

Katy Independent School District
Franz Elementary
2018-2019 Campus Improvement Plan

Comprehensive Needs Assessment

Revised/Approved: April 05, 2018

Demographics

Demographics Summary

Franz Elementary is a fifteen year old, Pre-Kindergarten - 5th grade, Title I campus in Katy ISD. This improvement plan focuses on the 2018-2019 school year; and the demographic information comes from information available as of June 2018. Student enrollment at Franz Elementary dropped from 1082 to 1051, with our enrollment fluctuating throughout the 2017-2018 school year. As of May, our enrollment data shows that our Hispanic enrollment remains unchanged, with it being the largest student group with September enrollment data shows that the Hispanic student group is the largest part of our enrollment at 59.62%. The African American enrollment group is 17.33% with the White enrollment decreasing from 16.08% to 15.24%. size. The Asian students makes up 5.52% of the enrollment which is a slight increase from 2016-2017 school year. The student population represented by two or more races is 1.81%.

Franz Elementary doesn't have any identified migrant students. The campus is predominately a neighborhood school with two apartment complexes zoned to Franz. The bilingual students from Mayde Creek Elementary attend Franz Elementary. Franz Elementary has 69% low income families. There are 9 bus routes serving the school with 6 additional special education bus routes. Franz Elementary student groups include 1.4% Gifted and Talented, 13.5% English as a Second Language, 15.7% Special Education, and 45.1% Limited English Proficient. Additionally, 70.6% are economically disadvantaged and 70.6% of our students are identified as at-risk.

Although the mandate for highly qualified teachers is longer, continues to hire teachers who are innovative, problem-solvers, and change agents in the classroom. However, highly qualified paraprofessionals are still mandated and Franz continues to hire highly qualified paraprofessionals. We place a high priority in hiring great teachers, and actively pursue candidates through our district Job Fair, recommendations, and through district recruitment from universities. We support every teacher new to Franz Elementary with a mentor, whether or not they are new to teaching. New hires attend two days of district level training in August, and we provide campus-based New Teacher training with our Instructional Coaches, as well. All teachers who are new to FES participate in a monthly New Teacher Academy. These mentoring sessions are led by our Lead Mentor, and cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, such as entering grades. With one on one mentors assigned to every new staff member, we provide ongoing, targeted, job-embedded professional learning.

As of May of 2018, 84% teachers have ESL certification, We strive for a 100% rate of ESL certification among staff, as our student population is becoming increasingly Limited English Proficient.

Franz Elementary hired approximately 13 new staff members for the 2017-2018 academic year. One reason for this large number was due to two (1) new

Katy ISD elementary school opening. Another reason that contributes to this high number is the opening of one private school and one charter school. It was important for the Franz Elementary Administrative team to evaluate current practices, especially in the hiring of new staff. As the year progressed, FES Admin looked at the following factors to increase retention:

Employee morale

Quality of work/productivity

Relationships between supervisors and staff

Opportunities for growth

In order to establish and maintain a close relationships and a cohesive learning environment, the Franz administrative team sought out staff input and feedback in a variety of ways, such as scheduled mid-year chats with the principal and a mid-year new-to-Franz Mix and Mingle for new staff members. As a result of those conversations, FES ensured that there were more leadership opportunities, staff celebrations and recognition, and power planning sessions. A plan for monitoring our retention strategy during the upcoming year will help admin identify trends and root causes, as well as, take necessary action.

Franz Elementary staff consists of approximately 136 members. This includes admin, teachers, instructional support, and paraprofessionals. As of May 26, 2018, FES had an average of eight absences per month per staff member. Absence reasons included: Personal Illness, Family Illness, and Personal Business. Absenteeism is a workplace problem. There are substantial human capital risks when teachers and paraprofessionals are absent. The reason is very simple. Staff (teachers and paraprofessionals) can only contribute in meaningful ways to the achievement of the school's goals and objectives when they are available to work. Absenteeism negates the goal of improvement. Excessive teacher absenteeism impacts student academic achievement. Student learning is disrupted when a teacher is consistently absent from the classroom.

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. With the increasing diversity among our student population, FES becomes more and more reflective of society as a whole. With a diverse student population, our students develop life-long skills and an ability to collaborate with peers of all backgrounds. We believe we are equipping young learners to collaborate with all kinds of people. We find that Franz Elementary students are very accepting of new students regardless of race or ethnicity.
3. Our attendance rate is 96.15%. Families at Franz Elementary value student success and understand that attendance is crucial to student success.
4. Students who are withdrawn from Franz are typically moving within the district. A trend that continues is that some families leaving FES to attend a charter school 3.6 mile radius from Franz.

Some of the most notable staff quality strengths for Franz Elementary include:

-New Teacher Academy (described above)

- Mentors for every person new to the campus
- Support from the Instructional Support team for the first two weeks in the classrooms
- Professional development provided at every staff meeting and supported financially through local, state, and national conferences
- Grade level collaboration strengthen instruction through weekly planning with our Instructional Coaches
- Instructional support staff members work with teachers new to the profession, through observation, modeling lessons, and having feedback sessions
- Administrative walk throughs occur multiple times per semester for every teacher
- Extending planning through power planning sessions that give grade level teams three hours of uninterrupted planning and collaboration

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although our student attendance rated decreased by less than 1%, it continues to decrease by each year. **Root Cause:** As a campus, there is a need to implement strategies to improve student attendance.

Student Academic Achievement

Student Academic Achievement Summary

According to the 2017 STAAR results, Franz Elementary met standards and is slated to meet standard again for the 2017-2018 school year.

Franz teachers met weekly to collaborate and plan high quality and engaging lessons and common assessments centered around power TEKS, and they also plan intervention and enrichment activities that meet the varied learning needs of all their students.

Franz teachers differentiated instruction in all content areas

The Instructional Coaches met with new teachers once a month to provide them with ongoing, differentiated professional development. The Instructional Coaches continued to meet with grade level teams each month for content collaborative sessions.

Reading teachers from grades K-5th grade participated in on-campus semester long training on reading instruction in small group setting facilitated by the ELA Instructional Coach and reading academic support teacher.

In addition to two during the day tutors being hired, students were invited and participated in after school tutorials in reading, writing, math and/or science.

Many of the instructional challenges faced by Franz Elementary as it relates to student achievement is the lack of language development for both bilingual and monolingual students. An increasing number of students are coming to school with limited academic vocabulary, which impacts their ability to read, comprehend, and write.

Grade	2016	2017	Difference
First Grade	75%	66%	-9%
Second Grade	72%	72%	NC
Third Grade	68%	68%	NC
Fourth Grade	51%	57%	-6%
Fifth Grade	79%	79%	NC

The number of students identified and needing special education is also a challenge faced at Franz Elementary. With our special education numbers increasing each year, this has and adverse impact on student achievement. Although we saw growth in the number of special education students was at the approaches level on STAAR reading and STAAR math, in writing and science there was a decrease in the number of these students at the approaches on STAAR writing and STAAR science.

	2017	2018	Difference
Reading	53%	57%	+4%
Math	49%	59%	+10%
Writing	25%	6%	-19%
Science	69%	56%	-13%

The following scores show the percent of students on the 2018 STAAR at the Approaches Grade Level Standard as compared to 2017 STAAR

	2017	2018	Difference
Reading	76%	80%	+4%
Math	73%	86%	+13%
Writing	66%	59%	-7%
Science	76%	83%	+7%

The following scores show the percent of students on the 2018 STAAR at the Meets Grade Level Standard as compared to 2017 STAAR

	2017	2018	Difference
Reading	42%	46%	+4%
Math	40%	53%	+13%
Writing	31%	36%	+5%
Science	30%	14%	+14%

The following scores show the percent of students on the 2018 STAAR that made progress as compared to 2017 STAAR

	2017	2018	Difference
Reading	58%	57%	-1%
Math	67%	78%	+11%
writing	-	-	-
Science	-	-	-

For student progress, we were measured in two content areas, Reading and Math. We believe that ALL students should show at least one year of growth. The chart above shows the % of students who made progress from one to year to the next.

A deep analysis of the above scores by grade level reveals that the campus saw an increase in 3rd-5th grade Reading STAAR test. For Writing STAAR test, the campus saw a -7% decrease on the number of students at the approaches level. The analysis of the data also reveals that 5th grade science scores increased by 7 percentage points. Among eight different STAAR tests given at the three grade levels, our scores increased in reading, math, and science.

After an analysis of student groups, we can note that growth in our students is not equal. The performance of our special education students is significantly lower as compared to all students in each grade level taking the STAAR assessments.

Among these various group, individual students will be targeted for intervention and acceleration through the Response to Intervention Process.

Student Academic Achievement Strengths

Franz Elementary saw improvements from 2017 to 2018 in all areas except writing. The improvements were also seen in all sub-groups for reading and math.

Overall Improvements:

- Met standards increased in all subject areas (reading, math, writing, and science)
- The approaches level increased for special education students increased in reading and math

Reading improved overall from 2017-2018 (77% to 81%)

Reading scores for special education improved by 4 percentage points from 2017 to 2018 (53% to 57%)

Math:

Math improved overall from 2017-2018 (75% to 88%)

3rd grade Math STAAR scores improved from 2017 to 2018 (73% to 79%)

3rd grade Math STAAR, the number of students making progress increased from 2017 to 2018 (67% to 78%)

4th grade Math STAAR scores increased from 2017 to 2018 (61% to 83%)

4th grade Math STAAR, the number of students making progress increased from 2017 to 2018 (56% to 70%)

5th grade Math STAAR scores for Special Educations students increased from 2017 to 2018 (82% to 85%)

Writing:

4th grade Writing STAAR, 71 % of female students met approaches as compared to male students at 58%

4th grade Writing STAAR, ESL students scores increased from 2017 to 2018 (38% to 44%)

4th grade Writing STAAR, African American students scores increased from 2017 to 2018 (59% to 66%)

4th grade Writing STAAR, Asian students scores increased from 2017 to 2018 (75% to 86%)

Science:

5th grade Science STAAR scores increased from 2016 to 2017 (78% to 84%)

5th grade Science STAAR scores increased for economically disadvantaged students from 2017 to 2018 (74% to 84%)

5th grade Science STAAR scores increased for Limited English Proficient (LEP) students from 2017 to 2018 (64% to 80%)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR data indicate that 4th Grade Writing performance continue to trend down, thus resulting in a 20 percentage point drop from 2016 to 2018. **Root Cause:** Teachers need training in effective writing instruction and conferencing.

Problem Statement 2: 2018 STAAR data reveals that Special Education students scored significantly below all other student groups in reading, math, writing and science. **Root Cause:** There is a need for additional staff development on ow to differentiate for all learners.

Problem Statement 3: 57% of students in reading made progress on STAAR reading and 78% of the students made progress on STAAR math. **Root Cause:** There is a need to personalize learning for all students.

Problem Statement 4: 44% of the students scores at the Meets level on STAAR science. **Root Cause:** There is a need to increase the number of students comprehending science objectives on grade level.

Problem Statement 5: STAAR data indicate that not all student groups met target in all tests at approaches and above. **Root Cause:** The demographics at Franz Elementary continues to change resulting in pockets of students not meeting target in all tests at approaches and above.

School Processes & Programs

School Processes & Programs Summary

At Franz Elementary, we teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: District Learning Assessments, campus common assessments, balanced literacy including the Lucy Calkins Units of Study for Reading/Writing and Math Workshop. All assessments and programs used assist in teaching the depth and complexity of the TEKS. The curriculum and instruction at Franz Elementary is 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.

Teachers, parents, and students at Franz take pride in their 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 Elementary, student learning is at the center of every decision made. Teachers are provided with three-three hour extended planning times throughout the year known as power planning. This time is designated to analyzing data, long-range planning, and creating common assessments. The teachers also meet at least two times per week to plan lessons and create assessments. The Instructional Coaches facilitate monthly content collaborative meetings where teachers are provided with job embedded professional development. For first year teachers, the Instructional Coaches facilitate an additional content collaborative meeting to provide instructional support.

As part of the Katy ISD systems, Franz Elementary is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, Ipads, chromebooks Apple TV, Smartboards, document cameras, and laptops. Wireless access points have been installed all over the building. There are both primary and intermediate computer labs with 25 computers each with additional teacher workstations. The labs are used for a variety of teaching and learning programs. Additionally, there are 12 computers located in the library available for teachers and students to search for books, use for research, and other educational projects. This school year, additional math resources were purchased with the intent to create a math lab to mimic the science lab.

Students are encouraged to use a variety of programs and apps using Ipads and computers such as: educreation, piccollage, NearPod, and Google drive to create and display assignments and projects. The majority of the teachers are accustomed to integrating the use of Smartboard technology including document camera, Mirroring 360 and Apple TV into their daily activities and lessons.

Each year Franz Elementary completes a district survey, Brightbytes, to determine progress towards the state's long range plan technology implementation. Campus Leadership, teachers, and students are asked to rate 4 key areas: (1) Use of technology in teaching and learning: (2) Educator preparation and development: (3) Leadership, administration, and instructional support: (4) Infrastructure for technology

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 Elementary has recognized the following strengths:

- Teacher long-range planning that target specific TEKS for instruction
- Teacher created common based assessments
- Weekly team planning
- Monthly professional development (content collaborative meetings)
- Teachers attend outside district professional development
- Title 1 and Title III funds to provide teacher tutoring
- Title 1 and Title III funds to provide a science facilitator for the primary grades
- Differentiated instruction
- Vertically aligned reading and writing workshop
- Small group reading instruction semester-long training for teachers in grades K-5

At Franz Elementary, we are proud of these strengths:

- Teachers accommodate special populations through Extended Learning Time
- RTI is being utilized successfully before students are referred to special education
- 1:1 Chrome book ratio in 5th grade
- 1:1 I pad ratio in 4th grade
- Revised master schedule to maximize student learning
- Each teacher has access to a variety of technology tools such as iPads, Apple TV, mirroring 360, Smart board lessons, etc. to integrate in their daily instruction.
- Most teachers report that their skill level and confidence in the ability to use technology has increased due to the access to technology.
- All classrooms are equipped with a combination of computers, iPad, Apple TV, Mirroring 360, Smart board 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.
- All classrooms located inside the building have front row technology (sound).

At Franz Elementary, we understand the importance of maintaining and supporting morale and retaining quality staff. In order to support morale that supports teachers mental health and well-being, staff receive Firebird Bucks where they turn in their bucks for teacher treats and incentives. Also PAC planned five school-wide activities to include a Turkey Bowl, "Soup-er" Bowl luncheon, Staff Picnic and two off-campus get together. The administration team showed the staff appreciation by having a Twelve Days Before Winter Break celebration and Teacher Appreciation Week.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The overall number of students at the Master's Level on STAAR indicate a need for teachers to teach in greater depth through teacher and student questioning and student collaboration. **Root Cause:** Additional staff development is necessary to gain an understanding on how to teach in greater depth in both whole group and small group instruction.

Problem Statement 2: With an increase in technology devices on the campus, less than 50% of the teachers use technology as a resource and tool to engage student. **Root Cause:** Lack of professional development in this area and availability of a variety of technological devices and applications that can engage students and impact student achievement.

Perceptions

Perceptions Summary

Franz Elementary 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, planners, Dojo, and social media (Facebook, Twitter, and Remind). Informational documents and graded work are sent home each week in a Tuesday folder. As a Title I campus, we are obligated annually to educate our community about the importance of parent involvement/engagement in local education. As a bilingual campus, our front office staff greets family and community members in both English and Spanish, and creates a very welcoming environment. In addition, we offer several events and programs throughout the school year to encourage families to visit our school. Our bilingual counselor directs events and projects to reach a broad range of families and community members. We have also cultivated a wonderful group of parent volunteers who help out daily in our work room and on special projects.

One of the core beliefs at Franz Elementary encompasses our mission statement that *as a Firebird family we will work hand in hand to become successful life-long learners*. One way that we achieve this is by *reflecting a positive attitude and modeling good citizenship*. Keeping this in mind, Franz Elementary implements school wide Positive Behavior Interventions and Supports (PBIS). PBIS is a school wide program that is a proactive approach to student discipline. Staff receive professional development training at the beginning of each school year to reinforce our PBIS expectations and focus areas as a campus. Throughout the year our PBIS committee, which comprises of a representative from each department and grade level, analyze data and make decisions and revisions to ensure that Franz maintains its positive learning environment. Our focus is to acknowledge desired behaviors and include strategies and clearly defined expectations to support a positive school environment. PBIS expectations along with CHAMPS strategies are in each common area and classroom, promoting a safe and positive learning environment and school culture. Expectations are consistently enforced. Soar Tickets, along with positive rewards and praise, are given frequently.

We promote the Core Essential curriculum on the announcements, during classroom instruction, and with guidance lessons. Students are recognized monthly for displaying excellent character. Our school counselor works to meet the needs of our 1080 students. She provides the needed guidance, support, and counseling, as well as supports families in need. We offer the backpack buddy program through the Houston Food Bank to provide students in need with food over the weekend.

Our Social Committee, Principal Advisory Committee (PAC) and administrative team provide events, treats, and food throughout the year to appreciate our hard-working staff. Weekly communication goes out to the staff with events, dates, and reminders. Administrators often encourage and appreciate staff verbally or with handwritten notes.

Perceptions Strengths

Some of the most notable strengths for Franz Elementary include:

- Campus discipline data shows a steady decline in the number of discipline referrals with a 44% overall decrease since the original implementation of PBIS in the 2013-2014 school year. The following outlines the number of referrals over the past five years:
- Campus discipline data shows progression towards ensuring students learn in a positive learning environment. The referral data for the last 5 years shows the positive effects PBIS has had on our campus
 - 297 referrals in 2013-2014
 - 170 referrals in 2014-2015
 - 198 referrals in 2015-2016
 - 179 referrals in 2016-2017
 - 132 referrals in 2017-2018 (.74% decrease from the previous year)
- Students are able to earn SOAR tickets to redeem for participation in 4 and 9 week school incentives.
- All common areas have SOAR posters visible to remind students of the behavior expectations that are specific to that area.
- Promoted KEYS Mentoring Program (Keep Encouraging Youth toward Success)
- Promoted VIPS (Volunteers in Public Schools)
- Supported PIE (Partners in Education)
- Hosted STEAM Night at the Shaw Center
- Hosted a Parent/Child Art Night
- Held Celebration of Learning Assemblies
- Held Multicultural Evening Performance
- Provided Title I information at both orientation meetings for parents
- PTA Supported Events: Monthly parent work days, Breakfast with Santa
- Implemented PBIS with a committee and sub-committees
- Monthly PBIS meetings to discuss strengths and areas to improve
- Promoted positive behavior with Soar Tickets and Class Dojo points and monthly and every 6 weeks PBIS incentives
- Core Essentials
- No Place for Hate Program
- Grandparent's Day
- Great Kindness Challenge Week
- Senior Reception
- Parent Information Night
- Chick-Filet Night
- Campus PBIS Student Incentive Activities(Popsicles on the Patio, H2O, Graffiti Party, and Bounce House Celebration)
- Franz Forte Choir performed at Rice University Spring Baseball game

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although parents are involved, 100% of our parents are unable to attend family and community engagement events. **Root Cause:** As a campus we need to increase communication about school events in a variety of ways and formats.

Problem Statement 2: Although the number of office referrals continue to decrease, 89% of the infractions resulting in referrals are created by male students. **Root Cause:** Our campus lacks training on how to engage and reach male students.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: July 24, 2017

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

Performance Objective 1: Franz Elementary will continue to maintain a Meet Standard state accountability ranking. Based on the 2018-19 Standard Progression, the percentage of Franz students approaching grade level expectations for all students and for student groups/program groups on all STAAR tests will be at least: 90% for Reading.

Evaluation Data Source(s) 1: At the end of the year we will use STAAR Reading 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.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Reading TEKS.	2.4, 2.5, 2.6	ELA Coach	Increase student academic achievement, with at least one year of growth made by each student in reading.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I Part A - 7000.00, 263 - Title III-A Immigrant - 0.00, 192 - Special Project - 12500.00, 199 - State Comp Ed - 260000.00						
2) Provide extensive, aligned professional learning to staff in all curricular areas: reading, writing, math, science, social studies, through local and national workshops, conferences, speakers, as well as through professional reading materials, book studies, learning walks, webinars, subscriptions.	2.4, 2.5, 2.6	Instructional Coaches Administration	Effective teaching strategies implemented to impact learning and achievement.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 2 Funding Sources: 211 - Title I Part A - 33956.00						
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Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: STAAR data indicate that 4th Grade Writing performance continue to trend down, thus resulting in a 20 percentage point drop from 2016 to 2018. **Root Cause 1:** Teachers need training in effective writing instruction and conferencing.

Problem Statement 2: 2018 STAAR data reveals that Special Education students scored significantly below all other student groups in reading, math, writing and science. **Root Cause 2:** There is a need for additional staff development on ow to differentiate for all learners.

Problem Statement 3: 57% of students in reading made progress on STAAR reading and 78% of the students made progress on STAAR math. **Root Cause 3:** There is a need to personalize learning for all students.

Problem Statement 4: 44% of the students scores at the Meets level on STAAR science. **Root Cause 4:** There is a need to increase the number of students comprehending science objectives on grade level.

School Processes & Programs

Problem Statement 1: The overall number of students at the Master's Level on STAAR indicate a need for teachers to teach in greater depth through teacher and student questioning and student collaboration. **Root Cause 1:** Additional staff development is necessary to gain an understanding on how to teach in greater depth in both whole group and small group instruction.

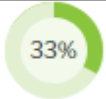




Problem Statement 2: With an increase in technology devices on the campus, less than 50% of the teachers use technology as a resource and tool to engage student. **Root Cause 2:** Lack of professional development in this area and availability of a variety of technological devices and applications that can engage students and impact student achievement.

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

Performance Objective 2: Franz Elementary will continue to maintain a Meet Standard state accountability ranking. Based on the 2018-19 Standard Progression, the percentage of Franz students approaching grade level expectations for all students and for student groups/program groups on all STAAR tests will be at least: 90% for Math.

Evaluation Data Source(s) 2: At the end of the year we will use STAAR Math Performance scores for all student groups with special attention towards economically disadvantaged, special education, and ELL student groups to determine if this performance goal was met.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Math TEKS.	2.4, 2.5, 2.6	Math/Science Coach	Increase student academic achievement, with at least one year of growth made by each student in math.				
Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211 - Title I Part A - 266902.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:






Student Academic Achievement
Problem Statement 2: 2018 STAAR data reveals that Special Education students scored significantly below all other student groups in reading, math, writing and science. Root Cause 2: There is a need for additional staff development on ow to differentiate for all learners.
Problem Statement 3: 57% of students in reading made progress on STAAR reading and 78% of the students made progress on STAAR math. Root Cause 3: There is a need to personalize learning for all students.

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

Performance Objective 3: Franz Elementary will continue to maintain a Meet Standard state accountability ranking. Based on the 2018-19 Standard Progression, the percentage of Franz students approaching grade level expectations for all students and for student groups/program groups on all STAAR tests will be at least: 90% for Science.

Evaluation Data Source(s) 3: At the end of the year we will use STAAR Science performance scores for all student groups with special attention towards economically disadvantaged, special education, and ELL student groups to determine if this performance goal was met.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Science TEKS.	2.4, 2.5, 2.6	Math/Science Coach	Increase student academic achievement, with at least one year of growth made by each student in science.				
Problem Statements: Student Academic Achievement 2, 4 - School Processes & Programs 1 Funding Sources: 211 - Title I Part A - 3750.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

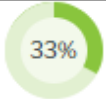




Student Academic Achievement
Problem Statement 2: 2018 STAAR data reveals that Special Education students scored significantly below all other student groups in reading, math, writing and science. Root Cause 2: There is a need for additional staff development on ow to differentiate for all learners.
Problem Statement 4: 44% of the students scores at the Meets level on STAAR science. Root Cause 4: There is a need to increase the number of students comprehending science objectives on grade level.
School Processes & Programs
Problem Statement 1: The overall number of students at the Master's Level on STAAR indicate a need for teachers to teach in greater depth through teacher and student questioning and student collaboration. Root Cause 1: Additional staff development is necessary to gain an understanding on how to teach in greater depth in both whole group and small group instruction.

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

Performance Objective 4: Franz Elementary will continue to maintain a Meet Standard state accountability ranking. Based on the 2018-19 Standard Progression, the percentage of Franz students approaching grade level expectations for all students and for student groups/program groups on all STAAR tests will be at least: 90% for Reading

Evaluation Data Source(s) 4: At the end of the year we will use STAAR Writing performance scores for all student groups with special attention towards economically disadvantaged, special education, and ELL student groups to determine if this performance goal was met.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Writing TEKS.	2.4, 2.5, 2.6	ELA Coach	Increase student academic achievement, with at least one year of growth made by each student in writing.				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: 211 - Title I Part A - 3750.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: STAAR data indicate that 4th Grade Writing performance continue to trend down, thus resulting in a 20 percentage point drop from 2016 to 2018. Root Cause 1: Teachers need training in effective writing instruction and conferencing.
Problem Statement 2: 2018 STAAR data reveals that Special Education students scored significantly below all other student groups in reading, math, writing and science. Root Cause 2: There is a need for additional staff development on ow to differentiate for all learners.
School Processes & Programs
Problem Statement 1: The overall number of students at the Master's Level on STAAR indicate a need for teachers to teach in greater depth through teacher and student questioning and student collaboration. Root Cause 1: Additional staff development is necessary to gain an understanding on how to teach in greater depth in both whole group and small group instruction.

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

Performance Objective 5: Franz Elementary will close the achievement gap for all student groups in all areas.

Evaluation Data Source(s) 5: At the end of the year we will use STAAR scores and domain III data to determine that the achievement gap was closed for all students in all groups at approaches and above.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 1) Monitor data for all student groups to ensure that the achievement gap is closing for all student groups.	2.4, 2.6	Administration Instructional Coaches	Achievement gap will close for all student groups.				
Problem Statements: Student Academic Achievement 5							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:



Student Academic Achievement
Problem Statement 5: STAAR data indicate that not all student groups met target in all tests at approaches and above. Root Cause 5: The demographics at Franz Elementary continues to change resulting in pockets of students not meeting target in all tests at approaches and above.

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 in order to improve student learning and achievement.

Evaluation Data Source(s) 1: 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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) The leadership team will meet monthly 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>	2.4, 3.2	Principal	Targeted allocation of allocated funds will increase student achievement.				
							

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: All staff will use data and collaboration to make instructional and organizational decisions.

Evaluation Data Source(s) 1: At the end of the year , we will use a variety of data points to assess student growth.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 6 1) Use technology to update and inform staff members. Technology to include Remind, Class dojo Enews, Campus Web page, social media, etc.		Administration Instructional Coaches	All stakeholders will be adequately informed about all campus events, campus objectives, and campus performance.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) Students will set academic goals that ensure continuous improvement and leadership team members will monitor progress in conjunction with the classroom teachers.	2.4, 2.5, 2.6	Administration Instructional Coaches	Student academic achievement will increase with at least one year of growth made by all students.				
Problem Statements: School Processes & Programs 1							
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 3) Utilize collaborative teamwork for instructional planning, data analysis and the development of common assessments.	2.4, 2.5, 2.6	Administration Instructional Coaches	Student academic achievement will increase with at least one year of growth made by all students.				
Problem Statements: Student Academic Achievement 3							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: 57% of students in reading made progress on STAAR reading and 78% of the students made progress on STAAR math. Root Cause 3: There is a need to personalize learning for all students.

School Processes & Programs

Problem Statement 1: The overall number of students at the Master's Level on STAAR indicate a need for teachers to teach in greater depth through teacher and student questioning and student collaboration. **Root Cause 1:** Additional staff development is necessary to gain an understanding on how to teach in greater depth in both whole group and small group instruction.

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: Teachers will integrate technology in at least one lesson per week as indicated through classroom walkthroughs and lesson plans.

Evaluation Data Source(s) 1: At the end of the 2018-2019 school year, the use of technology integration would have been increased for the campus.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) (Technology) Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.	2.4, 2.5, 2.6	Administration Instructional Coaches	Increase technology interation in lesson design and delivery.				
Problem Statements: School Processes & Programs 2 Funding Sources: 211 - Title I Part A - 36500.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: With an increase in technology devices on the campus, less than 50% of the teachers use technology as a resource and tool to engage student. Root Cause 2: Lack of professional development in this area and availability of a variety of technological devices and applications that can engage students and impact student achievement.

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 increase staff morale and engagement.

Evaluation Data Source(s) 1: By the end of the school year, no more than 5% of the staff will transfer to other campuses within and outside the district.

Summative Evaluation 1:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 6 CSF 7 1) Create a variety of committees to gain insight and feedback from all staff members.	2.4, 2.6	Administration Instructional Coaches	Maintain staff retention numbers.				
Critical Success Factors CSF 6 CSF 7 2) Create a wellness initiative to ensure the physical and emotional well-being of the Franz staff		Teachers Principal Wellness Committee	Staff survey Aesop report				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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: 90% of teachers will score at the Proficient level according to T-TESS or an alternate appraisal instrument.

Evaluation Data Source(s) 2: End of the conference

Summative Evaluation 2:

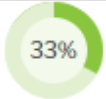


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide differentiated professional development in order to assist teachers with the successful implementation of their goals and provide ongoing feedback through teacher/staff conferences.</p>	2.4	Administration	Student growth and achievement and quality staff retention.				
							






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 involvement by offering a variety of activities and events that support student learning.

Evaluation Data Source(s) 1: Franz Elementary will increase parental participation in school events by 5%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Provide multiple opportunities for parents to be involved and engaged in their child's achievement in core subjects, opportunities include literacy night bingo, Latino Family Literacy Project, Curriculum nights, Parenting Partners, Parent involvement in Science labs (K-2), etc.</p>	3.2	Administration	Increased parental involvement and attendance.				
<p>Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - 8712.00</p>							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Provide opportunities to collaborate with community entities in order to involve parents, opportunities include Chick-filet night, PTA sponsored events, such parent work day, spring carnival, Junior Achievement, Career Day (K-1), Rodeo Day (K)</p>		Administration	Invitations Parent sign-in sheets Agendas Parent survey				
<p>Problem Statements: Perceptions 1</p>							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) Provide PK/K transition strategies to include PK/K parent orientation and encourage attendance at district level PK/K summer Programs and district level parent training.</p>		Administration PK/K Teachers	Increased parent collaboration and involvement in their child's learning				

<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>4) Provide a smooth transition from 5th grade to 6th grade by facilitating JH visits with the JH counselors to assist with JH course selection and arranging other JH fine arts department visits.</p>		Counselor	Course Selection				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Although parents are involved, 100% of our parents are unable to attend family and community engagement events. Root Cause 1: As a campus we need to increase communication about school events in a variety of ways and formats.</p>

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 for our fourth year and decrease the number of office referrals.

Evaluation Data Source(s) 1: Franz Elementary will decrease the number of student office referrals by 10% for the 2017-2018 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Students will be provided opportunities to participate in school wide incentives every 4 and 9 weeks, in addition to lunch incentives and behavior lessons.</p>		PBIS Committee Administration	4 and 9 week school wide incentives will decrease the numbers discipline referrals. There will be an increase in teacher morale due to the positive behavior of students. There will be an increase in instructional time, which will have a direct impact on increasing student learning.				
Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund - 1000.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Implement strategies and activities to prevent bullying/cyber bullying to encourage kind and appropriate interactions among all stakeholders.</p>	2.4, 2.5	Administration Counselor	Decreased number of referrals related to alleged bullying incidents as well an increase of positive interactions among all stake holders.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Although the number of office referrals continue to decrease, 89% of the infractions resulting in referrals are created by male students. Root Cause 2: Our campus lacks training on how to engage and reach male students.</p>

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Reading TEKS.
1	5	1	Monitor data for all student groups to ensure that the achievement gap is closing for all student groups.
3	1	2	Students will set academic goals that ensure continuous improvement and leadership team members will monitor progress in conjunction with the classroom teachers.
6	1	1	Provide multiple opportunities for parents to be involved and engaged in their child's achievement in core subjects, opportunities include literacy night bingo, Latino Family Literacy Project, Curriculum nights, Parenting Partners, Parent involvement in Science labs (K-2), etc.

State Compensatory

Personnel for Franz Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erin Dutka	Teacher	Academic Support	1
Laura Zemel	Teacher	Academic Support	1
Maria Munoz	Teacher	Academic Support	1
Shannon Collopy	Teacher	Academic Support	1
Stephanie French	Teacher	Academic Support	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

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 has been evident in the 2017-2018 school year in the areas of reading, math and science. An area of focus for the 2018-2019 school year will be a concentration on writing. Barriers will be reduced to implement the necessary interventions by strategically creating a master schedule that maximizes 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. The CIP was revised and edited on February 26, 2018.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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 quarterly with 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 interventions during extended learning time, after-school tutorials as well as the utilization of remedial resources. The CIP was revised and edited on February 26, 2018.

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.

Professional Development

Instruction by state certified professional teachers and highly qualified instructional paraprofessionals are important components of our schoolwide plan. Franz Elementary strives to provide all teachers with ongoing, high-quality professional development. At Franz we make it a point to grow as learners and strive to grow in our profession. Our professional development is designed to equip our teachers to meet the needs of all students and ensure that all students meet the state's academic achievement.

The following are steps we take to ensure that high quality instruction occurs at FES:

1. Teachers are given time off to attend high-quality professional development on campus, in the city, across the state and nation.
2. Every first year teacher and new to Katy teacher is assigned a mentor on campus.
3. Teachers are given grade-level teaching assignments based on their certifications and "best fits" related to their strengths and passions.
4. Teacher effectiveness is monitored through consistent walk-throughs by all members of the administrative team.
5. Teachers are given time for learning walks/opportunities to observe master teachers in action.
6. Training and collaboration opportunities are provided by reviewing formative and summative student achievement data, with the help of the district assessment office.
7. Clear lines of communication between administration and teachers are established through the assignment of grade level assistant principals.
9. FES staff participate in the hiring process at the campus level.

2.5: Increased learning time and well-rounded education

Students experiencing difficulty 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. Quarterly RTI 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 is 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 STEAM 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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: 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.

3.2: Offer flexible number of parent involvement meetings

We absolutely believe that parent involvement 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. This year parents will also be invited to participate in parenting classes, such as *Parenting Partners* and the *Latino Family Literacy Project*. In order to increase parental involvement, parents will be invited to attend Pastries with the Principal in order 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 and to assist in science lab experiments. 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, social media sites, etc.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Careen Longoria	Teacher	Title I	
Elisa Saldiva	Teacher	Title I	1
Erin Steffek	Teacher	Title I	1
Gretchen Hansen	Teacher	Title I	1
Samira Hassan	Teacher	Title I	

Campus Advisory Team

Committee Role	Name	Position
Administrator	Yvette Sylvan	Principal
Non-classroom Professional	Rocio Sokol	Instructional Coordinator
Non-classroom Professional	Geraldine Tohill	ELA Instructional Coach
Non-classroom Professional	Gretchen Hansen	Math Title I Teacher
Classroom Teacher	Jessica Villa	Life Skills Teacher
Classroom Teacher	Lydia Coronado	Bilingual Teacher
Classroom Teacher	Anahi Membreno	Bilingual Teacher
Classroom Teacher	Patricia Muskus	Bilingual Teacher
Classroom Teacher	Brian Thuesen	PE Teacher
District-level Professional	Lisa Wells	District
Parent	Maricia Rodriguez	Parent
Parent	Clinique Brown	Parent
Parent	Alisha Wren	Parent
Parent	Crystal Ramirez	Parent
Parent	Shelia Valentine	Parent
Parent	Griselda Mezomo	Parent
Parent	Marcy Robinson	Parent
Parent	Melissa Spence	Parent
Parent	Gabriela Pulido	Parent

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra Duty Pay		\$12,500.00
Sub-Total					\$12,500.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Support Teachers		\$260,000.00
Sub-Total					\$260,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Need for general supplies		\$1,000.00
Sub-Total					\$1,000.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials		\$7,000.00
1	1	1	Extra Duty Pay		\$0.00
1	1	1	Technology Tools		\$0.00
1	1	2	Professional Development		\$33,956.00
1	2	1	General Supplies		\$7,243.00
1	2	1	Extra Duty Pay		\$3,750.00
1	2	1	Title I Teachers		\$255,909.00
1	3	1	Extra Duty Pay		\$3,750.00
1	4	1	Extra Duty Pay		\$3,750.00
4	1	1	Professional Development		\$36,500.00
6	1	1	Parent Resources		\$8,712.00
Sub-Total					\$360,570.00

263 - Title III-A Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials		\$0.00
Sub-Total					\$0.00
Grand Total					\$634,070.00

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

FRANZ EL (101914126) - KATY ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

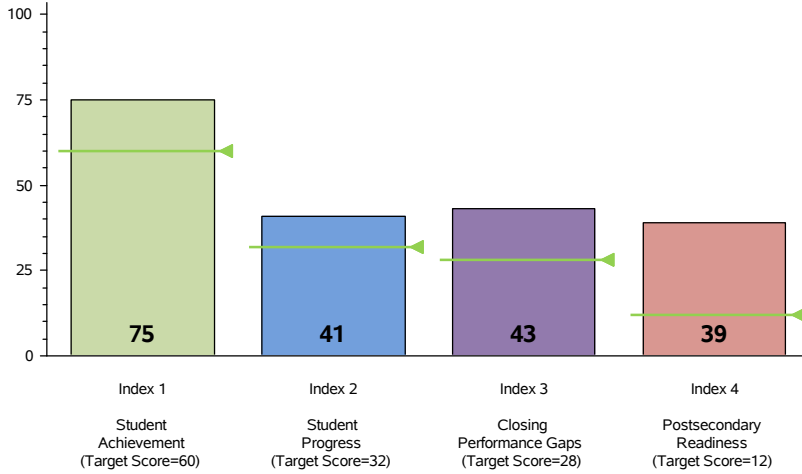
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	1,013 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	64.9
Percent English Language Learners	48.1
Mobility Rate	14.4
Percent Served by Special Education	13.2
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	886	1,182	75
2 - Student Progress	489	1,200	41
3 - Closing Performance Gaps	1,026	2,400	43
4 - Postsecondary Readiness			
STAAR Score	38.8		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		39

System Safeguards

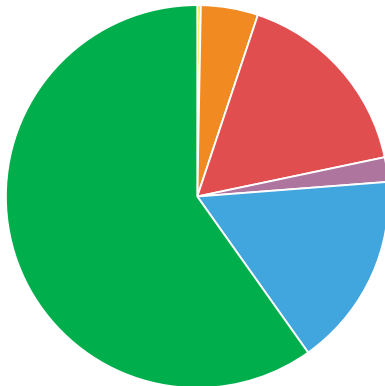
Number and Percentage of Indicators Met

Performance Rates	23 out of 25 = 92%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	37 out of 39 = 95%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

126 - Franz Elementary

Student Profile



Student Statistics

Total Enrollment	1,018
At-Risk	70.14%
Low Income	64.44%
Limited English Proficient	47.84%
Special Education	13.65%
Career Technology Educat..	0.00%
Bilingual	33.40%
ESL	14.15%
Gifted/Talented	1.28%
Title I	100.00%
Attendance Rate	96.06%

Race/Ethnicity	#	%
White	167	16.40%
Hispanic	609	59.82%
Asian	49	4.81%
Black/African American	169	16.60%
Two or More Races	21	2.06%
Am Indian/Alaskan Native	3	0.29%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.

TEXAS EDUCATION AGENCY

2017 Accountability Summary

FRANZ EL (101914126) - KATY ISD

Accountability Rating

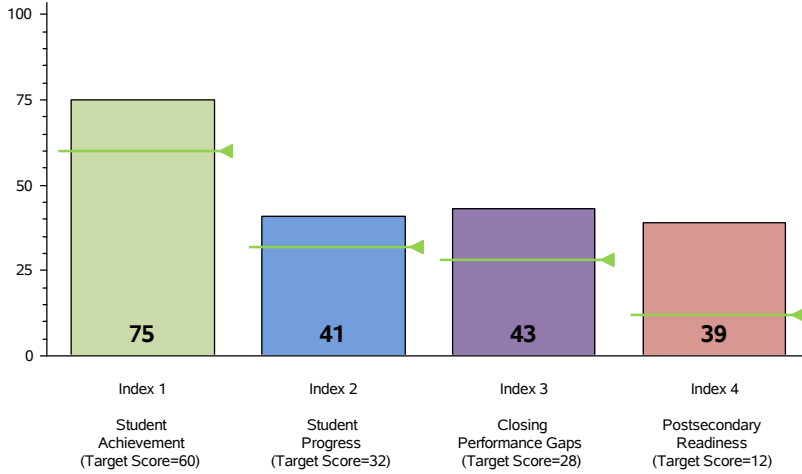
Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation

Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	1,013 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	64.9
Percent English Language Learners	48.1
Mobility Rate	14.4
Percent Served by Special Education	13.2
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	886	1,182	75
2 - Student Progress	489	1,200	41
3 - Closing Performance Gaps	1,026	2,400	43
4 - Postsecondary Readiness			
STAAR Score	38.8		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		39

System Safeguards

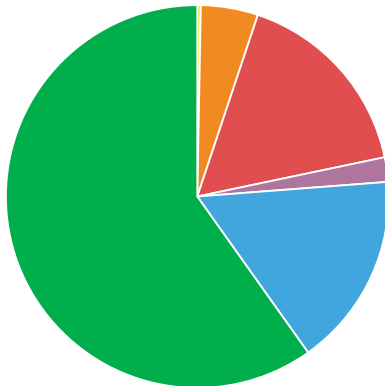
Number and Percentage of Indicators Met

Performance Rates	23 out of 25 = 92%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	37 out of 39 = 95%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

126 - Franz Elementary

Student Profile



Student Statistics

Total Enrollment	1,018
At-Risk	70.14%
Low Income	64.44%
Limited English Proficient	47.84%
Special Education	13.65%
Career Technology Educat..	0.00%
Bilingual	33.40%
ESL	14.15%
Gifted/Talented	1.28%
Title I	100.00%
Attendance Rate	96.06%

Race/Ethnicity	#	%
White	167	16.40%
Hispanic	609	59.82%
Asian	49	4.81%
Black/African American	169	16.60%
Two or More Races	21	2.06%
Am Indian/Alaskan Native	3	0.29%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.