00							










<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>6) Purchase and implement electronic data assessment system including digital assessment item bank, record-keeping system and document cameras for grading.</p>	1, 2, 3, 4, 5, 8, 9, 10	Principal, RTI Facilitator	Increases in 2017 STAAR scores as compared to 2016 STAAR scores; increases in MOY and EOY universal screens in math and reading as compared to BOY universal screens for 2016-2017 SY.				
Funding Sources: 211-7 - Title I - 1000.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5</p> <p>7) Students will be offered the opportunity to participate in a summer math program with a product showcase and parent reception at the culmination of the program.</p>	1, 2, 9, 10	Administrators RTI Facilitator	Student projects showcased for parents at end of event.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Increase academic performance for students with special needs to include SPED and 504 by 5% in reading and math to meet system safeguards through targeted interventions and instructional strategies.</p>	1, 2, 4, 8, 9	Principal, Assistant Principal, Special Education Teachers, Teachers	Increase in 2016-2017 STAAR, CBAs, Campus Assessments, Istation and Stride Academy scores.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>9) Address the needs of students in migrant and McKinney-Vento situations by providing personal support as needed and services to include counseling, academic advisement academic screens and tutorials if necessary.</p>	1, 2, 8	Principal, Assistant Principal, RTI Staff, Counselor	Early identification of academic progress, student understanding of Ed Franz policies, procedures and support programs.				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 1: Enhance campus/parent/community partnerships through multiple methods of communication.

Evaluation Data Source(s) 1: Increase the level of satisfaction as indicated on End of Year Parent Survey 2017 as compared to 2016.

Summative Evaluation 1:









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Continue to improve and increase communication through Site Based Committee Meetings, Bright Arrow messages, Parent Center participation, and Parent Teacher Organization.</p>	1, 6	Principal, teachers	agendas, call logs, sign in sheets, Parent Center reports, Bright Arrow messaging system reports and an increase in PTO membership				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Dissemination of information through campus marquee, campus and teacher websites, campus bulletin boards, teacher newsletters, Peach jar flyers.</p>	6	Principal, teachers, campus web administrator	current information posted on all media				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Kinder Round-up: Provide information and opportunities for new kinder and prekinder parents to preregister, tour facilities, and meet staff.</p>	1, 6, 7	Principal, Counselor, Prekinder and Kindergarten teachers.	Sustain prekindergarten enrollment numbers; increase in parental participation on Parent information nights.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Continue partnership with the Headstart program</p>	1, 2, 7, 10	Principal	Sustain pre-k enrollment numbers				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 2: Strengthen parental involvement in support of student social development and academic achievement.

Evaluation Data Source(s) 2: Increase in level of parent participation in campus events, PTO, Parent Center, and campus volunteering as compared to 2014-2015.

Summative Evaluation 2:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Annual parent surveys to evaluate stakeholder satisfaction.</p>	6	Principal	data analysis of completed surveys				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Family Events: literacy and math nights, Franz Fall Festival, Grandparent's lunch, music performances, Honors Assemblies, Rotary club literacy nights, STAAR nights, Science fair, Watch Dog Dads Program</p>	6	Principal, teachers	agendas, sign-in sheets, increase in percentage of parental involvement as compared to previous years.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Kinder Camp - provide opportunity for kinder and prekinder parents to spend time before school starts attending an abbreviated mock school day in order to assist with school transition.</p>	6, 7	Principal, kinder and prekinder teachers	sign-in sheets, parent participation numbers,				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides.

Performance Objective 1: Implement Professional Learning Communities meetings monthly as a model for campus planning, instruction, and data analysis.

Evaluation Data Source(s) 1: Teacher reflections in professional journals, teacher satisfaction surveys, student scores, teacher feedback from PLC meetings, overall TTESS lesson ratings.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Campus Vertical Alignment - support school culture and climate by creating a cohesive instructional faculty through the creation of a shared vision, mission, and goals for all grade levels.	1, 2, 3, 4, 5, 8, 9	Principal, Assistant Principal, RTI facilitator, teachers	Faculty generated vision and goals for all content areas				
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Grade level weekly collaborative planning to include, deconstructing the standards, creating assessments, writing essential questions, and determining learning strategies.	1, 2, 3, 4, 5, 8, 9	Principal, Assistant Principal, RTI facilitator, teachers	Implementation of weekly lesson plans and teacher-made assessments				
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 3) Professional Learning Communities - grade level team data meetings each nine weeks to include, mini-teaches and peer observations	1, 2, 3, 4, 5, 8, 9	Principal, Assistant Principal, RTI Facilitator/Instructional Coach, teachers	Increase in student scores on local, district, and State assessments				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides.

Performance Objective 2: Implement during the spring semester an Employee Health and Wellness Program monthly.

Evaluation Data Source(s) 2: End of Year Teacher Survey; session sign-in sheet;

Summative Evaluation 2:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>1) Guest speakers and staff presentations of topics of good health and wellness including: stress management, nutrition, and exercise.</p>	4, 5	Principal, RTI Facilitator, Counselor, Staff	Increase in employee satisfaction as indicated by end of year employee satisfaction survey				
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>2) Provide team building opportunities for staff to exercise together using campus facilities.</p>	5	Principal, PE Teacher	Staff participation, increase in employee satisfaction as indicated by end of year employee satisfaction survey.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides.

Performance Objective 3: Provide and support teacher and staff professional development and leadership opportunities monthly.

Evaluation Data Source(s) 3: Sign-in sheets, surveys, reflections in staff professional journals.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Provide leadership opportunities for staff members such as event planning, leading staff development, coordinating SSI, after school tutoring, science camp, family nights and extracurricular activities.</p>	1, 2, 3, 4, 5	Principal	Increase in staff led events and professional development				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Mentoring program for all first year teachers, teachers new to Judson and teachers new to Franz Elementary.</p>	1, 2, 4, 5	Principal, Campus Lead Mentor	Maintain positive employee retention rate at Franz, increase in teacher satisfaction rate as indicated on the end of year teacher survey				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment.

Performance Objective 1: By the end of the school year, 100% of allocated Title and SCE funds will be utilized to provide supplemental support to students

Evaluation Data Source(s) 1: Budget ledgers for SCE, Title 1 and campus account

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Involve CSBC in review and development of campus budget quarterly including Federal and state budgets.	1, 6, 10	Principal, CSBC					
							

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning.

Performance Objective 1: Continue utilization of student character education to promote positive learning environments as indicated by a 10% reduction in disciplinary referrals.

Evaluation Data Source(s) 1: Total number of disciplinary referrals.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Honors and awards assemblies, and incentives including PK-5, to honor students with positive attendance, academic and behavioral achievements (Star Students).</p>	1, 7	Principal, Assistant Principal, RTI Facilitator and Counselor	disciplinary referrals; number of students receiving honors and awards at nine weeks assemblies, increase in Istation and Stride Scores				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Continue to promote the 8 Keys of Excellence through instruction in the classrooms, during PE, morning announcements and counseling sessions.</p>	1, 2, 7	Principal, Counselor	Decrease in overall number of disciplinary referrals for repeat offenses.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Continue implementation of counseling services including social assistance, small groups, guidance lessons, anti-bullying, violence prevention, college and career readiness and parental involvement (Coffee with the Counselor.)</p>	1, 7, 9	Counselor	Completion of guidance lessons, participation in college and career days and activities; reduction in the number of office referrals.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Review and revise current discipline plan, in order to create a consistent campus-wide discipline strategies initiative</p>	1, 2	Principal, Assistant Principal, Discipline Committee and Teachers	Decrease in discipline referrals				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning.

Performance Objective 2: Improve overall student attendance rate to 97% or greater.

Evaluation Data Source(s) 2: End of Year attendance rate and number of total days missed by students.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Continue and enhance student incentive program to include awards for perfect attendance at semester, nine weeks, and weekly.</p>	2, 9	Principal, Assistant Principal, Counselor, PEIMS clerk	weekly, nine weeks, and semester attendance charts and reports showing 97% attendance rate.				
Funding Sources:							
2) Monitor the attendance and grades of homeless students and communicate immediately when barriers or concerns exists for homeless students/families.	9	Counselor	9-weeks report card grades, Attendance reports of homeless students				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Continued implementation of Professional Learning Communities: Reverse Planning Model, Vertical Alignment, Collaborative Planning and the use of Lead4ward information
1	1	5	Purchase and implement the use of grade-level common diagnostic materials in math, reading, writing, and science to drive and improve instruction, and TEKS based manipulative games to aide in interventions and enhance classroom centers.
1	2	4	Expand the use of technology in the classroom to enhance learning including the use of Nooks in grades 3-5, Mobis, Elmos, Projectors, Computers, iPads, and Chromebooks.
1	2	6	Purchase and implement electronic data assessment system including digital assessment item bank, record-keeping system and document cameras for grading.
2	2	2	Family Events: literacy and math nights, Franz Fall Festival, Grandparent's lunch, music performances, Honors Assemblies, Rotary club literacy nights, STAAR nights, Science fair, Watch Dog Dads Program
3	1	1	Campus Vertical Alignment - support school culture and climate by creating a cohesive instructional faculty through the creation of a shared vision, mission, and goals for all grade levels.
3	1	2	Grade level weekly collaborative planning to include, deconstructing the standards, creating assessments, writing essential questions, and determining learning strategies.
3	1	3	Professional Learning Communities - grade level team data meetings each nine weeks to include, mini-teaches and peer observations

State Compensatory

Budget for Franz Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
171-7 11 103 30 6118 TF	6118 Extra Duty Stipend - Locally Defined	\$4,700.00
171-7 13 103 30 6118 TF	6118 Extra Duty Stipend - Locally Defined	\$1,000.00
171-7 21 103 30 6118 TF	6118 Extra Duty Stipend - Locally Defined	\$500.00
6100 Subtotal:		\$6,200.00
6300 Supplies and Services		
171-7 11 103 30 6329 00	6329 Reading Materials	\$3,000.00
171-7 11 103 30 6399 00	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
171-7 13 103 30 6399 00	6399 General Supplies	\$1,000.00
6300 Subtotal:		\$9,000.00
6400 Other Operating Costs		
171-7 11 103 30 6411 00	6411 Employee Travel	\$500.00
171-7 13 103 30 6411 00	6411 Employee Travel	\$500.00
6400 Subtotal:		\$1,000.00

Personnel for Franz Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sarah Boise	RTI Teacher	RTI	1
Sharisa Rhoades	RTI Facilitator	RTI	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Caroline Hernandez	RTI Teacher	RTI	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Rodney Vigil	Principal
Business Representative	Richard Leininger	2018 Member
Classroom Teacher	Crystal Real	2017 Member
Classroom Teacher	Sarah Boise	2018 Member
Classroom Teacher	Jennifer Janecek	2017 Member
Classroom Teacher	Lauren Lundy	2018 Member
Community Representative	June Adair	2018 Member
District-level Professional	Rebecca Defenbaugh	2018 Member
Non-classroom Professional	Sharisa Rhoades	2018 Member
Paraprofessional	Enrique Cruz	2018 Member
Parent	Theresa Dorel	2017 Member
Parent	Dr. Edmond Kelly	2018 Member
Parent	Andrew Vargas	2018 Member

Campus Funding Summary

199-7 -General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	award ribbons, small prizes, snacks, donated items (bicycles)		\$0.00
Sub-Total					\$0.00
171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	instructional materials for at-risk students		\$500.00
1	1	3	extra duty pay - teachers	171-5 11 103 24 6118	\$4,700.00
1	2	1			\$1,000.00
1	2	5	iPads, cases, apps		\$5,000.00
Sub-Total					\$11,200.00
211-7 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for Corwin Literacy Institute		\$1,000.00
1	1	3	extra duty pay - teachers and/or professionals		\$6,500.00
1	1	5	content-specific materials and TEKS based games		\$200.00
1	2	6	site license and document cameras		\$1,000.00
Sub-Total					\$8,700.00
Grand Total					\$19,900.00