

**Katy Independent School District**  
**Franz Elementary**  
**2023-2024 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**.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

In preparation for the 2022-2023 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 20, 2021, December 6, 2021, February 28, 2022, and April 25, 2022. The following members made up CAT: Anna Ruiz (classroom teacher), Anahi Membreno (classroom teacher), Arneasha Tsasa (Sped teacher), Stephnie Brown (classroom teacher) Rose Theis-Turner (Dyslexia teacher), Geraldine Tohill (ELAR instructional coach), Jennifer Cruz (AP), Vincent Dawkins (parent), and Marcos Cruz (parent). The parent survey was included in the May Parent Newsletter. 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 (2<sup>nd</sup> 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. The committees met at the end of the day during the week of May 16-20<sup>th</sup>. The committee members included: Michele Dawkins (AP), Jennifer Cruz (AP), Maria Munoz (counselor), Jennie Smith (ESL ISST), Julie Kleimann (ESL ISST), Jennifer Zalic (classroom teacher), Erin Dutka (PK teacher), and Katy Perepeluk (Math AST). I was unable to get input from a community member.

The following data points were reviewed to determine our campus' 2023-2024 focus areas.

### Improvement Planning Data:

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

### 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Grades that measure student performance based on the TEKS Franz Elementary

### 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 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
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- CAT Member Feedback

### **Support Systems and Other Data**

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

After all data were reviewed and feedback interpreted, it was determined that there needs to be a focus on social emotional/behavior, small group instruction for reading and math, differentiated instruction, and teacher and staff support and retention for the 2022-2023 school year. The campus needs assessment and campus improvement plan will be reviewed and revised throughout the year by the campus advisory team. The campus needs assessment, campus improvement plan and parent family engagement policy & compact will be available in English and Spanish in the lobby of Franz Elementary and on the campus website. The locations of the documents will be communicated to Franz Elementary parents during the annual Title I meeting and through campus newsletters.

# Demographics

## Demographics Summary

The enrollment data reflected that Franz ES saw a 0.94% increase in enrollment, again slightly exceeding the 2022-2023 projected enrollment. Data over the last five years showed that enrollment increased from snapshot to the end of the school year. For example, the 2021-2022 snapshot enrollment was 939 and at the end of the school year enrollment was at 1,006. During the 2022-2023 school year, enrollment at snapshot was 1,000 and at the end of the school year was 1,027.

As we take a closer look at the data, Franz ES Hispanic population was the largest student group enrolled at 65.14%. The number of newcomers continued to contribute to our increasing enrollment. There were at least fifty newcomers enrolled during the school year compared to about forty newcomers the prior year. However, the enrollment of the white student sub-group continued to trend down each year. Last year, white students made up 8.35% of our student enrollment, but this year they made up only 7.69% of the enrollment. Over the last five years, the enrollment of white students continued to trend down. In contrast to the white student sub-group, African American student sub-group enrollment continued to trend upward. Over the last five years, this sub-group saw a 1.57% increase differential. The decrease in the Asian student sub-group has been consistent over the last three years. The 2022-2023 Asian student enrollment made up only 3.08% of Franz ES student enrollment. While the Asian student sub-group was trending down, the two or more student sub-group was steadily trending up. This student sub-group made up 3.02% of the enrollment compared to 2.36% last school year.

In summary, the enrollment at Franz ES is extremely diverse with some sub-groups growing steadily, while other sub-groups are decreasing. Nonetheless, the enrollment at Franz ES continued to fluctuate. However, the data did reflect that the enrollment is going back up to pre-COVID enrollment.

| Year      | Asian      | African American | Hispanic     | Pac. Island. | 2 or more  | White        | Total Enrollment |
|-----------|------------|------------------|--------------|--------------|------------|--------------|------------------|
| 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              |
| 2018-2019 | 5.19% (53) | 18% (181)        | 62.72% (641) | 0.20% (2)    | 1.08% (11) | 12.33% (126) | 1,002            |

*Enrollment Data*

According to the data, the number of students identified as needing special education services continued to trend up. 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 24.25% of Franz ES total enrollment for the 2022-2023 school year. But when this group was extracted, the special education enrollment drops to 19.17% 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. However, in contrast, the number of students identified as GT continued to trend down. Of the 1,027 students enrolled, there were ten students identified as GT, with this group making up only 1.07% of the campus’ total enrollment. As a bilingual campus, the number of students enrolled in the bilingual program were constant, reflecting slight change over the last five years. It was found that the number of the students enrolled in the homeless program increased from the previous year.

### Special Programs Data Chart

| Year      | At-risk | Bilingual | Eco Dis. | ESL    | GT    | Homeless | Special Education |
|-----------|---------|-----------|----------|--------|-------|----------|-------------------|
| 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 Attendance

Using data from the Katy ISD principal dashboard, the Average Daily Attendance (ADA) rate during the 2022-2023 school was 93.54% compared to that of 93.33% in the 2021-2022 school year. However, the conclusion can be drawn that the Average Daily Attendance at Franz ES has decreased this school year compared to an average ADA of 96.0% in previous school years, except for an attendance rate of 93.33% in 2021-2022 school year. When trying to determine factors that influenced this change in Franz ES’s ADA, one factor that stood out was that of the attendance rate for PK students. The chart below shows that PK students’ attendance rate is lower than that of K-5 students. It can be concluded that the Average Daily Attendance (ADA) increased once the students advanced to the next grade levels.

| ar      | EE     | PK     | K      | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> |        |
|---------|--------|--------|--------|-----------------|-----------------|-----------------|-----------------|-----------------|--------|
| 22-2023 | 88.73% | 89.46% | 92.25% | 93.45%          | 94.49%          | 95.16%          | 94.68%          | 95.21%          | 93.54% |



| Year      | EE     | PK     | K      | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | 6 <sup>th</sup> |
|-----------|--------|--------|--------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 2021-2022 | 87.35% | 90.13% | 92.80% | 93.35%          | 94.31%          | 93.94%          | 94.64%          | 94.30%          | 93.33%          |
| 2020-2021 | 94.82% | 96.31% | 96.25% | 96.21%          | 96.02%          | 96.38%          | 96.37%          | 97.06%          | 96.35%          |
| 2019-2020 | 96.19% | 95.17% | 96.26% | 96.74%          | 97.23%          | 96.98%          | 97.48%          | 97.43%          | 96.83%          |
| 2018-2019 | 93.97% | 93.78% | 94.75% | 95.90%          | 95.97%          | 97.13%          | 96.93%          | 97.16%          | 96.11%          |

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 2021-2022 Texas Academic Performance Report (TAPR), the student mobility rate for Franz ES was 16.4%, which is well above that of the district at 11.0% and the state at 13.6%

### Student Discipline

When analyzing the data for behavior concerns over the last school year, a significant decrease in referrals was observed. Specifically, there was a decline from 311 referrals in the 2021-22 academic year to 249 in the current school year, a 20% decrease. Although the lingering impact of the COVID-19 disruption is subsiding, it still affects our community. Despite these challenges, Franz ES remains dedicated to increasing student engagement and promoting social-emotional development while mitigating behavioral issues. To achieve this goal, Franz ES has implemented several proactive initiatives, such as Purposeful People and Positive Behavior Interventions and Supports (PBIS), as well as a recent reintroduction to CHAMPS. In addition, a Behavior Committee was established to address campus-specific issues and creatively brainstorm ways to tackle challenges. The committee reviewed current literature to ensure the approaches adopted were research-based and forward-looking. We know that increasing engagement can long impact students past elementary school.

At Franz, we have a diverse population and a range of specialized programs. It is important to note that we house two adaptive behavior classes where students actively learning school-appropriate behaviors. Overall, this can impact the number of office referrals on the campus. The referral count is reduced by 20% or down to two hundred upon excluding referrals for these identified students. Further analysis reveals that approximately 59% of the total referrals account for a small subset of the overall school's population (approximately 1%). This trend has remained consistent with the 2021-22 school year. Upon closer examination of the location of incidences, referrals originating from classrooms almost equal the combined number of referrals from other locations such as the playground, gym, bus, cafeteria, and hallway. The most prevalent infraction continues to be physical aggression, as observed previously. Upon deeper scrutiny, it is observed that students often engage in this behavior without malicious intent but due to impulsivity or inappropriate interactions. Noncompliance or disrespectful behavior follows as a distant second. As mentioned earlier, our effort to reduce these incidents while enhancing student engagement in the learning environment is ongoing. It is evident that the need for strategies and skills to address engagement, social skills, and social-emotional learning across all grades is crucial.

### 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      |

2019-2023 Discipline Trends:

| 2019-20  | 2020-21      | 2021-22  | 2022-23   |
|--|--------------|--|---|
| 140 referrals<br><br>50% decrease from previous year up to March | 96 Referrals | 311 referrals<br><br>*Important to note that 61% of the referrals were for only 1% of the student population.<br><br>* 83% of the discipline referrals were for our male students. | 249 referrals<br><br>Trends that remained stable:<br><br><ul style="list-style-type: none"> <li>• 59% of the referrals were for only 1% of the student population.</li> <li>• 86% of referrals were for male students.</li> </ul> |

**Staff Information**

According to the 2021-2022 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 17.9%, Hispanic 35.9%, White 39.9%, and Asian 6.4. Of the total number of staff, males made up 9% of the staff. There were 23.5% of the teachers possessing a master’s degree. In addition, at least 53% of the teachers have 11-30 years of experience. However, it was noticed the number of teachers with 0-5 years of experience increased from the previous year. As a title I campus, all the instructional paraprofessionals must be highly qualified. As of June 2022, the retention rate of staff was at 88%, which was due to retirements, transfer/promotions within the district, the desire to be closer to home, relocation, and to pursue advanced studies.

During the 2022-2023 school year, there were 129 staff members. The staff comprised of 83 teachers, 27 instructional paraprofessionals, 7 clerical paraprofessionals, and 12 professional support. The school year begun with 4 long-term substitutes in the following: 2<sup>nd</sup>, 4<sup>th</sup> grade, 5<sup>th</sup> grade, and life skills. In addition to teacher long-term substitutes, there were 2 long-term instructional paraprofessionals. Prior the end of the school year, there were 2 retirements and 4 resignations. At the end of the school year, there was one additional teacher retirement. Franz ES had a staff retention rate of 85% compared to that of 88% the previous year. The drop in the retention rate were contributed to retirements, transfers, relocations, a desire to be closer to home, and job satisfaction.

Data reviewed from the Staff Culture and Climate Report reported that 44% of the staff took the survey. Of the 44% of the staff who took the survey, the appreciation/recognition pillar yielded a score of 6.8, which is below the district’s average. Additionally, the survey suggested those questions pertaining to appreciation and recognition should be addressed. From the Staff Culture and Climate survey data, it can be concluded that job satisfaction was one of

the contributing factors to the drop in staff retention.

### **Demographics Strengths**

Some of the most notable demographic strengths for Franz Elementary include:

1. Many families move into our area just for the schools. Because our families value education, we have increasing numbers of parents (moms, dad, aunts, uncles, grandparents) who are committed to student success.
2. We are seeing an increase in second generation Franz ES students due to the positive environment that their parents experienced.
3. With the increasing diversity among our student population, the staff is diverse as well.
4. With a diverse student population, our students develop life-long skills and an ability to collaborate with peers of all backgrounds. We find that Franz Elementary students are very accepting of new students regardless of race, ethnicity or other differences.
5. Over 55% of the staff have 11-20+ years of experience.

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

**Problem Statement 1 (Prioritized):** The 2022-2023 student attendance rate was 93.54% compared to pre-COVID average rate of 96.0% **Root Cause:** Chronic absenteeism noticed in the lower elementary grades (PK-K). There is a need to explore ways to communicate and engage parents in realizing the importance of PK-K attendance.

**Problem Statement 2 (Prioritized):** According to discipline data, 45% of the discipline infractions, although level 1 infractions, occurred in the classroom. **Root Cause:** Students are inadequately skilled with understanding how to appropriately respond to adults and peers, resulting in the need for social-emotional learning for the students and training for teachers.

**Problem Statement 3:** Franz ES retained 85% of its staff compared to the prior year retention rate of 88%. **Root Cause:** Culture and Climate. There is a need to re-establish a school community of high expectations and collaboration by placing an emphasis on on-going coaching, reflective feedback, admin. support, and appreciation and acknowledgement.

# 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 2022-2023 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 |
|-----------|---------|-----------|----------|--------|-------|----------|-------------------|
| 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

After reviewing our 2021-2022 data, we anticipated that we would see improvement on the 2022-2023 STAAR assessments. However, due to STAAR data not being released until August, data from Campus Based Assessments (CBA) and District Level Assessment (DLA) for math and science were analyzed. Since there were some issues with the reading Campus Based Assessments (CBA) and District Level Assessments (DLA), interim data were used. According to the data below, the number of students at the approaches level for math was consistent across grades 3-5. However, variations were seen across the grades 3-5 at the Meets and Masters level. When interim data were compared to the campus-based assessments and the district level assessment, the scores for each grade level (3<sup>rd</sup>-5<sup>th</sup>) and each subject were significantly lower, with the exception of 4<sup>th</sup> grade being slightly higher. Reading interim data were comparable across grade levels (3<sup>rd</sup>-5<sup>th</sup>). The 5<sup>th</sup> grade science interim data for the percentage of students at the approaches level were lower than the 2020-2021 and 2021-2022 school year. Nevertheless, the percentage of students at the meets level on the 2022-2023 science interim were slightly higher than the last two year. The data reflected that students identified as receiving special education services continued to score significantly below in all subject areas compared to other sub-groups. This was especially glaring when looking at the increasing special education student population.

| 3 <sup>rd</sup> Grade | A  | M  | MM | 4 <sup>th</sup> Grade | A  | M  | MM | 5 <sup>th</sup> Grade | A  | M  | MM |
|-----------------------|----|----|----|-----------------------|----|----|----|-----------------------|----|----|----|
| Reading               | NA | NA | NA | Reading               | NA | NA | NA | Reading               | NA | NA | NA |

| 3 <sup>rd</sup> Grade | A   | M   | MM  | 4 <sup>th</sup> Grade | A   | M   | MM  | 5 <sup>th</sup> Grade | A   | M   | MM  |
|-----------------------|-----|-----|-----|-----------------------|-----|-----|-----|-----------------------|-----|-----|-----|
| Math                  | 82% | 54% | 31% | Math                  | 71% | 32% | 15% | Math                  | 89% | 68% | 37% |
| Science               | -   | -   | -   | Science               | -   | -   | -   | Science               |     |     |     |

*Campus-Based Assessments and District Level Assessments*

| 3 <sup>rd</sup> Grade | A   | M   | MM  | 4 <sup>th</sup> Grade | A   | M   | MM  | 5 <sup>th</sup> Grade | A   | M   | MM  |
|-----------------------|-----|-----|-----|-----------------------|-----|-----|-----|-----------------------|-----|-----|-----|
| Reading               | 76% | 39% | 19% | Reading               | 78% | 49% | 25% | Reading               | 69% | 41% | 23% |
| Math                  | 60% | 54% | 31% | Math                  | 82% | 47% | 24% | Math                  | 71% | 38% | 19% |
| Science               | -   | -   | -   | Science               | -   | -   | -   | Science               | 52% | 26% | 13% |

*Interim Assessment Data*

| 2020-2021 STAAR Data |         |            |       |         | 2021-2022 STAAR Data |            |       |         |  |
|----------------------|---------|------------|-------|---------|----------------------|------------|-------|---------|--|
| Subjects             | Passing | Approaches | Meets | Masters | Passing              | Approaches | Meets | Masters |  |
| Reading              | 67%     | 30%        | 18%   | 20%     | 75%                  | 28%        | 22%   | 25%     |  |
| Math                 | 60%     | 24%        | 20%   | 18%     | 66%                  | 27%        | 23%   | 16%     |  |
| Science              | 69%     | 40%        | 18%   | 11%     | 65%                  | 38%        | 18%   | 10%     |  |

**2022-2023 Interim Data**

| 3 <sup>rd</sup> Math   | Approaches | Meets  | Masters |       |
|------------------------|------------|--------|---------|-------|
|                        | FES        | 58.99% | 20.14%  | 2.88% |
| Economic Disadvantage  | 61.04%     | 20.78% | 1.30%   |       |
| Asian                  | 100%       | 50%    | 50%     |       |
| Black/African American | 48.48%     | 27.27% | 3.03%   |       |
| Hispanic               | 58.89%     | 16.67% | 2.22%   |       |
| Two or More Races      | 100%       | 0%     | 0%      |       |
| White                  | 81.82%     | 27.27% | 0%      |       |

| 3 <sup>rd</sup> Math         |            |        |         |  |
|------------------------------|------------|--------|---------|--|
|                              | Approaches | Meets  | Masters |  |
| Currently Emergent Bilingual | 66.20%     | 18.31% | 2.82%   |  |
| Special Ed Indicator         | 23.81%     | 9.52%  | 0%      |  |

| 3 <sup>rd</sup> Reading      |            |        |         |
|------------------------------|------------|--------|---------|
|                              | Approaches | Meets  | Masters |
| FES                          | 78.42%     | 39.57% | 16.55%  |
| Economic Disadvantage        | 77.92%     | 33.77% | 12.99%  |
| Asian                        | 100%       | 100%   | 50%     |
| Black/African American       | 78.79%     | 27.27% | 18.18%  |
| Hispanic                     | 78.89%     | 41.11% | 16.67%  |
| Two or More Races            | 100%       | 50%    | 0%      |
| White                        | 72.73%     | 54.55% | 9.09%   |
| Currently Emergent Bilingual | 80.28%     | 46.48% | 16.90%  |
| Special Ed Indicator         | 33.33%     | 14.29% | 4.76%   |

| 4 <sup>th</sup> Math         |            |        |         |
|------------------------------|------------|--------|---------|
|                              | Approaches | Meets  | Masters |
| FES                          | 83.21%     | 45.80% | 23.66%  |
| Economic Disadvantage        | 81.16%     | 43.48% | 18.84%  |
| Asian                        | 100%       | 100%   | 50%     |
| Black/African American       | 86.21%     | 48.28% | 24.14%  |
| Hispanic                     | 79.55%     | 40.91% | 22.73%  |
| Two or More Races            | 100%       | 0%     | 0%      |
| White                        | 100%       | 66.67% | 22.22%  |
| Currently Emergent Bilingual | 87.88%     | 43.94% | 24.24%  |
| Special Ed Indicator         | 76%        | 28%    | 12%     |

| 4 <sup>th</sup> Reading |            |        |         |
|-------------------------|------------|--------|---------|
|                         | Approaches | Meets  | Masters |
| FES                     | 77.86%     | 50.38% | 25.19%  |

| 4 <sup>th</sup> Reading      |            |        |         |
|------------------------------|------------|--------|---------|
|                              | Approaches | Meets  | Masters |
| Economic Disadvantage        | 75.36%     | 46.38% | 21.74%  |
| Asian                        | 100%       | 75%    | 50%     |
| Black/African American       | 75.86%     | 51.72% | 27.59%  |
| Hispanic                     | 76.14%     | 46.59% | 21.59%  |
| Two or More Races            | 100%       | 0%     | 0%      |
| White                        | 88.89%     | 77.78% | 44.44%  |
| Currently Emergent Bilingual | 80.30%     | 51.52% | 28.79%  |
| Special Ed Indicator         | 52%        | 16%    | 4%      |

| 5 <sup>th</sup> Math             |            |        |         |
|----------------------------------|------------|--------|---------|
|                                  | Approaches | Meets  | Masters |
| FES                              | 73.51%     | 37.75% | 19.21%  |
| Economic Disadvantage            | 68.24%     | 28.24% | 12.94%  |
| American Indian/Alaskan Native   | 100%       | 0%     | 0%      |
| Asian                            | 83.33%     | 66.67% | 33.33%  |
| Black/African American           | 67.86%     | 39.29% | 21.43%  |
| Hispanic                         | 71.72%     | 35.35% | 18.18%  |
| Native Hawaiian/Pacific Islander | 100%       | 0%     | 0%      |
| Two or More Races                | 66.67%     | 33.33% | 33.33%  |
| White                            | 91.67%     | 50%    | 16.67%  |
| Currently Emergent Bilingual     | 73.17%     | 39.02% | 17.07%  |
| Special Ed Indicator             | 48.72%     | 5.13%  | 5.13%   |
| 5 <sup>th</sup> Reading          |            |        |         |
|                                  | Approaches | Meets  | Masters |
| FES                              | 69.54%     | 43.05% | 20.53%  |
| Economic Disadvantage            | 61.18%     | 30.59% | 12.94%  |
| American Indian/Alaskan Native   | 100%       | 100%   | 100%    |
| Asian                            | 83.33%     | 66.67% | 33.33%  |
| Black/African American           | 64.29%     | 32.14% | 17.86%  |

| 5 <sup>th</sup> Math             |            |        |         |
|----------------------------------|------------|--------|---------|
|                                  | Approaches | Meets  | Masters |
| Hispanic                         | 72.73%     | 43.43% | 18.18%  |
| Native Hawaiian/Pacific Islander | 50%        | 50%    | 0%      |
| Two or More Races                | 33.33%     | 33.33% | 33.33%  |
| White                            | 58.33%     | 50%    | 33.33%  |
| Currently Emergent Bilingual     | 71.95%     | 46.34% | 20.73%  |
| Special Ed Indicator             | 33.33%     | 15.38% | 7.69%   |

| 2020-2021 STAAR Data |         |            |       |         | 2021-2022 STAAR Data |            |       |         |  |
|----------------------|---------|------------|-------|---------|----------------------|------------|-------|---------|--|
| Subjects             | Passing | Approaches | Meets | Masters | Passing              | Approaches | Meets | Masters |  |
| Reading              | 67%     | 30%        | 18%   | 20%     | 75%                  | 28%        | 22%   | 25%     |  |
| Math                 | 60%     | 24%        | 20%   | 18%     | 66%                  | 27%        | 23%   | 16%     |  |
| Science              | 69%     | 40%        | 18%   | 11%     | 65%                  | 38%        | 18%   | 10%     |  |

With Franz ES being on a Targeted Improvement Plan (TIP for our white subgroup, growth is needed in at least four of the five indicators as outlined on the state accountability system. According to the interim data, the students in the white subgroup may not reflect the needed growth to get off the TIP. The number of white students enrolled for this school year was 7.69%. Statistically, the smaller the number of students, the greater number of the students need to be at the meets level. However, it is important to note that of that 7.69% of students enrolled in this subgroup, at least 13% of them received services through special education. The data revealed that teachers not only need training in differentiating instruction for general education students, but they also need training on how to best support students who have modifications and accommodations. Additionally, this also revealed that the general education teachers and the special education teachers need time to collaborate and training on the co-teach model. Accountability data for the 2022-2023 school year has not been released. Campus improvement areas will be based on preliminary data from the STAAR assessments from the spring of 2022.

For the 2021-2022 school year, Franz ES received the following scores:

- Domain 1 - Student Achievement: 74 - C
- Domain 2 - School Progress 88 - B
- Domain 3 - Closing the Gaps: 82 - B

These scores result in Franz ES receiving a 2022 Texas Accountability score of an 86 - B. Stephens Elementary received the following Distinction Designations:

- Postsecondary Readiness
- Comparative Closing the Gaps

Based on the new methodology for the state's accountability for the 2022-2023 school year, Franz ES will need to focus on Domain II, annual academic growth. According to the What If Report, Franz ES would have an annual growth of 72% compared to a scaled score of 88.



## Student Learning Strengths

### Overall Improvements:

Interim Data suggested the following improvements were made:

- The overall students at the meets level in 4th grade reading was at 50.38%.
- The overall students at the meets level in 4th grade math was at 47%.
- The white subgroup at the masters level in 4th grade reading was at 77.38%.
- The AA subgroup at the masters level in 5th grade math was at 21.43%.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The students in the white subgroup did not meet at least four of target as indicated on STAAR accountability. **Root Cause:** Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

**Problem Statement 2 (Prioritized):** The 2022-2023 data reveal that Special Education students continue to score significantly below other student groups in reading, math, and science. **Root Cause:** There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

# School Processes & Programs

## School Processes & Programs Summary

Teachers, parents, and students at Franz ES take pride in our school. We are a school known for a strong commitment to student learning and engagement and having a "whatever" it takes attitude. We have a high standard for the best instructional practices, as well as building social character in our students. At Franz ES, student learning is at the center of every decision made. We teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: District Learning Assessments, campus common assessments, HMH Literacy. All assessments and programs used assist in teaching the depth and complexity of the TEKS. The curriculum and instruction at Franz ES are driven by the district's scope and sequence and unit plans which promote students' learning abilities as well as the development of critical thinking and problem-solving skills, which align to the TEKS and STAAR assessments.

The master schedule always presents its own sets of challenges of ensuring that the teachers were given adequate time to implement instruction. To address the challenges, the master schedule was revised to include more time for teachers to plan. The 2022-2023 master schedule had planning time extended for every grade level every seven days. The purpose for providing more time to the teachers was for understanding and using data to inform their planning. Through feedback, we learned that we needed to go back and revise it again because some teachers felt like they were not getting a great deal of planning done. Through observation, it seemed that some grade level spent time on other items instead of analyzing data, roadmapping for the units, creating the common assessments, and looking at student work. Next school year, each grade level will have extended planning every other week rotation. This will provide time for the coaches to support teachers more with the implementation of their plans.

During the 2022-2023 school year, Franz ES continued with the designation as a campus needing a Targeted Intervention Plan (TIP) because one subgroup failed to meet their target rate for the past three years. Since Franz ES has 79.95% of its students identified as at-risk and 76.44% of the students receiving free and reduced lunch, we knew that the subgroup that did not meet the target were also factored in these categories. Through the reflection process of the TIP, the campus instructional team determined that there was a need to revise the lesson plan template to align with campus expectations as well as providing feedback that prompts reflection. Prior to revising the lesson plan template, the campus instructional team developed a walkthrough rubric that would align with the lesson plan template. The rubric was used during monthly learning walks. After about two learning walks, the rubric was calibrated and revised.

| Year      | At-risk | Bilingual | Eco Dis. | ESL    | GT    | Homeless | Special Education |
|-----------|---------|-----------|----------|--------|-------|----------|-------------------|
| 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 Programs Data Chart

Data above show that the number of students needing special education service continued to trend up. We contributed this increase to having a strong MTSS structure. As a campus, we meet monthly with both primary and intermediate teachers to identify students who need additional supports. With 78% of our students being identified as economically disadvantaged, we believe that monitoring, collaborating, and adjusting instruction must be the priority for our students. Although we have increased the number of students receiving special education, this showed that the process for identifying students works.

During the 2023-2024 school year, there is a need to focus on what is occurring during the first teach. Currently we have almost 40% of our students receiving intervention via MTSS. However, the students in MTSS were provided with intervention time that was built into the master schedule. By having it already as part of the master schedule, this allowed for those students needing both reading and math intervention

to receive it. This also supported the number of students who needed HB 4545 interventions. In addition to intervention, the students who needed additional support in reading and math were offered before or after school. We had students in grades 1<sup>st</sup>-5<sup>th</sup> attend. The students who did not pass STAAR were invited to a campus-based summer school during the month of June 2023. The goal of summer school was to help close gaps as well as serve students who most likely did not pass or in the low end of the zone of uncertainty for reading and/or math STAAR.

As part of the Katy ISD systems, Franz ES is a technology-rich campus. We are 1:1 in PK-5<sup>th</sup>. 2<sup>nd</sup>-5<sup>th</sup> grade students have Chromebook and PK-1<sup>st</sup> have iPads. In February 2023, 3<sup>rd</sup>-5<sup>th</sup> grade students took the annual Brightbyte survey. This survey provides needed data on the following: (1) Use of technology in teaching and learning: (2) Educator preparation and development: (3) Leadership, administration, and instructional support: (4) Infrastructure for technology. With having access to a wide range of technology, professional development continues to be needed.

Every effort was made to retain and recruit high quality teachers. We hire from the annual district job fair. Fourteen new staff members joined Franz ES for the 2022-2023 school year. With having that many new staff members, an emphasis was placed on onboarding them with continued support throughout the school year. Next year, we have two current staff members moving into leadership positions. The goal was to continue to develop and grow our teachers' capacity.

## 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 I and Title III funds to provide teacher tutoring
- Title I 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 (Prioritized):** Instructional planning time is not being used effectively as it relates to analyzing student data. **Root Cause:** Teachers have limited scope on how to analyze and interpret data to inform their instruction in a collaborative setting (PLC).

**Problem Statement 2:** 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:** When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. The lack of solid first line of instruction that allows the students time to practice for mastery.

# Perceptions

## Perceptions Summary

Franz Elementary School works to create an atmosphere where families feel they are entering a positive and productive school environment. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways, including phone calls, emails, Class Dojo, Zoom and social media (Facebook, Twitter, and Remind). However, it was expressed by some parents that they would like more advance notices of school events and programs. Informational documents and graded work are sent home weekly. In order to support and partner with our parents, we offer a variety of events throughout the school year. As a Title I campus, we are obligated annually to educate our community about the importance of parent engagement in local education. As a bilingual campus, our front office staff greets families and community members in both English and Spanish to create a welcoming environment.

Our mission statement states, 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*. By doing whatever it takes, we at Franz ES ensure that our students are provided with the necessary tools to succeed beyond our walls.

It is the perception that younger grades love school and this love for learning is very vocal especially in Kinder and 1<sup>st</sup> grade. However, the attendance data show that the attendance rate during the 2022-2023 school year improved slightly from the prior year, yet still 3% lower in years prior to COVID. As the curriculum becomes more challenging in 2<sup>nd</sup> -5<sup>th</sup>, it appeared that for some the love of learning is not vocalized as often. However, while our older students may not vocalize it in words it was still evident with their interactions between the staff and peers. Although the curriculum is more challenging, the attendance rate for students in 1st-5th grade was higher.

As we examined our discipline data, we found that the disruption to a consistent learning environment caused by COVID presented a new set of challenges for our staff and children. During this school year, the number office referrals decrease from the prior year. However, it was concluded from the data that students are still in need of social skills learning. In addition to this, teachers also need additional strategies that foster social skills.

2

Along with a strong curriculum and instructional practices and supports, students need quality teachers. At Franz Elementary, we know that teachers are at the heart of what happens in the classroom, and because of this we strive to retain high quality teachers and staff. Despite the continued challenges that COVID imposed, we were able to retain 88% of our staff for the upcoming school year. Staff members that left Franz ES were for the following reasons: district transfers/promotions, closer to home, advanced studies, and relocation.

The staff's perception is like our students. It was explained by staff that they continuously challenge themselves to ensure that all students grow even when discrepancies in student achievement are there. They never want an advanced child to feel that they are not being challenged while they target the skills needed by others. It was also noted how the close relationships that are built with the kids help the students continue to want to come back. Students enjoy seeing their previous teachers and are eager to return to their present teachers after breaks. Although the staff surveyed using the Satchel Pulse survey suggested overall satisfaction with the school environment. However, of the 20% of the staff members who took the survey, the lowest scoring pillar was school management as it related to school discipline. In order to improve the number of staff engaging in surveys, both at the district and campus level, there is a need to determine what barriers are preventing many staff members from providing open, honest and constructive feedback.

As mentioned previously, the number of parents actively participating in PTA and the Campus Advisory Team continue to be low. However, we saw an increase in the number of parents attending school-wide events, such as field trips, field day, curriculum night, PK-K kindergarten roundup, parties/celebrations, and PTA sponsored events. As with our staff, few parents complete surveys, resulting on getting constructive feedback from a very small sample size.

Our school counselor has established partnerships with entities such as Compassion Katy. These partnerships helped to support students with school supplies, tennis shoes, and Christmas present. At least two business worked with our student council to host school spirit nights. Although Franz ES is less than 3-5 miles from several businesses, mainly restaurants, we do not have an active community member on our Campus Advisory Team (CAT). In summary, there is a need to identify the barriers that are preventing more engagement from parents and community members with the campus' decision-making process.

## **Perceptions Strengths**

For the purpose of providing a clear picture of Franz Elementary School, the strengths will be identified for students, teachers, parents/guardians, and the community.

## **Students Engagements**

At Franz ES, we strive to maintain a school environment that promotes and encourages student engagement and participation during the school day and throughout the school year. We understand that this cannot be achieved without monitoring student discipline and attendance. Below you will find a breakdown of our student discipline data by special programs. It is important to note that since Franz ES is a very diverse campus, this is one of our greatest strengths. The second chart shows our discipline over a three-year period.

- Student participation in choir, percussion, safety patrol, RDR, and student council
- Student lead morning announcements
- High number of students making it to quarterly PBIS celebrations

At Franz ES, student engagement can be seen by our students through their attention, curiosity, interest, optimism, and passion as they participate in motivating lessons created with their learning differences in mind. Most students are driven to learn and are actively engaged when at school. We have a variety of activities that students participate in that encourage their participation beyond the classroom. There are a number of other activities and events that support our students' social/emotional well-being and have been identified as strengths. Franz ES strengths have been identified below:

- Technology usage is a strength. Students are familiar with online learning and have one to one technology in the classroom.
- Students are provided with a number of extra-curricular activities to include safety patrol, choir, percussion forte group, and student council.
- Tutorials
- SEL: Campus discipline data shows progression towards ensuring students learn in a positive learning environment.
- Students are provided with multiple school-wide celebrations through PBIS. In addition, they can shop using their SOAR punches to buy items from the PBIS cart.

## **Staff Engagement**

At Franz ES we have a staff that is reflective of our community, our society and of the world around us. Our staff's diversity is also one of our greatest assets. We recognize that our staff is critical to creating and maintaining a learning environment that is conducive to student learning and social/emotional well-being, and because of this we must retain them. In 2022-2023, Franz ES retained 85%.

- New Teacher Orientation
- New Teacher monthly meetings/Academy
- 1st year, 2nd year and new to the campus mentors
- Team Leader Support at each grade level
- Extended Planning (a seven-day rotation)
- Weekly Planning with the Instructional Coaches
- Job-embedded professional development
- Grade Level Administrator support
- Learning walks with feedback (Grows and Glows)
- Weekly Campus Communication (Faculty Bulletin)
- The ability to participate in a number of campus committees: Multicultural Committee, Curriculum Committee, PBIS Committee, Positive Action Committee (PAC), and Social Committee

- Monthly treats (room service or cubby treat)

### **Parent/Guardian and Community Engagement**

- Provided Title I information at both orientation meetings for parents
- PTA Supported Events
- Parent Information Night
- Fall Parent evening conferences
- Curriculum Night
- Chick-Fil-A Night
- Pastries with Parents
- PK-Kindergarten Round-Up (suggestions on how to prepare your child during the summer months for school)

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

**Problem Statement 1 (Prioritized):** 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 students in the white subgroup did not meet at least four of target as indicated on STAAR accountability.

**Root Cause 1:** Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** The 2022-2023 data reveal that Special Education students continue to score significantly below other student groups in reading, math, and science.

**Root Cause 2:** There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Instructional planning time is not being used effectively as it relates to analyzing student data.

**Root Cause 3:** Teachers have limited scope on how to analyze and interpret data to inform their instruction in a collaborative setting (PLC).

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** 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 4:** We have not provided parents with a variety of outlets to provide feedback.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** The 2022-2023 student attendance rate was 93.54% compared to pre-COVID average rate of 96.0%

**Root Cause 5:** Chronic absentism noticed in the lower elementary grades (PK-K). There is a need to explore ways to communicate and engage parents in realizing the importance of PK-K attendance.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** According to discipline data, 45% of the discipline infractions, although level 1 infractions, occurred in the classroom.

**Root Cause 6:** Students are inadequately skilled with understanding how to appropriately respond to adults and peers, resulting in the need for social-emotional learning for the students and training for teachers.

**Problem Statement 6 Areas:** Demographics



# 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

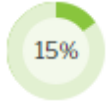




**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** By the end of the 2023-2024 school year, the percentage of all Franz students at the Meets level in all sub-groups will increase by 20% for reading.

**High Priority**

**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   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required RLA TEKS for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student academic achievement, with at least one year of growth made by each student in reading.</p> <p><b>Staff Responsible for Monitoring:</b> ELA Coach</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Extra Duty Pay - 211 - Title I Part A - \$15,000, Technology Tools - 211 - Title I Part A - \$15,000, Extra Duty - 282 - ESSER III - \$13,000</p> | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 2:</b> 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, webinars, and subscriptions.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective teaching strategies implemented to impact learning and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br/>Administration</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I Part A - \$12,550</p> | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |   |     |     |           |

**Performance Objective 1 Problem Statements:**







| <b>Student Learning</b>   |
|---|
| <p><b>Problem Statement 1:</b> The students in the white subgroup did not meet at least four of target as indicated on STAAR accountability. <b>Root Cause:</b> Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.</p>   |
| <p><b>Problem Statement 2:</b> The 2022-2023 data reveal that Special Education students continue to score significantly below other student groups in reading, math, and science. <b>Root Cause:</b> There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.</p> |
| <b>School Processes &amp; Programs</b>  |
| <p><b>Problem Statement 1:</b> Instructional planning time is not being used effectively as it relates to analyzing student data. <b>Root Cause:</b> Teachers have limited scope on how to analyze and interpret data to inform their instruction in a collaborative setting (PLC).</p>   |

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** By the end of the 2023-2024 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   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Math TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student academic achievement, with at least one year of growth made by each student in math.</p> <p><b>Staff Responsible for Monitoring:</b> Math/Science Coach</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Extra Duty Pay - 211 - Title I Part A - \$15,000, Extra Duty - 282 - ESSER III - \$13,000</p> | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   |    |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> 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, webinars, and subscriptions.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective teaching strategies implemented to impact learning and achievement.</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>   | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>              |   |     |     |           |

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 1:** The students in the white subgroup did not meet at least four of target as indicated on STAAR accountability. **Root Cause:** Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.



**Problem Statement 2:** The 2022-2023 data reveal that Special Education students continue to score significantly below other student groups in reading, math, and science. **Root Cause:** There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** By the end of the 2023-2024 school year, the percentage of all Franz students at the Meets level in all sub-groups will increase by 20% 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   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Science TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student academic achievement, with at least one year of growth made by each student in science.</p> <p><b>Staff Responsible for Monitoring:</b> Math/Science Coach</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>  | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |    |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> 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, webinars, and subscriptions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student academic achievement, with at least one year of growth made by each student in science</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Instructional Coaches</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I Part A - \$15,000, Professional Development Room and Board - 211 - Title I Part A - \$962.02</p> | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 1:** The students in the white subgroup did not meet at least four of target as indicated on STAAR accountability. **Root Cause:** Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

**Problem Statement 2:** The 2022-2023 data reveal that Special Education students continue to score significantly below other student groups in reading, math, and science. **Root Cause:** There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.






**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.






**Performance Objective 4:** By the end of the 2023-2024 school 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   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Teachers, instructional coaches, and administrators will monitor data for all student groups to ensure that the achievement gap is closing for all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Achievement gap will close for all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Instructional Coaches</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   |  |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 2:</b> Title I Teachers and Comp Ed. Teachers (Interventionist) will:</p> <p>1) Identify at risk and eligible students.</p> <p>2) Provide students with supplemental services/Extended Learning, and accelerated learning and monitor progress to include summer learning.</p> <p>3) Materials/services include: manipulatives, literacy materials, STAAR support, Before, During, After school tutorials, Summer School; EL materials.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team: Instructional Coaches and Administrators<br/>Title I Teachers and Comp Ed. Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p>- <b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Title I intervention teachers - 211 - Title I Part A - \$368,200</p> | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   |    |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Monitor for the use of differentiated instructional strategies. Monitor and support small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic growth for all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Instructional Coaches</p> <p><b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p>   | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   |  |     |     |           |

| Strategy 4 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 4:</b> Teachers create small groups for instruction based on a variety of data sources.</p> <p><b>Strategy's Expected Result/Impact:</b> All students in all sub groups will make at least one year's growth in reading (ELAR) and math.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Instructional Coaches</p> <p><b>Targeted Support Strategy</b></p>   | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |   |     |     |           |






**Performance Objective 4 Problem Statements:**

| <b>Student Learning</b>   |
|---|
| <p><b>Problem Statement 1:</b> The students in the white subgroup did not meet at least four of target as indicated on STAAR accountability. <b>Root Cause:</b> Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.</p> <p><b>Problem Statement 2:</b> The 2022-2023 data reveal that Special Education students continue to score significantly below other student groups in reading, math, and science. <b>Root Cause:</b> There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.</p> |
| <b>School Processes &amp; Programs</b>  |
| <p><b>Problem Statement 1:</b> Instructional planning time is not being used effectively as it relates to analyzing student data. <b>Root Cause:</b> Teachers have limited scope on how to analyze and interpret data to inform their instruction in a collaborative setting (PLC).</p>   |

**Goal 1:** 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   |            |            |                  |
|--|---|------------|------------|------------------|
| <p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Physical Education Teachers</p>   | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  | N/A   |            |            |                  |
| Strategy 2 Details   | Reviews   |            |            |                  |
| <p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Physical Education Teachers</p>  | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |   |            |            |                  |





**Goal 1:** 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 52% by July 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2023-2024 STAAR Reading data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> The ELAR IC will meet with reading teachers to review and analyze data and structure small groups based on the analyzed data.</p> <p><b>Strategy's Expected Result/Impact:</b> This should have a significant impact on building teacher capacity to meet the varied needs of the students as it relates to reading.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR IC<br/>Admin</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |           |     |     |           |






**Goal 1:** 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 from 49% by July 2024.

**High Priority**

**HB3 Goal**






**Evaluation Data Sources:** 2023-2024 Math STAAR data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> The Math IC will meet with reading teachers to review and analyze data and structure small groups based on the analyzed data.</p> <p><b>Strategy's Expected Result/Impact:</b> There should be significant impact on student outcomes as well as teacher capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Math IC Admin</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>                                   |   |     |     |           |

**Goal 2:** Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

**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 ELL students groups to determine if this performance objective was met

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> 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..</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted allocation of allocated funds will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>   | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |   |     |     |           |

**Goal 3:** Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward 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   |            |            |                  |
|--|---|------------|------------|------------------|
| <p><b>Strategy 1:</b> Establish data analysis protocols and train teachers to use the data protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic achievement will increase with at least one year of growth made by all students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Instructional Coaches</p> <p><b>Targeted Support Strategy</b></p>  | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |  |            |            |                  |
| Strategy 2 Details   | Reviews   |            |            |                  |
| <p><b>Strategy 2:</b> Provide monthly PLCs and utilize collaborative teamwork for extended, instructional planning, data analysis and the development of common assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic achievement will increase with at least one year of growth made by all students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Instructional Coaches</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>  | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |   |            |            |                  |



**Goal 4:** Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

**Performance Objective 1:** All teachers will integrate technology applications and/or tools in at least 8 lessons per nine week as indicated through classroom walkthroughs and lesson plans.







**Evaluation Data Sources:** By the end of the 2023-2024 school year, the use of technology integration would have been increased for the campus.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1: (Technology)</b><br>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.<br><b>Strategy's Expected Result/Impact:</b> Increase technology integration in lesson design and delivery.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Instructional Coaches  | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |   |     |     |           |

**Goal 5:** Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**Performance Objective 1:** Franz Elementary will maintain a positive culture and climate that focuses on staff social and emotional well-being.

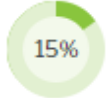




**Evaluation Data Sources:** By the end of the school year, Franz will retain at least 90-95% of its staff.

| Strategy 1 Details   | Reviews   |            |            |                  |
|--|---|------------|------------|------------------|
| <p><b>Strategy 1:</b> Schedule quarterly chats with the principal<br/>Grade level admin meetings each nine weeks<br/><b>Strategy's Expected Result/Impact:</b> Maintain staff retention numbers.<br/><b>Staff Responsible for Monitoring:</b> Administration<br/>Instructional Coaches</p>   | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |  |            |            |                  |
| Strategy 2 Details   | Reviews   |            |            |                  |
| <p><b>Strategy 2:</b> Highlight and celebrate students, teachers and the community of Franz Elementary.<br/><b>Strategy's Expected Result/Impact:</b> Continued staff, student, and community satisfaction with Franz Elementary.<br/><b>Staff Responsible for Monitoring:</b> Administration Team<br/><br/><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p>  | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |  |            |            |                  |
| Strategy 3 Details   | Reviews   |            |            |                  |
| <p><b>Strategy 3:</b> Host random acts of kindness throughout the school year.<br/><b>Strategy's Expected Result/Impact:</b> Continued staff and student satisfaction with Franz Elementary.<br/><b>Staff Responsible for Monitoring:</b> Administration Team</p>  | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |   |            |            |                  |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |   |            |            |                  |

**Goal 5:** Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**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   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> Find ways to encourage and promote staff to grow our students in a variety of ways. (Tutorials, Clubs, etc.)<br><b>Strategy's Expected Result/Impact:</b> Student growth and achievement and quality staff retention.<br><b>Staff Responsible for Monitoring:</b> Administration  | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |   |     |     |           |

**Goal 6:** Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**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 12%

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement and attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b><br/>4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Parent Resources - 211 - Title I Part A - \$6,000</p> | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   |    |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Provide opportunities to collaborate with community entities in order to involve parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased partnerships with parents and community members.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>  | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   |  |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent collaboration and involvement in their child's learning</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>PK/K Teachers</p>  | Formative   |     |     | Summative |
|   | Oct   | Jan | Apr | June      |
|   |   |     |     |           |

| Strategy 4 Details   | Reviews   |            |            |                  |
|--|---|------------|------------|------------------|
| <b>Strategy 4:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Course Selection<br><b>Staff Responsible for Monitoring:</b> Counselor   | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |   |            |            |                  |
| Strategy 5 Details   | Reviews   |            |            |                  |
| <b>Strategy 5:</b> Use a variety of technology tools and social media platforms to update and inform the Franz community.<br><b>Strategy's Expected Result/Impact:</b> Increased parental engagement and community involvement in campus-wide activities<br><b>Staff Responsible for Monitoring:</b> Administration  | <b>Formative</b>  |            |            | <b>Summative</b> |
|  | <b>Oct</b>  | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |   |            |            |                  |

**Performance Objective 1 Problem Statements:**





| Perceptions  |
|--|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> We have not provided parents with a variety of outlets to provide feedback. |

**Goal 7:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** Franz Elementary will promote Positive Behavior Interventions and Supports in order to decrease the number of office referrals to ensure that all students are receiving a well-rounded education.

**Evaluation Data Sources:** Franz Elementary will decrease the number of student office referrals by 20% for the 2023-2024 school year.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Classroom teachers will continue to facilitate community circles/classroom meetings daily.<br/> <b>Strategy's Expected Result/Impact:</b> Decrease in student absence, decrease in office referrals, and an increase in student engagement.<br/> <b>Staff Responsible for Monitoring:</b> Administration</p>   | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Implement strategies and activities to prevent bullying/cyber bullying to encourage kind and appropriate interactions among all stakeholders.<br/> <b>Strategy's Expected Result/Impact:</b> Decreased number of referrals related to alleged bullying incidents as well an increase of positive interactions among all stake holders.<br/> <b>Staff Responsible for Monitoring:</b> Administration<br/> Counselor</p>   | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Students will be provided opportunities to participate in school wide incentives throughout the school year.<br/> <b>Strategy's Expected Result/Impact:</b> School wide incentives focused on increasing the students' ability to make positive choices which will decrease the numbers discipline referrals.<br/> There will be an increase in teacher morale due to the positive behavior of students.<br/> There will be an increase in instructional time, which will have a direct impact on increasing student learning.<br/> <b>Staff Responsible for Monitoring:</b> PBIS Committee<br/> RCA Committee<br/> Administration</p> <p><b>Title I:</b><br/> 2.5, 2.6<br/> - <b>ESF Levers:</b><br/> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> Need for general supplies - 199 - General Fund - \$1,500, - 211 - Title I Part A - \$1,500</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |

| Strategy 4 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of office referrals and absences.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> - 211 - Title I Part A - \$10,000</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |           |     |     |           |





**Performance Objective 1 Problem Statements:**

| <b>Demographics</b>  |
|--|
| <p><b>Problem Statement 2:</b> According to discipline data, 45% of the discipline infractions, although level 1 infractions, occurred in the classroom. <b>Root Cause:</b> Students are inadequately skilled with understanding how to appropriately respond to adults and peers, resulting in the need for social-emotional learning for the students and training for teachers.</p> |

**Goal 7:** Katy ISD will actively support the emotional well-being of all learners.

**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   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Home visits for students with excessive absences/tardies- not related to a medical condition.<br/>Recognize and celebrate students who have good attendance and homeroom classes that have good attendance monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of absences reduced and student attendance increased.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Demographics 1</p>                | Formative |     |     | Summative |
|  | Oct       | Jan | Apr | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |           |     |     |           |

**Performance Objective 2 Problem Statements:**





| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> The 2022-2023 student attendance rate was 93.54% compared to pre-COVID average rate of 96.0% <b>Root Cause:</b> Chronic absentism noticed in the lower elementary grades (PK-K). There is a need to explore ways to communicate and engage parents in realizing the importance of PK-K attendance.</p> |



**Goal 7:** Katy ISD will actively support the emotional well-being of all learners.

**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          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teaches and students will be able recognize bullying behaviors and empower others to speak against bullying.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Counselors</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> The counselor will provide information to parents on what is bullying and how to identify and report bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be able to understand what bullying is and how to address it with their children and the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Counselors</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Jan</b> | <b>Apr</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>               |                  |            |            |                  |

# 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

| <u>Name</u>        | <u>Position</u>            | <u>FTE</u> |
|--------------------|----------------------------|------------|
| 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 3<sup>rd</sup> grade reading and 3<sup>rd</sup> 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 identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide the program development, implementation, and evaluation. This systematic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current practices.

## 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), Kourtnei Adams (PK team leader), Patricia Muskus (Kindergarten team leader), Ana Ruiz (2<sup>nd</sup> grade team leader), Diana Sanchez (3<sup>rd</sup> grade team leader), Katie Kavanagh (4<sup>th</sup> grade team leader), Leo Freeman (5<sup>th</sup> 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.

### **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**

Please see Title I Crate for the following documentation.

### **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

| <u>Name</u>      | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------|----------------|------------|
| 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          |

# 2023-2024 Needs Assessment Team

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

# Campus Funding Summary

| 199 - General Fund   |           |          |   |              |                     |
|----------------------|-----------|----------|---|--------------|---------------------|
| Goal                 | Objective | Strategy | Resources Needed                        | Account Code | Amount              |
| 7                    | 1         | 3        | Need for general supplies               |              | \$1,500.00          |
| <b>Sub-Total</b>     |           |          |   |              | <b>\$1,500.00</b>   |
| 211 - Title I Part A |           |          |   |              |                     |
| Goal                 | Objective | Strategy | Resources Needed                        | Account Code | Amount              |
| 1                    | 1         | 1        | Extra Duty Pay                          |              | \$15,000.00         |
| 1                    | 1         | 1        | Technology Tools                        |              | \$15,000.00         |
| 1                    | 1         | 2        | Professional Development                |              | \$12,550.00         |
| 1                    | 2         | 1        | Extra Duty Pay                          |              | \$15,000.00         |
| 1                    | 3         | 2        | Professional Development                |              | \$15,000.00         |
| 1                    | 3         | 2        | Professional Development Room and Board |              | \$962.02            |
| 1                    | 4         | 2        | Title I intervention teachers           |              | \$368,200.00        |
| 6                    | 1         | 1        | Parent Resources                        |              | \$6,000.00          |
| 7                    | 1         | 3        |   |              | \$1,500.00          |
| 7                    | 1         | 4        |   |              | \$10,000.00         |
| <b>Sub-Total</b>     |           |          |   |              | <b>\$459,212.02</b> |
| 282 - ESSER III      |           |          |   |              |                     |
| Goal                 | Objective | Strategy | Resources Needed                        | Account Code | Amount              |
| 1                    | 1         | 1        | Extra Duty                              |              | \$13,000.00         |
| 1                    | 2         | 1        | Extra Duty                              |              | \$13,000.00         |
| <b>Sub-Total</b>     |           |          |   |              | <b>\$26,000.00</b>  |



# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**FRANZ EL (101914126) - KATY ISD**

**Accountability Rating Summary**

|  | Component Score | Scaled Score | Rating |
|--|-----------------|--------------|--------|
| <b>Overall</b>   |                 | 84           | B      |
| <b>Student Achievement</b>                             |                 | 78           | C      |
| <a href="#">STAAR Performance</a>                      | 51              | 78           |        |
| <a href="#">College, Career and Military Readiness</a> |                 |              |        |
| <a href="#">Graduation Rate</a>                        |                 |              |        |
| <b>School Progress</b>                                 |                 | 83           | B      |
| <a href="#">Academic Growth</a>                        | 77              | 83           | B      |
| <a href="#">Relative Performance (Eco Dis: 66.1%)</a>  | 51              | 83           | B      |
| <a href="#">Closing the Gaps</a>                       | 91              | 86           | B      |

**Identification of Schools for Improvement**

This campus is identified for targeted support and improvement.

**Distinction Designations**

|                              |              |
|------------------------------|--------------|
| ELA/Reading                  | Not Earned   |
| Mathematics                  | Not Earned   |
| Science                      | Not Earned   |
| Social Studies               | Not Eligible |
| Comparative Academic Growth  | Earned       |
| Postsecondary Readiness      | Not Earned   |
| Comparative Closing the Gaps | Not Earned   |

The percent of **Franz** Elementary 3rd grade students who achieve Meets and above in Reading will increase **44%** to **52%** by July 2024.

|          |             |             |             |             |             |             |
|----------|-------------|-------------|-------------|-------------|-------------|-------------|
|          | <b>2018</b> | <b>2019</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> | <b>2024</b> |
| Goals    |             |             | <b>45%</b>  | <b>47%</b>  | <b>49%</b>  | <b>52%</b>  |
| Actual   | <b>43%</b>  | <b>44%</b>  | <b>32%</b>  | <b>40%</b>  | <b>51%</b>  |             |
| Met Goal |             |             | N           | N           | Y           |             |

|             |                                     | # 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 | # LEP | % LEP |     |
|-------------|-------------------------------------|--------------------|--------------------|------------|------------|---------|---------|-------------------|-------------------|---------|---------|--------------------|--------------------|---------------|---------------|--------------|--------------|------------|-----------|-------|-------|-----|
| Franz       | Federal Targets                     |                    | 32%                |            | 37%        |         | 60%     |                   | 43%               |         | 74%     |                    | 45%                |               | 56%           |              | 19%          |            | 33%       |       | 29%   |     |
|             | 3rd Grade Reading At Meets or Above | 2019 Actual        | 28                 | 46%        | 84         | 42%     | 24      | 46%               | 0                 |         | 7       | 71%                | 0                  |               | 1             | 0%           | 19           | 16%        | 101       | 38%   | 74    | 43% |
|             |                                     | 2021 Actual        | 31                 | 26%        | 84         | 31%     | 13      | 54%               | 2                 | 0%      | 8       | 38%                | 2                  | 50%           | 4             | 25%          | 37           | 14%        | 103       | 27%   | 75    | 35% |
|             |                                     | 2022 Actual        | 29                 | 45%        | 83         | 37%     | 9       | 67%               | 0                 |         | 5       | 40%                | 0                  |               | 3             | 0%           | 21           | 14%        | 107       | 43%   | 67    | 45% |
|             |                                     | 2023 Target        |                    | 51%        |            | 47%     |         | 46%               |                   |         |         | 71%                |                    |               |               | 0%           |              | 16%        |           | 53%   |       | 48% |
|             |                                     | 2023 Actual        | 34                 | 50%        | 90         | 53%     | 11      | 45%               | 0                 |         | 2       | 50%                | 1                  | 0%            | 2             | 0%           | 21           | 14%        | 110       | 48%   | 71    | 55% |
|             |                                     | Met Target         |                    | N          |            | Y       |         | N                 |                   |         |         | N                  |                    |               |               |              |              | N          |           | N     |       | Y   |
| 2024 Target |                                     | <b>60%</b>         |                    | 47%        |            | 46%     |         |                   |                   | 71%     |         |                    |                    | 0%            |               | 16%          |              | <b>58%</b> |           | 48%   |       |     |

The percent of **Franz** Elementary 3rd grade students who achieve Meets and above in Math will increase from **42%** to **49%** by July 2024.

|          |             |             |             |             |             |             |
|----------|-------------|-------------|-------------|-------------|-------------|-------------|
|          | <b>2018</b> | <b>2019</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> | <b>2024</b> |
| Goals    |             |             | <b>43%</b>  | <b>45%</b>  | <b>47%</b>  | <b>49%</b>  |
| Actual   | <b>36%</b>  | <b>42%</b>  | <b>26%</b>  | <b>37%</b>  | <b>39%</b>  |             |
| Met Goal |             |             | N           | N           | N           |             |

|             |                                  | # 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 | # LEP | % LEP |     |
|-------------|----------------------------------|--------------------|--------------------|------------|------------|---------|---------|-------------------|-------------------|---------|---------|--------------------|--------------------|---------------|---------------|--------------|--------------|------------|-----------|-------|-------|-----|
| Franz       | Federal Targets                  |                    | 31%                |            | 40%        |         | 59%     |                   | 45%               |         | 82%     |                    | 50%                |               | 54%           |              | 23%          |            | 36%       |       | 40%   |     |
|             | 3rd Grade Math At Meets or Above | 2019 Actual        | 28                 | 32%        | 84         | 40%     | 24      | 46%               | 0                 |         | 7       | 86%                | 0                  |               | 1             | 100%         | 19           | 5%         | 101       | 39%   | 74    | 49% |
|             |                                  | 2021 Actual        | 31                 | 16%        | 84         | 26%     | 13      | 46%               | 2                 | 0%      | 9       | 44%                | 2                  | 0%            | 4             | 25%          | 37           | 11%        | 103       | 25%   | 76    | 33% |
|             |                                  | 2022 Actual        | 29                 | 34%        | 83         | 34%     | 9       | 89%               | 0                 |         | 5       | 40%                | 0                  |               | 3             | 0%           | 21           | 14%        | 107       | 36%   | 67    | 45% |
|             |                                  | 2023 Target        |                    | 47%        |            | 44%     |         | 46%               |                   |         |         | 86%                |                    |               |               | 100%         |              | 5%         |           | 46%   |       | 49% |
|             |                                  | 2023 Actual        | 34                 | 29%        | 90         | 40%     | 11      | 64%               | 0                 |         | 2       | 100%               | 1                  | 0%            | 2             | 0%           | 21           | 19%        | 110       | 34%   | 71    | 41% |
|             |                                  | Met Target         |                    | N          |            | N       |         | Y                 |                   |         |         | Y                  |                    |               |               | N            |              | Y          |           | N     |       | N   |
| 2024 Target |                                  | <b>39%</b>         |                    | 44%        |            | 46%     |         |                   |                   | 86%     |         |                    |                    | 100%          |               | 5%           |              | <b>44%</b> |           | 49%   |       |     |