

**Houston Independent School District**  
**155 Franklin Elementary School**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

We are using district curriculum documents, which are reviewed during planning sessions. Teachers review these resources and internalize the lessons to make them their own. Teachers are adding additional resources to support their students' needs. In addition to using these resources, we are utilizing effective student-centered practices that include multiple response strategies, checking for understanding, differentiation, and scaffolding. We use DOL, NWEA, and district assessment data to adjust our instruction and for extended Friday sessions.

### Student Achievement Strengths

STAAR data showed increased student performance at the meets and masters level on the 4th and 5th grade STAAR ELA and math. This is due to the intense Tier I instruction provided by the teachers in these grade levels and the interventions supplied during and after school.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** 3rd grade ELA and Math data did not show the expected growth. **Root Cause:** Teachers lacked explicit coaching on instructional practices.

**Problem of Practice 2:** Science data results on STAAR were lower than the district's average. **Root Cause:** The assumption was that the sound data collected on state and district interim assessments was going to be a reflection of the results on STAAR.

**Problem of Practice 3:** The number of EB students being reclassified was 3/167 **Root Cause:** Lack of explicit instruction to support EB students with their English skills.

# School Culture and Climate

## School Culture and Climate Summary

To ensure Franklin Elementary School creates a safe, inviting environment for all stakeholders, we aim to collect feedback from staff during staff meetings and use pulse (possip) checks to gather data from parents. This data will be collected weekly and reviewed at the administrators' meeting.

The 2022-2023 attendance rate for the 2022-2023 school year was 93.6%, 1.8% higher than the previous year (91.8%). However, our goal was 96%, 2.4 points from the expected goal. Our data reflected many students being primarily absent on Fridays and Mondays. Discipline referrals were 1%, which also prevented our attendance rate from being lower than 93.6%.

## School Culture and Climate Strengths

Based on STAAR 2023 data, areas of strength are 4th and 5th grade Math and Reading. In return, teachers and staff came together to ensure our students increased in these subjects.

Yes. 4th and 5th grade math and reading increased by double digits.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** Being an open campus, having an open-door policy concerns employees. **Root Cause:** The original building is going through repairs.

**Problem of Practice 2:** There is a need to create a strong PTO for the benefit of the school community. **Root Cause:** Lack of more robust PTO engagement strategies.

**Problem of Practice 3:** Student attendance was generally lower on Fridays and Mondays. **Root Cause:** Parents did not send students to school because they went out of town or had other things to do.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

For information about this area, please refer to the district improvement plan.

### Staff Quality, Recruitment, and Retention Strengths

For information about this area, please refer to the district improvement plan.

### Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

**Problem of Practice 1:** For information about this area, please refer to the district improvement plan. **Root Cause:** For information about this area, please refer to the district improvement plan.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Franklin Elementary was awarded a platinum status for parental engagement for the 2022-2023 school year. We offer opportunities for parents to volunteer during school activities such as parent nights, fall festivals, parent classes, fundraisers, student incentives, field trips, etc. Parents are mainly engaged during student incentive activities and field trips. This school year's primary barrier has been the temporary relocation project since most of our parent volunteers do not have a vehicle. One of our most significant projects for parental involvement is our partnership with Brighter Bites, which provides healthy foods to our community.

## Parent and Community Engagement Strengths

The following strengths were identified based on a 2022-2023 data review. Parents are primarily involved when they have direct interaction with students. This especially happens during student incentives or field trips. We have noticed a low participation rate in other activities, such as parent classes.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** There is a need to create a strong PTO for the benefit of the school community. **Root Cause:** Lack of more robust PTO engagement strategies.

**Problem of Practice 2:** We lost 20% of our student population. **Root Cause:** Relocation project to the Lockwood Annex

**Problem of Practice 3:** Parents do not feel comfortable with their children being transported to another school. **Root Cause:** Complaints regarding the service HISD buses provide for pick up and drop off.

# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## **Accountability Data**

- Federal Report Card and accountability data

## **Student Data: Assessments**

- State and federally required assessment information

## **Student Data: Student Groups**





- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups



# Key Actions

**Key Action 1:** Grow staff capacity to provide the highest quality of reading instruction

**Indicator of Success 1:** 70% of the scores on spot observations conducted in December 2023 by the school administration will be proficient or higher; that percentage will increase to 80% in April 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will provide ongoing effective feedback.  <b>School Leaders' Actions</b>  Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every reading teacher using the RMS spot observation form.  Provide side-by-side modeling of implementation of classroom best practices.  <b>Staff Actions</b>  Evidence of rigorous planning during lesson observations  Implementation of effective practices to constantly check for comprehension and adjust instruction according to student needs.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Key Action 1:** Grow staff capacity to provide the highest quality of reading instruction

**Indicator of Success 2:** 70% of the students in PK will demonstrate typical or above typical growth in DIBELS.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will ensure the proper interventions are established for every student.  <b>School Leaders' Actions</b>  Provide support with small groups/interventions in 3rd-5th grade.  Conduct effective PLCs that focus on data and specific intervention strategies.  <b>Staff Actions</b>  Implementation of structured conversations	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Key Action 1:** Grow staff capacity to provide the highest quality of reading instruction

**Indicator of Success 3:** 70% of the students in grades K-5 will be above the 50th percentile in reading as measured by the NWEA MAP assessments in April 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will provide ongoing Professional Development to improve academic achievement.  <b>School Leaders' Actions</b>  Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every reading teacher using the spot observation form.  Provide side-by-side modeling of implementation of classroom best practices.  Provide coaching and support during planning sessions.  <b>Staff Actions</b>  Data tracking by teacher and students  Evidence of rigorous planning during lesson observations.  Implementation of effective practices to constantly check for comprehension and adjust instruction according to student needs.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Key Action 2:** Grow staff capacity to provide the highest quality of math instruction

**Strategic Priorities:**  
Transforming Academic Outreach

**Indicator of Success 1:** 70% of the scores on spot observations conducted in December 2023 by the school administration will be proficient or higher; that percentage will increase to 80% in April 2024.

Specific Action 1 Details		Reviews			
<b>Specific Action 1:</b> School leaders will provide effective ongoing feedback about best practices in the classroom.  <b>School Leaders' Actions</b>  Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the spot observation form.  Provide side-by-side modeling of implementation of classroom best practices.  Provide coaching and support during planning sessions.  <b>Staff Actions</b>  Evidence of rigorous planning during lesson observations .  Implementation of effective practices to constantly check for comprehension and adjust instruction according to student needs.		Formative			Summative
		Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**Key Action 2:** Grow staff capacity to provide the highest quality of math instruction

**Indicator of Success 2:** 70% of the students in grades K-5 will be above the 50th percentile in math as measured by the NWEA MAP assessments in April 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders and staff will keep track of data to provide support.  <b>School Leaders' Actions</b>  Conduct effective planning sessions and PLCs that focus on lesson internalization, data, and specific intervention strategies.  Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every math teacher using the spot observation form.  <b>Staff Actions</b>  Implementation of structured conversations .  Data tracking by teacher and students.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Key Action 3:** Grow staff capacity to provide the highest quality of science instruction.

**Strategic Priorities:**  
Cultivating Team HISD Talent

**Indicator of Success 1:** 70% of the scores on spot observations conducted in December 2023 by the school administration will be proficient or higher; that percentage will increase to 80% in April 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will provide ongoing and as need it modeling to teachers.  <b>School Leaders' Actions</b>  Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every science teacher using the RMS spot observation form.  Provide side-by-side modeling of implementation of classroom best practices.  <b>Staff Actions</b>  Evidence of rigorous planning during lesson observations.  Implementation of effective practices to constantly check for comprehension and adjust instruction according to student needs.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

**Key Action 3:** Grow staff capacity to provide the highest quality of science instruction.

**Indicator of Success 2:** 70% of the students in grades 2-5 will be above the 50th percentile in science as measured by the NWEA MAP assessments in April 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> Campus focus will be in improving Science achievement.  <b>School Leaders' Actions</b>  Provide support with small groups/interventions in 5th grade.  Conduct effective PLCs that focus on data and specific intervention strategies.  <b>Staff Actions</b>  Implementation of structured conversations  Data tracking by teacher and students	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Key Action 4:** Grow staff capacity to provide the highest quality of special education instruction.

**Strategic Priorities:**  
Cultivating Team HISD Talent

**Indicator of Success 1:** 70% of the scores on spot observations conducted in December 2023 by the school administration will be proficient or higher; that percentage will increase to 80% in April 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will ensure effective IEPs for those students that need it.  <b>School Leaders' Actions</b>  Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the RMS spot observation form.  Monitoring and follow-up of special education services on the students' IEP.  <b>Staff Actions</b>  Evidence of implementation of special education services through services log and schedules.  Evidence of activities that challenge special education students in the classroom.  Implementation of effective differentiated practices to constantly check for comprehension and adjust instruction to meet students' specific needs.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				



**Key Action 4:** Grow staff capacity to provide the highest quality of special education instruction.

**Indicator of Success 2:** 50% of special education students in the general education classroom in grades 1-5 will be above the 50th percentile in reading as measured by the NWEA MAP assessments in April 2024.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will ensure that effective interventions are in place for SPED students.  <b>School Leaders' Actions</b>  Conduct effective PLCs that focus on data and specific intervention strategies.  <b>Staff Actions</b>  Implementation of structured conversations  Data tracking by teacher and students	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

# State Compensatory

## Budget for 155 Franklin Elementary School

Total SCE Funds: \$368,000.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

## Personnel for 155 Franklin Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abel Perez Arias	NES-A Teacher Apprentice ES	1
Erika Lopez Delgado	NES-A Teacher Apprentice ES	1
Felicia Matthews	NES-A Teacher Apprentice ES	1
Lorena Quinn	NES-A Learning Coach ES	1
Luz Cornejo Reyes	NES-A Learning Coach ES	1