

Houston Independent School District
155 Franklin Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Our mission is to develop the whole child by creating an enthusiastic and safe school environment where every child will experience an equitable education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Benjamin Franklin Elementary serves 288 students in the Magnolia neighborhood in East Houston.

Grade	2022-2023
PK	39
K	34
1 st	39
2 nd	46
3 rd	49
4 th	37
5 th	44
Total	288

Ethnicity	2022-2023
Black	2%
Hispanic	98%
White	0
Asian	0
Two or More	0

Demographics Strengths

The percent of emergent bilinguals performing on the STAAR Math test in English was above 80% in approaches with 46% performing at the meets level.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Low performance from emergent bilinguals on the 5th grade STAAR Science: approaches 57%, meets 26%, masters 13%. **Root Cause:** Lack of consistency in teaching science in PK-4th grade.

Problem of Practice 2: The school is in need of more safety features to secure all areas of the campus. This includes more security cameras, and card readers to secure access doors

to the school wings. **Root Cause:** Lack of funding, campus is an exterior building.

Student Learning

Student Learning Summary

For the 2022 STAAR administration, our school received an A rating from TEA. Our rating for Domain I was 75 (C), domain 2A was 95 (70%) and for domain 3 we received an 86 (30%).

Student Learning Strengths

There is a lot of strength in the math department being the content area where we received the majority of points in achievement and growth on STAAR.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Reading scores are not as high as our math scores. **Root Cause:** Lack of strong Tier I instruction and consistency in the implementation of small group and guided reading practices.

School Processes & Programs

School Processes & Programs Summary

Benjamin Franklin Elementary implements schoolwide programs such as literacy by 3, sheltered instruction, and special education programs (Resource, BSC, PSI). These research-based programs are beneficial to students since they provide the support students need to increase learning.

School Processes & Programs Strengths

Special education students are the group under special pops with the highest percent at the Meets level on the STAAR Math, Reading, and Writing (30% on all subjects).

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Faculty and staff expressed the need to focus on Tier I instruction and the implementation of a strong intervention system to increase our performance in domain 1. **Root Cause:** Student performance on the reading STAAR (77%) was lower than math (84%) which prevented us from achieving a B in domain 1 on the STAAR 2022.

Perceptions

Perceptions Summary

Perception from all stakeholders have changed positively towards the school since the school has obtained a rating of A on the STAAR 2022.

Perceptions Strengths

Since last school year, the administration has been working tirelessly to improve school culture and increase student achievement which has reflected on the A rating received from TEA in 2022.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The need to create a strong PTO for the benefit of the school community. **Root Cause:** Lack of stronger PTO engagement strategies.

Priority Problems of Practice

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

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
- 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
- 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR The percentage of 3rd-5th grade students performing at or above grade level in reading and writing as measured by the Meets Grade Level Standard on STAAR will increase 5 percentage points from 42% in spring 2022 to 47% in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Increase student reading levels through guided reading, TEKS-based instruction, and sheltered instruction.

Evaluation Data Sources: District Formative Assessments

TEA Interim Assessments

STAAR

Renaissance 360 Universal Screener

OnTrack Reports

Benchmark Running Records

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide guided reading and small group instruction through staff development during PLCs and after school staff developments.</p> <p>Strategy's Expected Result/Impact: Implementation of guided reading and small group instruction consistently across all content areas</p> <p>Staff Responsible for Monitoring: Teacher Specialist, Reading Interventionist, ELA/SLA CICs, Multilingual Specialist, Assistant Principal, and Principal</p> <p>Action Steps: 1. Monthly content planning/ professional development to target student guided reading levels. 2. Review and track student data - create action plans based on data. 3. Professional development on guided reading and small group instruction 4. Model Lessons will be provided for the various resources for guided reading/ interventions.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide sheltered instruction through staff development during PLCs and after school staff developments.</p> <p>Strategy's Expected Result/Impact: Implementation of sheltered instruction strategies across all content areas to improve learning of new content</p> <p>Staff Responsible for Monitoring: Teacher Specialist, Reading Interventionist, ELA/SLA CICs, Multilingual Specialist, Assistant Principal, and Principal</p> <p>Action Steps: 1. Monthly content planning/ professional development to target student guided reading levels. 2. Review and track student data - create action plans based on data. 3. Professional development on Sheltered Instruction strategies and Best Instructional Practices 4. Model Lessons will be provided for the various resources for guided reading/ interventions.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase reading comprehension and stamina through the use of MyOn.</p> <p>Strategy's Expected Result/Impact: Increase the number of books read and the time spent on the application to improve reading comprehension and stamina.</p> <p>Staff Responsible for Monitoring: Teacher Specialist, Reading Interventionist, ELA/SLA CICs, Multilingual Specialist, Assistant Principal, and Principal</p> <p>Action Steps: 1. Monthly competition across classes and grade levels 2. Monthly incentives</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 90%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: MATH The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 2 percentage points from 52% in spring 2022 to 54% in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percent of students performing at "Approaches" on District Formative Assessments will increase by at least 3% quarterly

Evaluation Data Sources: District Formative and Summative Assessments

TEA Interim Assessment

STAAR

Renaissance 360 Universal Screener

On-Track Reports

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive intervention at least 60-90 minutes weekly for Tier 2 and at least 90-120 minutes for Tier 3</p> <p>Strategy's Expected Result/Impact: To increase at least one year of academic growth as measured by the STAAR progress measure</p> <p>Staff Responsible for Monitoring: Classroom Teachers Math Specialist Special Education Coordinator Dyslexia Specialist Hourly Lecturers Math CIC</p> <p>Action Steps: 1. Scheduled structured and consistent monitoring of the implementation of the interventions.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the implementation of digital learning in the classroom to promote engagement and differentiation.</p> <p>Strategy's Expected Result/Impact: Weekly tracking of digital platforms to monitor use and growth</p> <p>Staff Responsible for Monitoring: Classroom Teachers Math Specialist Special Education Coordinator Dyslexia Specialist Interventionist Math CIC</p> <p>Action Steps: 1. Scheduled structured and consistent monitoring of the completion of modules and digital lessons.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the number of students moving form Tier 3 to Tier 2 by 5% from BOY to MOY and from MOY to EOY on the Universal Screener</p> <p>Strategy's Expected Result/Impact: Consistent effective implementation of differentiated small group instruction , after school tutorials, and Saturday school.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Math Specialist Special Education Coordinator Dyslexia Specialist Interventionist Math CIC</p> <p>Action Steps: 1. Lesson planning, data tracking, data action plans, data PLCs, progress monitoring.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	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>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: SCHOOL PROGRESS: Performance in domain 3 (all groups in reading and continuously enrolled in student success) subgroups will increase to meet district goals.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: All students will receive strong Tier I and small group instruction to improve their performance on the STAAR 2023 as they improve the skills they will need to be successful during and after college.

Evaluation Data Sources: District Formative and Summative Assessments

TEA Interim Assessment

STAAR

Renaissance 360 Universal Screener

On-Track Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide consistent Tier I instruction in reading spiraling content to constantly review TEKS previously taught. Strategy's Expected Result/Impact: Increase 4 percent points in their reading performance to meet the district target (40%-44%) in domain 3. Staff Responsible for Monitoring: Classroom Teacher, Teacher Specialists, Principal Action Steps: 1. Vertical and backwards planning sessions 2. Data tracking 3. Data action plans, 4. Progress monitoring</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted small group instruction to all students during the week in all content areas content areas. Strategy's Expected Result/Impact: Increase 1 percent points in student success to meet the district target (47%-48%) in domain 3. Staff Responsible for Monitoring: Classroom Teacher, Teacher Specialists, Principal Action Steps: 1. Vertical and backwards planning sessions 2. Guided reading and TEKS-based instruction 3. Data tracking</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 75%			
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will embed college and career awareness events into the school calendar, and weekly college spirit days. Strategy's Expected Result/Impact: College and career awareness events will ensure 100% of students are aware of college and career options beyond high school. Staff Responsible for Monitoring: Counselor, Wraparound, Specialist, Title I Coordinator Action Steps: 1. Planning and logistics for Fall event. 2. Planning and logistic for Spring event</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: CLOSING THE GAPS

The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading will increase from 58% in spring 2022 to 61% in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Provide our EL special education students the tools they need to move at least one proficiency level on TELPAS reading.

Evaluation Data Sources: ELD, TELPAS.

Strategy 1 Details	Reviews			
<p>Strategy 1: Have students use SummitK12 program to develop their reading skills</p> <p>Strategy's Expected Result/Impact: Students will increase their vocabulary and their confidence when reading in English</p> <p>Staff Responsible for Monitoring: Classroom Teacher and Sheltered Instruction Coach</p> <p>Action Steps: 1. Have staff trained 2. Assign specific activities according to student proficiency level</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Have students use Imagine Literacy for targeted and guided support</p> <p>Strategy's Expected Result/Impact: Students will receive differentiated guidance to help them increase their reading level.</p> <p>Staff Responsible for Monitoring: Classroom Teacher and Sheltered Instruction Coach</p> <p>Action Steps: 1. Ensure student devices are working 2. Track number of lessons passed</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide TELPAS tutorials during Saturday School</p> <p>Strategy's Expected Result/Impact: Students will receive guided practice to implement strategies when taking the TELPAS test.</p> <p>Staff Responsible for Monitoring: Classroom Teacher and Sheltered Instruction Coach</p> <p>Action Steps: 1. Administer TELPAS practice tests 2. Recruit staff for Saturday School 3. Plan for logistics and resources for Saturday School</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

The attendance percentage of students will be above 96% by June 2023

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The number of students with 2 or more consecutive absences in a week will decrease by 5% quarterly.

Evaluation Data Sources: Attendance comparisons to previous year by cycle and end of year

Documented phone calls, conferences, and warnings

Strategy 1 Details	Reviews			
<p>Strategy 1: We will have weekly student at the center (SAT) meetings in collaboration with the Wraparound Specialist to track the attendance of the week and to create solutions to students with 2 consecutive absences</p> <p>Strategy's Expected Result/Impact: Attendance reports will show an increase in the number of students coming to schools (96%)</p> <p>Staff Responsible for Monitoring: Wraparound Specialist</p> <p>Action Steps: Attendance weekly tracker, SAT meetings, home visits, parent contact logs</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: We will have attendance incentives to encourage students to come to school everyday</p> <p>Strategy's Expected Result/Impact: Attendance reports will show an increase in the number of students coming to schools (96%)</p> <p>Staff Responsible for Monitoring: Wraparound Specialist</p> <p>Action Steps: Attendance weekly tracker, SAT meetings, home visits, parent contact logs</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: We will meet with parents of students with a pattern of constant absences</p> <p>Strategy's Expected Result/Impact: Attendance reports will show an increase in the number of students coming to schools (96%)</p> <p>Staff Responsible for Monitoring: Wraparound Specialist</p> <p>Action Steps: Attendance weekly tracker, SAT meetings, home visits, parent contact logs</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

During the 2022-2023 school year, the number of students who will be suspended will remain at 0%

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: We will implement restorative circles and character development events and activities

Evaluation Data Sources: Ascending to Men Campus schedule, student roster, reduced number of referrals or incidents

Strategy 1 Details	Reviews			
<p>Strategy 1: Ascending to Men (ATM) will meet once a week for 30 minutes with male students. Strategy's Expected Result/Impact: Students will talk about different topics that will help them with their behavior and academics. Staff Responsible for Monitoring: ATM Coordinator, Mr. Joel Garcia, Wraparound Coordinator Action Steps: ATM will meet with 10 students per grade level. Students will meet after school to ensure their time in the classroom is maximized.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet with students for restorative circles once a week or when there is a situation in the class that is affecting the class environment. Strategy's Expected Result/Impact: Counselor will facilitate restorative circles to ensure students discuss situations that may be affecting them Staff Responsible for Monitoring: Classroom teacher Action Steps: Counselor will facilitate the meeting once a week on Mondays during breakfast.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor will be working in the classrooms providing modeling and side by side coaching to teachers in the implementation of SEL strategies.</p> <p>Strategy's Expected Result/Impact: Student misbehavior will reduce</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Action Steps: Counselor will meet with teachers and plan the way the support will be provided.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

By the end of the 2022-2023, all teachers will have been trained on safety and violence prevention.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: To provide student Bullying awareness and prevention activities campus wide during the 22-23 school year

Evaluation Data Sources: Discipline reports will be run from PowerSchool every 6 weeks

Strategy 1 Details	Reviews			
<p>Strategy 1: Registrar will run bullying discipline reports and a meeting will be held to talk about the report and possible solutions</p> <p>Strategy's Expected Result/Impact: We will find interventions to ensure student misbehavior is addressed promptly</p> <p>Staff Responsible for Monitoring: Counselor and Registrar</p> <p>Action Steps: Counselor and Registrar will meet monthly to discuss cases that have been reported and the interventions to decrease the number of cases.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Employees will complete the required district training to promptly identify bullying behaviors</p> <p>Strategy's Expected Result/Impact: Employees will follow protocol when they identify bullying behaviors</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Action Steps: Administration to monitor completion of required training</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor will visit classrooms to observe student to student interactions</p> <p>Strategy's Expected Result/Impact: Counselor will visit classrooms to support teachers in identifying and addressing bullying</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Action Steps: Counselor will schedule observation sessions with teachers.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	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>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading will increase from 57% in spring 2022 to 62% in Spring 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Special education students in a general education setting will receive targeted differentiated and small group instruction.

Evaluation Data Sources: District Formative and Summative Assessments

TEA Interim Assessment

STAAR

Renaissance 360 Universal Screener

On-Track Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive coaching and support in providing small group instruction</p> <p>Strategy's Expected Result/Impact: Teachers will be able to provide targeted instruction</p> <p>Staff Responsible for Monitoring: Reading Teacher Specialist, Classroom Teacher</p> <p>Action Steps: Classroom coaching and support Planning during PLC Observation and feedback</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive the required push in/out services</p> <p>Strategy's Expected Result/Impact: Resource teacher will follow the schedule of services with fidelity.</p> <p>Staff Responsible for Monitoring: Special Education Department Chair</p> <p>Action Steps: Classroom coaching and support Observation and feedback</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will use digital platforms as part of their intervention program.</p> <p>Strategy's Expected Result/Impact: Students will receive additional support using digital platforms as part of thier intervention program.</p> <p>Staff Responsible for Monitoring: Classroom Teacher</p> <p>Action Steps: Data tracking PLC Observation and feedback</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. Students in sub-population groups will show at least one year's worth of academic progress on STAAR by June 2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: English learners, GT students, and special education students will show significant growth on district and campus assessments.

Evaluation Data Sources: ELD Summit K-12, TELPAS, RL 360, Progress Monitoring, FAD, TEA interim Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: EL students will show growth on ELDs and SummitK12 practice tests.</p> <p>Strategy's Expected Result/Impact: Students will increase their reading comprehension and will implement strategies to take online tests.</p> <p>Staff Responsible for Monitoring: FAC, CTC, Classroom Teacher</p> <p>Action Steps: Create an assessment schedule Monitor student progress Targeted instruction during small group</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: GT students will show growth on District and State interim assessments</p> <p>Strategy's Expected Result/Impact: Students will increase their reading comprehension and will implement strategies to take online tests.</p> <p>Staff Responsible for Monitoring: FAC, CTC, Classroom Teacher</p> <p>Action Steps: Create an assessment schedule Monitor student progress Targeted instruction during small group</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Special education students will show growth on District and State interim assessments</p> <p>Strategy's Expected Result/Impact: Students will increase their reading comprehension and will implement strategies to take online tests.</p> <p>Staff Responsible for Monitoring: FAC, CTC, Classroom Teacher</p> <p>Action Steps: Create an assessment schedule Monitor student progress Targeted instruction during small group</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: Teacher will differentiate and accommodate instruction by providing students designated support during instruction and assessments when needed consistently monitor and adjust based on progress data during the school year

Evaluation Data Sources: ELDs, TELPAS, RL 360, Progress Monitoring

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

During the 2022-2023` school year, there will be a 20% increase in parent participation in parent meetings and community events.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: We will hold at least 1 parent event per month during the 2022-2023 school year.

Evaluation Data Sources: Monthly review of virtual or paper sign-in sheets from parent events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal will host Coffee with the Principal every month.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of activities taking place at the campus.</p> <p>Staff Responsible for Monitoring: Principal, Teacher Specialists, Title I Coordinator, Teachers</p> <p>Action Steps: The principal will organize the Coffee with the Principal meetings with the support of the administration, the secretary, and the Title I coordinator.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: A math, science, and literacy night will be held in the fall and spring.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of activities taking place at the campus to be empowered to help students academically.</p> <p>Staff Responsible for Monitoring: Reading/Math Teacher Specialist and Title I Coordinator</p> <p>Action Steps: Secretary, TAs, and IT chair will set up and get everything needed for the meeting. Teachers will create activities for parents to participate.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Parents will have monthly trainings with the FACE program</p> <p>Strategy's Expected Result/Impact: Parents will learn effective ways to help their children academically at home.</p> <p>Staff Responsible for Monitoring: FACE chair, Ms. Catalina Caicedo Garzon.</p> <p>Action Steps: Ms. Caicedo will present his trainings during Coffee with the Principal every month. Ms. Caicedo will follow up with parents who need support with their children.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 21, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
<p>Strategy 1: School Nurse will track student documentation to ensure they are up to date with all of their vaccinations. Strategy's Expected Result/Impact: Students will have all of their required vaccinations to attend school. Staff Responsible for Monitoring: School Nurse Action Steps: School Nurse will contact parents and will send constant reminders to ensure that students are in compliance with their required vaccinations.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 70%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 09, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: School Nurse will schedule sessions for vision screenings in the Fall. Strategy's Expected Result/Impact: 100% of students will participate in their required yearly vision screening. Staff Responsible for Monitoring: School Nurse Action Steps: Nurse will send teachers a schedule with the sessions for students to get their screenings. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 09, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: School Nurse will schedule sessions for vision screenings in the Fall. Strategy's Expected Result/Impact: 100% of students will participate in their required yearly vision screening. Staff Responsible for Monitoring: School Nurse Action Steps: Nurse will send teachers a schedule with the sessions for students to get their screenings. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 09, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: School Nurse will schedule diabetes screenings for grades 1, 3, and 5. Strategy's Expected Result/Impact: School Nurse will complete the required trainings to administer the screenings. Staff Responsible for Monitoring: School Nurse Action Steps: School Nurse will schedule screenings and will notify teachers and parents of the scheduled sessions. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 03, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: This goal does not apply to elementary Strategy's Expected Result/Impact: NA Staff Responsible for Monitoring: NA Action Steps: NA Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
<p>Strategy 1: School Nurse will ensure parents submit complete documentation to ensure the nurse is allowed to administer medication to students.</p> <p>Strategy's Expected Result/Impact: Nurse will be in compliance with completed forms and other documents necessary to administer medication.</p> <p>Staff Responsible for Monitoring: School Nurse</p> <p>Action Steps: School Nurse will provide parents the forms that parents and doctors have to fill out for the nurse to administer medication.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:
Number of AEDs on campus:

Strategy 1 Details	Reviews			
<p>Strategy 1: School Nurse will schedule the AED monthly maintenance checks with the district.</p> <p>Strategy's Expected Result/Impact: School Nurse will ensure the AED is always in good conditions in case of an emergency</p> <p>Staff Responsible for Monitoring: School Nurse</p> <p>Action Steps: School Nurse will constantly check that the AED is working 100% for any emergency.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: During the 2022-2023 school year, 100% of identified students will participate in school-wide health services (vision, dental, immunizations)

Evaluation Data Sources: Ongoing checks

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

After the May 2023 administration of STAAR, STAAR Science will increase by 5 percent points from 31% to 36% at "Meets"

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percent of students performing at "Meets" on formative assessments will increase by at least 5% quarterly

Evaluation Data Sources: Data reviews after every district assessment and End of Unit assessments in PLCs with Teacher specialists and Admin team

Tracking progress

Evidence of Science 5E Model being implemented

HISD Formative Assessments and TEA Interim Assessments

Exit Tickets

OnTrack Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide resources, and coaching support. and provide timely, replicable feedback and allow practice during PLCs.</p> <p>Strategy's Expected Result/Impact: Fifth grade will increase at least 5% gain of students passing each district Formative Assessments as compared to the district's average.</p> <p>Staff Responsible for Monitoring: Science teacher Teacher specialists School Administrators Support staff Interventionist Science CIC</p> <p>Action Steps: * Create planning opportunities to align instruction to district outlines and state standards * Develop teacher capacity by modeling lessons * School admin, Science CIC, and teacher specialist provide timely, replicable feedback and allow practice during PLCs.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Assign a staff member to support the 5th grade teacher with additional groups for small group instruction.</p> <p>Strategy's Expected Result/Impact: The teacher and the staff member will be able to target more students for small group instruction.</p> <p>Staff Responsible for Monitoring: Administration and Science Teacher</p> <p>Action Steps: Assign the staff member Have the staff member observe the science lessons Train the staff member in science content</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Have the science CIC model any strategies or content that the teacher may need</p> <p>Strategy's Expected Result/Impact: The science teacher will observe and implement best practices modeled by the science CIC.</p> <p>Staff Responsible for Monitoring: Science CIC, Classroom Teacher, Principal</p> <p>Action Steps: Schedule model lesson Debrief sessions Implementation of best practices Coaching and feedback</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for 155 Franklin Elementary School

Total SCE Funds: \$75,744.33

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

We will be spending money on reading materials and general supplies to support students at risk of dropping out of school.

Personnel for 155 Franklin Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abbasi, Zoila Rosa	Tchr, Bilingual	1
Diaz, Carmen E	Tchr, Reading Intervention	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Benjamin Franklin Elementary is a Title I school located in East Houston. Current enrollment (09/12/2022) is 282 students with a student population comprising of 98% Hispanic and 2% African-American. Most of the students at Benjamin Franklin qualify for free and reduced lunch with 93.31% of the student population being coded as economically disadvantaged. The English language learner population at Benjamin Franklin is 52%. A total of 8.18 % of students are served in the Special Education program and 6% are served under the Gifted and Talented program. Our students are served through various school wide programs including the Traditional Bilingual Program, Gifted and Talented, Special Education.

In 2022, Benjamin Franklin Elementary met TEA standards with an overall score of 92 and an A rating. The school moved from a D rating in 2019 to an A rating in 2022. In 2022, the campus earned 3 distinctions: math, school progress, and closing the gaps.

2022-2023 School Improvement Measurable Goals:

Goal 1.ELAR: The percentage of 3rd-5th grade students performing at or above grade level in reading and writing as measured by the Meets Grade Level Standard on STAAR will increase 5 percentage points from 42% in spring 2022 to 47% in spring 2023.

Goal 2. MATH: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 5 percentage points from 52% in spring 2022 to 57% in spring 2023.

Goal 3. SCHOOL PROGRESS: To promote college and career readiness post-high school for all students as measured through school surveys by Spring 2022.

Goal 4. CLOSING THE GAPS: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading will increase from 58% in spring 2022 to 61% in spring 2023.

Goal 5.1 ATTENDANCE: The attendance percentage of students will be above 96% by June 2023.

Goal 5.2 DISCIPLINE: During the 2022-2023 school year, the number of students who will be suspended will remain at 0%

Goal 5.3 VIOLENCE PREVENTION: By the end of the 2022-2023, all teachers will have been trained on safety and violence prevention.

Goal 5.4 SPECIAL EDUCATION: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading will increase from 57% in spring 2022 to 62% in Spring 2023.

Goal 5.5 SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. Students in sub-population groups will show at least one year's worth of academic progress on STAAR by June 2023.

Goal 5.6 PARENT and COMMUNITY ENGAGEMENT: During the 2022-2023` school year, there will be a 20% increase in parent participation in parent meetings and community events.

Goal 5.7 MANDATED HEALTH SERVICES: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5), Hearing Screening (Grades PK, K, 1, 3, 5), Type 2 Diabetes (Grades 1, 3, 5), Spinal Screening (Grade 5), Medication Administration and AED Maintenance Checks.

Goal 5.8 COORDINATED HEALTH PROGRAM: The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Goal 5.9 OTHER UNMET: After the May 2022 administration of STAAR, STAAR Science will increase by 5 percent points from 31% to 36% at "Meets".

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. The SDMC committee the principal presented the proposed SIP to the SDMC committee. The members gave input and approved the SIP.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

SDMC Meetings – Discuss status of the school. Reflect on ideas and concerns. Create plans of action.

PLC Data Meetings – Track and discuss data from OnTrack and Ren360. Work together to create plans of action to improve data for our underperforming students.

Leadership Meetings – Discuss current strategies and how they are working. Make adjustments if needed through training and support.

Teacher Pre-conferences and post conferences

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

The SIP is available to parents in the following locations:

-In the Benjamin Franklin's website

-A hard copy will be available to parents in the school's main office

The SIP was made available to parents by:

-digital and hard copies

We provide the SIP to parents in the following languages:

- English and Spanish

2.4: Opportunities for all children to meet State standards

Franklin Elementary will implement a HB4545 3rd-5th grade reading and math interventions. Small group instruction will be offered during school hours to target the academic needs of students. Intervention will also be provided during school , after school, and on Saturdays. Franklin Elementary will also implement a school wide writing action plan in which writing will be a part of all content areas. Teachers will include guided reading and guided math in their lessons.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

-Maximizing instructional as shown on the school's master schedule and teacher's daily program

-To increase learning time and a well-rounded education for students, Franklin Elementary School is tiering students according to their student academic data. Teachers will use RTI time and Power Up time to provide small group instruction geared towards student academic needs.

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: -providing PD, at bats
- Proficient Tier 1 explicit instruction taking place in all content areas: -
- Bi-weekly AT BATs: during PLC
- Small Group Instruction based on student data needs: must be observed daily

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 25, 2022
- Meeting #1 Alternate - October 9, 2022
- Meeting #2 - October 30,2022

- Meeting #2 Alternate - November 08 2022
- Meeting #3 - November 18, 2022
- Meeting #3 Alternate - December 2, 2022
- Meeting #4 - February 9, 2022
- Meeting #4 Alternate - February 15, 2022

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parents who attend the Annual Fall Title I Meeting
- Administration – Principal Alarcon, Dr. Hernandez, Ms. Martinez, and Ms. Valdespino
- Title I Campus Contact – Dr. Hernandez

The PFE was distributed

- On the Campus Website
- Copies sent home with students
- Class Dojo

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Offer multiple opportunities for parents to attend meetings around their work schedule
- Work hand in hand with the FACE Department
- Offer more opportunities for parents to see student work on display. For example: Camus GT Expo,
- Math and Literacy Nights, Art Exhibitions. Helping our parents form and maintain a working Parent-Teacher **Organization**

4.2: Offer flexible number of parent involvement meetings

FACE Title I meeting: September 21, 2022

Defining Bullying Session: October 14, 2022

Investing Thoughtfulness and Kindness in the Real World

Literacy at Home

Math 1,2, 3

5. Targeted Assistance Schools Only

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

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daisy Valdespino	Teacher Specialist		
Janiz Martinez	Instructional Specialist		