

# Campus Improvement Plan

## 2024 - 2025



## Franklin Elementary

Section	Page
Board of Trustees	3
Vision, Mission, and Core Beliefs	4
SAISD Goals	5
Comprehensive Needs Assessment (CNA) Processes	6
Demographics - CNA Problem Statements and Root Causes	
Student Learning - CNA Problem Statements and Root Causes	
Processes and Programs - CNA Problem Statements and Root Causes	
Perceptions - CNA Problem Statements and Root Causes	
Demographics - Plan for Improvement	
Student Learning - Plan for Improvement	
Processes and Programs - Plan for Improvement	
Perceptions - Plan for Improvement	
First Quarterly Review	
Second Quarterly Review	
Third Quarterly Review	
Fourth Quarterly Review	
Annual Summative Review	
Assurances and Plan Approval Information	
Committees Members	
Data Tables	

**Board of Trustees**



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Dr. Jaime Aquino**

**VISION**

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

**MISSION**

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

**CORE VALUES**

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

**CORE BELIEFS**

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

**SAISD 5 Year Board Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2024-2025 Board Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2024-2025 Campus Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_ in August 2024, to \_\_\_ in August 2025.

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_ in 2024, to \_\_\_ in August 2025.

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources**

**For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.**

**Comprehensive Needs Assessment Process**

<b>Demographics</b>						
At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS
Student Attendance Records	x	Teacher Attendance Records		Other (Indicate to the Right)		
<b>Student Learning</b>						
STAAR/EOC Results		Local Benchmark Results		State Interim Results		MAP Data
CIRCLE Data		CBA and Local Formative Results		PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores
Branching Minds Interventions		Student Retention Rates		CTE Enrollment		Semester Exam
Other (Indicate to the Right)		Quarterly Averages	x	Other (Indicate to the Right)		
<b>Processes and Programs</b>						
Observational Data		Sign-Ins / Minutes		Calendar of Events		RDA (PBMA) Reports
Tutoring/Enrichment Opportunities		MTSS Data		Branching Minds		Feedback Given To Teachers
Coaching Cycle		SEAD Activities & Effectiveness	x	Effectiveness of Restorative Practices		Rhythm Data
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data
Other (Indicate to the Right)				Other (Indicate to the Right)		
<b>Perceptions</b>						
Teacher/Staff Surveys	x	Parent/Student Surveys	x	Classroom Observations		Parental Involvement Data
Parent Volunteers		Calendar of Parent Engagement	X	Feedback to Teachers		Mission, Values, and Vision
Other (Indicate to the Right)				Other (Indicate to the Right)		

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process**

**The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the**

**Comprehensive Needs Assessment Process**

CNA Meeting Dates	Meeting Topics and Actions
<p><b>Meeting #1 - April 30, 2024</b></p>	<p>CAC members met to review the following data: MAP, CIRCLE, Attendance, Rithim, Parent Surveys, and Insight Surveys to develop/propose problem statements. Committee made recommendations: <b>Student Learning</b> - PS CIRCLE - 70% of PK has not met MOY CIRCLE growth; RC - Teachers are not consistently providing daily small group. PS MAP - 57% of classrooms are showing growth in math vs. 50% of classrooms showing growth in reading. RC Teachers are not sending fluent readers to the next grade level. <b>Perceptions</b> - PS Parent survey: District Response Surveys were about %15; details on responses have not been released by district; once district releases Ms. Villa will share. RC...PS Career Progression: There was a 24% drop in teacher excitement and development of goals. RC - Teachers are committed to too many events. <b>Demographics</b> - PS Attendance: RC -There are no consequences for tardies. PS Retention - 71% of teachers do not get additional resources. RC - Teachers are not aware that they can request resources. <b>Processes/Programs</b> - PS - Behavioral/SEAD Needs - SEAS Survey indicated that only 45% of students have a growth mindset. RC - Teachers focus more on external growth vs internal growth. Committee will reconvene to refine PS and RC and begin to identify strategies that address/support growth in those areas.</p>
<p><b>Meeting #2 - May 14, 2024</b></p>	<p>CAC members met to determine 4th quarter ratings and Annual Summative ratings. CAC decided that the following goals will continue to be monitored: DE-3 track physical activity at home; SL-1 MAP Growth; SL-2 CIRCLE Growth; PP-1 lessons and activities for SEL; PE-2 Track events conducted by teachers for parent involvement. CAC refined problem statements and root causes for 2024-2025. The CIP outline for the upcoming year was reviewed. Staff updates and assignments were discussed.</p>

**How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?**

Based on the summative evaluation of the 2023-2024 CIP: **Attendance** rate was at 92% for the 2023-2024 school year, up from 91% during the 2022-23, and 89% during the 2021-2022 school year. Attendance motivators will be used more frequently- weekly, monthly, each 9-weeks, and at the end of the year. Attendance committee will develop and maintain a system for communicating attendance incentives, communicating attendance requirements with parents, and documenting daily attendance.

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**  
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

**Demographics (Minimum 2 Areas)**

**Comprehensive Needs Assessment - Demographics**

Area Examined		Problem Statements and Root Causes
Student Attendance	PS DE-1	Campus attendance for the 23-24 year was at 92%, 3% lower than district goal.
	RC DE-1	Inconsistent system for addressing chronic tardies and absences.
Teacher Experience	PS DE-2	6.2% of students are chronically tardy.
	RC DE-2	Campus is not effectively utilizing campus supports such as: CIS, Retention Specialist, FACE Specialist, and District Social Workers.
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		



**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**  
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

**Student Learning (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
EOY Assessment Outcomes	<b>PS SL-1</b>	70% of PK student have not met growth on CIRCLE at MOY reading and math.
	<b>RC SL-1</b>	Teacher are not providing daily intervention using CIRCLE data.
EOY Assessment Outcomes	<b>PS SL-2</b>	MAP data indicates 50% of students met growth in reading.
	<b>RC SL-2</b>	There is not a campus systematic approach to teaching fluency.
EOY Assessment Outcomes	<b>PS SL-3</b>	MAP data indicated 43% of classrooms are showing growth in math
	<b>RC SL-3</b>	Instructional coach has not provided schedued check ins to support teachers growth.
Choose One	<b>PS SL-4</b>	
	<b>RC SL-4</b>	
<b>Strengths &amp; Areas for Improvement Based on your Data Analysis</b>		

**Comprehensive Needs Assessment - Student Learning**

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**  
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

**Processes & Programs (Minimum 2 Areas)**

Area Examined	Problem Statements and Root Causes	
Behavioral / SEAD Needs	PS PP-1	SEAD student survey indicated 45% of students have a growth mindset.
	RC PP-1	Teachers have not followed a curriculum to include growth mindset.
Choose One	PS PP-2	
	RC PP-2	
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**  
 The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

**Perceptions (Minimum 2 Areas)**

**Comprehensive Needs Assessment - Perceptions**

Area Examined	Problem Statements and Root Causes	
Staff Survey Results	PS PE-1	Career progression on the Insight Survey indicated that 48% of teachers did not have opportunities for career progression and leadership roles.
	RC PE-1	Administration did not provide a menu of opportunities available to teachers to promote career progression.
Parent Survey Results	PS PE-2	13% of Franklin parents completed the 2023-2024 District Parent Survey.
	RC PE-2	Campus did not provide opportunities for families to complete the District Parent Survey.
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

**2.1 - Campus Improvement Plan (CIP)**

The CAC will create **Demographics** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	PS #	By the end of the year, campus attendance average will be at 95%	Campus wide student incentives will be provided and parent informational meetings will be held.		
		Quarterly KPIs	By the end of the first quarter, 100% of students will know of all campus attendance incentives and opportunities for students with perfect attendance.		
			By the end of the second quarter, 3 perfect attendance events held for students and a parent attendance forum held.		
			By the end of the third quarter, 1 perfect attendance event held.		
			By the end of the fourth quarter, 3 perfect attendance events held for students and a parent attendance forum held.		
DE-2	PS #	By the end of the year, 60% of sped population will show growth in EOY MAP reading and math for K-5th	Teachers will be provided a common PLC time, professional development, and coteach opportunities.		
		Quarterly KPIs	By the end of the first quarter, 100% of sped teachers will have PLC in the master schedule.		
			By the end of the second quarter, 100% of sped teacher will attend professional development.		
			By the end of the third quarter, 45% of sped students in K-5th will show growth in reading and math MAP MOY Assessment.		
			By the end of the fourth quarter, 60% of sped students in K-5th will show growth in reading and math MAP EOY Assessment.		
DE-3	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	PS #  1	By the end of the year, 70% of PK students will show growth in reading and math on the EOY CIRCLE	Teachers will attend professional development, implement daily small group, and follow a campus wide data tracking system.		
		Quarterly KPIs	By the end of the first quarter, IC will review 2023-2024 EOY Circle Data, provide progress monitoring pd, develop data tracking system with 100% of PK teachers during PLC..		
			By the end of the second quarter, 100% of IAs and 100% of teachers will implement daily small group during reading and math blocks.		
			By the end of the third quarter, 60 % of students will show growth in math and reading via informal assessments.		
			By the end of the fourth quarter, 70% of students will show growth in math and reading on the EOY CIRCLE Assessment.		
SL-2	PS #  2	By the end of the year, 65% of students will show growth in reading EOY MAP Assessment.	Teacher will attend professional development on fluency strategies and develop campus wide stations and homework practice opportunities. Teachers will also receive training on online supplemental resources such as, but not limited to, Learning Farm.		
		Quarterly KPIs	By the end of the first quarter, 100% of teachers will receive PD on fluency and be provided with class fluency headsets.		
			By the end of the second quarter, teachers will develop common stations and homework for fluency practice.		
			By the end of the third quarter, 2 PLCs will have reviewed fluency data and made adjustments to practice with the support of IC.		
			By the end of the fourth quarter, 65% of students will show growth in reading on EOY MAP Assesment.		
SL-3	PS #  3	By the end of the year, students will increase 10% in the meets area on Math and Reading EOY MAP Assessment.	100% of students will have hands on learning experiences ie: field trips.		
		Quarterly KPIs	By the end of the first quarter, 25% of students will have attended a field trip.		
			By the end of the second quarter, 50% of students will have attended a field trip.		
			By the end of the third quarter, 75% of students will have attended a field trip.		
			By the end of the fourth quarter, 100% of students will have attended a field trip.		
SL-4	PS #  3	By the end of the year, students will increase 10% in the meets area on Math and Reading EOY MAP Assessment.	Campus instructional coach wil provide professional development high leverage strategies, coaching, and modeling.		
		Quarterly KPIs	By the end of the first quarter, instructional coach will have bimonthly check in with 100% of teachers and completed 1 equity reflection with teacher.		
			By the end of the second quarter, instructional coach will have bimonthly check in with 100% of teachers and completed 1 equity reflection with teachers.		
			By the end of the third quarter, instructional coach will have bimonthly check in with 100% of teachers and completed 1 equity reflection with teacher. .		
			By the end of the fourth quarter, instructional coach will have bimonthly check in with 100% of teachers and completed 1 equity reflection with teacher. .		

Plan for Improvement – Processes & Programs

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	PS #  1	By the end of the year, 80% of students will have a growth mindset via SEAD Student Survey.	Teacher will receive training on SEL Curriculum and implement during Falcon Time as well our guidance lesson from our campus counselor.		
		Quarterly KPIs	By the end of the first quarter, 100% of students will have Falcon time embedded in the master schedule and 100% teachers will receive access to district available resources.		
			By the end of the second quarter, 100% of classes will have a guidance lesson on growth mindset.		
			By the end of the third quarter, 100% of students will have had morning announcements addressing growth mindset for 2 weeks.		
			By the end of the fourth quarter, 1 parent event was held addressing growth mindset.		
PP-2	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-3	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PP-4	PS #	By the end of the year,			
		Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

Plan for Improvement – Perceptions

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount	
PE-1	PS #	Quarterly KPIs	By the end of the year, 100% of teachers will have a leadership opportunity and/or role.	Campus admin will communciate leadership oportunites to staff on a monthly basis.		
			By the end of the first quarter, admin will provide a list of all leadership opportunities available at Franklin.			
			By the end of the second quarter, 10/23 will have a leadership role on campus.			
			By the end of the third quarter, 16/23 will have a leadership role on campus.			
			By the end of the fourth quarter, 23/23 will have a leadership role on campus.			
PE-2	PS #	Quarterly KPIs	By the end of the year, 60% of families will participate in family engagement events, and complete our campus and district surveys.	Campus will provide oportunites for families to complete parent surveys and provide training on family engagement (parent volunteer oportnites, etc)		
			By the end of the first quarter, Counselor and FACE Specialist will hold 2 parents events and complete counseling and campus interest surveys.			
			By the end of the second quarter, 2 campus events will be held and 20 surveys will be collected.			
			By the end of the third quarter, 4 campus events will be held and _ surveys will be collected.			
			By the end of the fourth quarter, _ amounts of events will be held and _ surveys will be collected.			
PE-3	PS #	Quarterly KPIs	By the end of the year,			
			By the end of the first quarter,			
			By the end of the second quarter,			
			By the end of the third quarter,			
			By the end of the fourth quarter,			
PE-4	PS #	Quarterly KPIs	By the end of the year,			
			By the end of the first quarter,			
			By the end of the second quarter,			
			By the end of the third quarter,			
			By the end of the fourth quarter,			

**2.2 – First Quarterly Review Meeting**  
The CAC will use artifacts and data to check KPI progression for all strategies.

**First Quarterly Review**

**DEMOGRAPHICS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1	By the end of the first quarter, 100% of students will know of all campus attendance incentives and opportunities for students with perfect attendance.	Choose One	
DE-2	By the end of the first quarter, 100% of sped teachers will have PLC in the master schedule.	Choose One	
DE-3	By the end of the first quarter,	Choose One	
DE-4	By the end of the first quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, IC will review 2023-2024 EOY Circle Data, provide progress monitoring pd, develop data tracking system with 100% of PK teachers.	Choose One	
SL-2	By the end of the first quarter, 100% of teachers will receive PD on fluency and be provided with class fluency headsets.	Choose One	
SL-3	By the end of the first quarter, 25% of students will have attended a field trip.	Choose One	
SL-4	By the end of the first quarter, instructional coach will have bimonthly check in with 100% of teachers and completed 1 equity reflection with teacher.	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, 100% of students will have Falcon time embedded in the master schedule and 100% teachers will receive access to district available.	Choose One	
PP-2	By the end of the first quarter,	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, admin will provide a list of all leadership opportunities available at Franklin.	Choose One	
PE-2	By the end of the first quarter, Counselor and FACE Specialist will hold 2 parents events and complete counseling and campus interest surveys.	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	



**2.2 – Second Quarterly Review Meeting**  
The CAC will use artifacts and data to check KPI progression for all strategies.

**Second Quarterly Review**

**DEMOGRAPHICS**

<b>GPS</b>	<b>Quarter 2 KPI</b>	<b>Q2 Rating</b>	<b>Findings / Next Steps</b>
DE-1	By the end of the second quarter, 3 perfect attendance events held for students and a parent attendance forum held	Choose One	
DE-2	By the end of the second quarter, 100% of sped teacher will attend professional development	Choose One	
DE-3	By the end of the second quarter,	Choose One	
DE-4	By the end of the second quarter,	Choose One	

**STUDENT LEARNING**

<b>GPS</b>	<b>Quarter 2 KPI</b>	<b>Q2 Rating</b>	<b>Findings / Next Steps</b>
SL-1	By the end of the second quarter, 100% of IAs and 100% of teachers will implement daily small group during reading and math blocks	Choose One	
SL-2	By the end of the second quarter, teachers will develop common stations and homework for fluency practice	Choose One	
SL-3	By the end of the second quarter, 50% of students will have attended a field trip.	Choose One	
SL-4	By the end of the second quarter, instructional coach will have bimonthly check in with 100% of teachers and completed 1 equity reflection with teachers	Choose One	

**PROCESSES & PROGRAMS**

<b>GPS</b>	<b>Quarter 2 KPI</b>	<b>Q2 Rating</b>	<b>Findings / Next Steps</b>
PP-1	By the end of the second quarter, 100% of classes will have a guidance lesson on growth mindset	Choose One	
PP-2	By the end of the second quarter,	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

**PERCEPTIONS**

<b>GPS</b>	<b>Quarter 2 KPI</b>	<b>Q2 Rating</b>	<b>Findings / Next Steps</b>
PE-1	By the end of the second quarter, 10/23 will have a leadership role on campus.	Choose One	
PE-2	By the end of the second quarter, 2 campus events will be held and 20 surveys will be collected	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	Choose One	

**2.2 – Third Quarterly Review Meeting**  
The CAC will use artifacts and data to check KPI progression for all strategies.

**DEMOGRAPHICS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1	By the end of the third quarter, 1 perfect attendance event held.	Choose One	
DE-2	By the end of the third quarter, 45% of sped students in K-5th will show growth in reading and math MAP MOY Assessment	Choose One	
DE-3	By the end of the third quarter,	Choose One	
DE-4	By the end of the third quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 60 % of students will show growth in math and reading via informal assessments	Choose One	
SL-2	By the end of the third quarter, 2 PLCs will have reviewed fluency data and made adjustments to practice with the support of IC.	Choose One	
SL-3	By the end of the third quarter, 75% of students will have attended a field trip.	Choose One	
SL-4	By the end of the third quarter, instructional coach will have bimonthly check in with 100% of teachers and completed 1 equity reflection with teacher.	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third quarter, 100% of students will have had morning announcements addressing growth mindset for 2 weeks	Choose One	
PP-2	By the end of the third quarter,	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, 16/23 will have a leadership role on campus.	Choose One	
PE-2	By the end of the third quarter, 4 campus events will be held and _ surveys will be collected	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	Choose One	

**2.2 – Fourth Quarterly Review Meeting**  
The CAC will use artifacts and data to check KPI progression for all strategies.

**Fourth Quarterly Review**

**DEMOGRAPHICS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1	By the end of the fourth quarter, 3 perfect attendance events held for students and a parent attendance forum held	Choose One	
DE-2	By the end of the fourth quarter, 60% of sped students in K-5th will show growth in reading and math MAP EOY Assessment	Choose One	
DE-3	By the end of the fourth quarter,	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

**STUDENT LEARNING**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 70% of students will show growth in math and reading on the EOY CIRCLE Assessment	Choose One	
SL-2	By the end of the fourth quarter, 65% of students will show growth in reading on EOY MAP Assessment	Choose One	
SL-3	By the end of the fourth quarter, 100% of students will have attended a field trip.	Choose One	
SL-4	By the end of the fourth quarter, instructional coach will have bimonthly check in with 100% of teachers and completed 1 equity reflection with teacher	Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, 1 parent event was held addressing growth mindset	Choose One	
PP-2	By the end of the fourth quarter,	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

**PERCEPTIONS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, 23/23 will have a leadership role on campus.	Choose One	
PE-2	By the end of the fourth quarter, _ amounts of events will be held and _ surveys will be collected	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	Choose One	

**3.1 - Annual Summative Assessment**  
The CAC will use artifacts and data to evaluate all Performance Objectives.

**DEMOGRAPHICS**

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1	By the end of the year, campus attendance average will be at 95%	Choose One	
DE-2	By the end of the year, 60% of sped population will show growth in EOY MAP reading and math for grades K-5th	Choose One	
DE-3	By the end of the year,	Choose One	
DE-4	By the end of the year,	Choose One	

**STUDENT LEARNING**

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, 70% of PK students will show growth in reading and math on the EOY CIRCLE Assessment	Choose One	
SL-2	By the end of the year, 65% of students will show growth in reading EOY MAP Assessment	Choose One	
SL-3	By the end of the year, students will increase 10% in the meets area on Math and Reading EOY MAP Assessment	Choose One	
SL-4	By the end of the year, students will increase 10% in the meets area on Math and Reading EOY MAP Assessment	Choose One	

**PROCESSES & PROGRAMS**

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the year, 80% of students will have a growth mindest via SEAD Student Survey	Choose One	
PP-2	By the end of the year,	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

**PERCEPTIONS**

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of the year, 100% of teachers will have a leadership opportunity and/or role	Choose One	
PE-2	By the end of the year, 60% of families will participate in family engagement events, and complete our campus and district surveys	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

**Committee Members**

Listed below are the members who were part of developing the Campus Improvement Plan

**Committee Members**

Name	Role	Name	Role

## Assurances and Approval Information

### Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

### Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Franklin Elementary	15907- 126
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	Dr. Rose Engelbrecht
Principal	SAISD Board Approval Date
Jennifer Adan	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

**Data Tables**

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.



Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	Google folder and Main office		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English and Translation is available upon request.		
<input type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0263/docs/126_06_franklin_cip_2023_2024.pdf">https://schools.saisd.net/upload/template/0263/docs/126_06_franklin_cip_2023_2024.pdf</a>		
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	Google Folder and Family Engagement Title 1 Binder in the main office.		
<input type="checkbox"/>	Parent & Family Engagement	Languages Available	English and Spanish		
<input type="checkbox"/>	Physical Activity	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0263/docs/24-25FranklinFamilyEngagementPolicy.pdf">https://schools.saisd.net/upload/template/0263/docs/24-25FranklinFamilyEngagementPolicy.pdf</a>		
<input type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	Google Folder and Family Engagement Title 1 Binder in the main office.		
<input type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English and Spanish		
<input type="checkbox"/>	Social and Emotional Support	URL to Online Version	<a href="https://schools.saisd.net/upload/template/0263/docs/FranklinSchoolCompact24-25.pdf">https://schools.saisd.net/upload/template/0263/docs/FranklinSchoolCompact24-25.pdf</a>		
<input type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input type="checkbox"/>	Support for Special Populations				
<input type="checkbox"/>	Transition PK to K				
<input type="checkbox"/>	Violence Prevention/Intervention				

**Title I Compliance Documentation and Submissions**

**Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)**

Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ___) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
<b>Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)</b>			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
<b>Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)</b>			
<b>Documentation</b>	<b>Description</b>	<b>CIP Location / Upload Location</b>	<b>Done</b>
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
<b>School-Parent-Compact (ESSA Sec. 1116(d))</b>			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
<b>Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))</b>			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings		
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		

**Documentation and Submissions**

<b>Staff Training: Value &amp; Utility of Parents</b>	<b>Campus Parents Right to Know information was included in Title I meeting presentation/slide deck</b>	<b>Google Shared Folder</b>	
	<b>Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings</b>		
	<b>Presentation/Slide Deck and agenda</b>		
	<b>All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures</b>		