FRANKSTON EL

FISD Elementary Campus Improvement Plan
2021/2022

ONE WAY
NO ONE GOES BACKWARDS

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Date Reviewed: Date Approved:

FRANKSTON EL

Mission

Frankston Independent School District will foster a community of life-long learners by providing an environment that builds self-worth, integrity, and respect for diversity while striving for academic and social excellence.

Vision

Frankston Independent School District will provide all students with a comprehensive educational experience and a culture of excellence with world-class standards, ensuring that each child learns, grows, and achieves their potential.

FRANKSTON EL Site Base

Name	Position
Blackwell, Melanie	Principal
Wimmer, Melissa	Assistant Principal
Cazanas, Claudia	Teacher
Amy, Nelsalee	Teacher
Musselman, Amber	Business Owner
Wolfe, Micah	Business Owner
Carr, Margaret	Community Member
Hicks, Sarah	Community Member
Reynolds, Kristy	Parent
Scarbrough, Kimberly	Parent

Resources

Resource	Source
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Local Districts	Other
Local Funds	State
Optional Extended Year Funding	State
State Compensatory	State

FRANKSTON EL

Goal 1. (Student Achievement) Increase on-grade-level performance in all subject areas

Objective 1. Increase level of student performance in math

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer and disaggregate math assessments for all students to determine strengths and weaknesses of math skills. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.3)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	each six weeks		Criteria: MAP, CLI, DMAC, STAAR BOY, STAAR Interim, STAAR, IXL, ST Math, Get More Math student scores teacher conferences over data disaggregation
2. Daily PLC meetings will occur to collaborate, plan and coordinate instruction, disaggregate data, and address professional development needs. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.1,5.2,5.3)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	daily		Criteria: Lesson plans, admin observations and attendance at PLCs, MTSS every three weeks
3. Math interventions/tutoring for students performing below grade level will be provided through MTSS. (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	MTSS Staff, Teacher(s)	weekly		Criteria: MTSS schedule and tutoring schedule (embedded in school day)
4. Teachers will post and communicate learning targets to students in student friendly terms. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.1,5.2)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	daily		Criteria: admin observations, lesson plans
5. Implement research-based math strategies that are vertically aligned. (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 5,5.2,5.3)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	daily		Criteria: lesson plans, admin observations, test strategies, vertical alignment meetings

FRANKSTON EL

Goal 1. (Student Achievement) Increase on-grade-level performance in all subject areas

Objective 2. Increase level of student performance in reading

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer and disaggregate reading assessments for all students to determine strengths and weaknesses of reading skills. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.3)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	each six weeks		Criteria: MAP, CLI, TX KEA, DMAC, STAAR BoY, STAAR Interim, STAAR, IXL, dyslexia screenings student scores teacher meetings with admin for disaggregation of data
2. Daily PLC meeting will occur to collaborate, plan and coordinate instruction, disaggregate data, and address professional development needs. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.1,5.2,5.3)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	daily		Criteria: lesson plans, admin observations and attendance at PLCs
3. Reading interventions/tutoring for students performing below grade level will be provided through MTSS. (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	MTSS Staff, Teacher(s)	weekly		Criteria: MTSS schedule and tutoring schedule (embedded in school day)
4. Teachers will post and communicate learning targets to students in student friendly terms. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.1,5.2)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	daily		Criteria: admin observations and lesson plans
5. Implement research-based reading strategies that are vertically aligned. (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 5,5.2,5.3)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	daily		Criteria: lesson plans, admin observations, TQRAP mnemonic, test strategies, vertical alignment meetings
6. Interject planned time during the day for reading. (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 3,3.3)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	weekly		Criteria: schedules, admin observation, improved reading fluency and skills

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Goal 1. (Student Achievement) Increase on-grade-level performance in all subject areas

Objective 3. Increase level of student performance in writing

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer and disaggregate writing assessments for all students to determine strengths and weaknesses of writing skills. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.3)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	each six weeks		Criteria: MAP, CLI, STAAR, DMAC, Education Galaxy, TELPAS student scores teacher and admin meetings to discuss disaggregated data
2. Daily PLC meetings will occur to collaborate, plan and coordinate instruction, disaggregate data, and address professional development needs. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.1,5.2,5.3)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	daily		Criteria: lesson plans, admin observations and attendance in PLCs
3. Writing interventions/tutoring for students performing below grade level will be provided through MTSS. (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	MTSS Staff, Teacher(s)	weekly		Criteria: MTSS schedule and tutoring schedule (embedded in the school day)
4. Teachers will post and communicate learning targets to students in student friendly terms. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5,5.1,5.2)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	daily		Criteria: admin observations and lesson plans
5. Implementation of writing will be a priority campus wide in all subjects. (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 5,5.2,5.3)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	2021-2022 school year		Criteria: lesson plans, admin observations, writing samples, STAAR, MAP, DMAC, TELPAS
6. Interject planned time during the day to write. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3,3.3)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	weekly		Criteria: admin observation, lesson plans, classroom schedules, improved writing skills

FRANKSTON EL

Goal 2. (21st Century Learners) Increase technology knowledge, skills, and proficiency to prepare students in being 21st century learners

Objective 1. Increase student proficiency in technology

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilization keyboarding curriculum to increase keyboarding proficiency. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 5,5.1)	Campus Computer/Keyboarding Staff, Melanie Blackwell, Melissa Wimmer	weekly		Criteria: progress monitoring through computer teacher
2. Incorporate grade-appropriate technology applications in classrooms. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 5,5.1)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	weekly		Criteria: admin observations, lesson plans, classroom schedules
3. Utilize online assessments and online assessment strategies to increase student knowledge and performance in online testing (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 5,5.1)	Melanie Blackwell, Melissa Wimmer, Teacher(s)	2021-2022 school year		Criteria: admin observations, lesson plans, assessment results, student data from online assessments

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

- good attendance
- minimal discipline referrals
- retainment of teachers and staff
- multiple sources to assess student achievement and monitor progress
- stronger alignment of curriculum for each subject

Student Achievement Weaknesses

- disaggregation of data
- implementation of data into instructional practices and strategies
- using MTSS as MTSS
- expectations of special education students

Student Achievement Needs

- training for disaggregating data
- teachers need time to disaggregate data
- teachers need time implement the data into their instruction
- clear expectations and accountability for MTSS
- established and followed MTSS schedule for students and staff
- effective research-based curriculum for MTSS
- clear expectations and accountability for students and staff
- established and followed special education students and staff
- effective researched-based curriculum for special education

Comprehensive Needs Assessment

Student Achievement Summary

Frankston Elementary School recognizes areas of strengths at the campus level and will continue to monitor and evaluate those practices. Frankston Elementary administration will work strategically with staff to implement and improve practices, which will impact student achievement. FES will examine all weaknesses and acquire all resources needed to improve achievement in reading, math, and writing for all students.

Family and Community Involvement

Family and Community Involvement Strengths

- teachers use a variety of communication methods
- smaller class sizes
- programs/awards for parents and community attendance
- FB and website posts

Family and Community Involvement Weaknesses

- ensuring equity and opportunities for all parents/grade-levels
- ensuring equity and opportunities for special populations and parents
- seeking parent, family, and community input in school related matters/decision-making
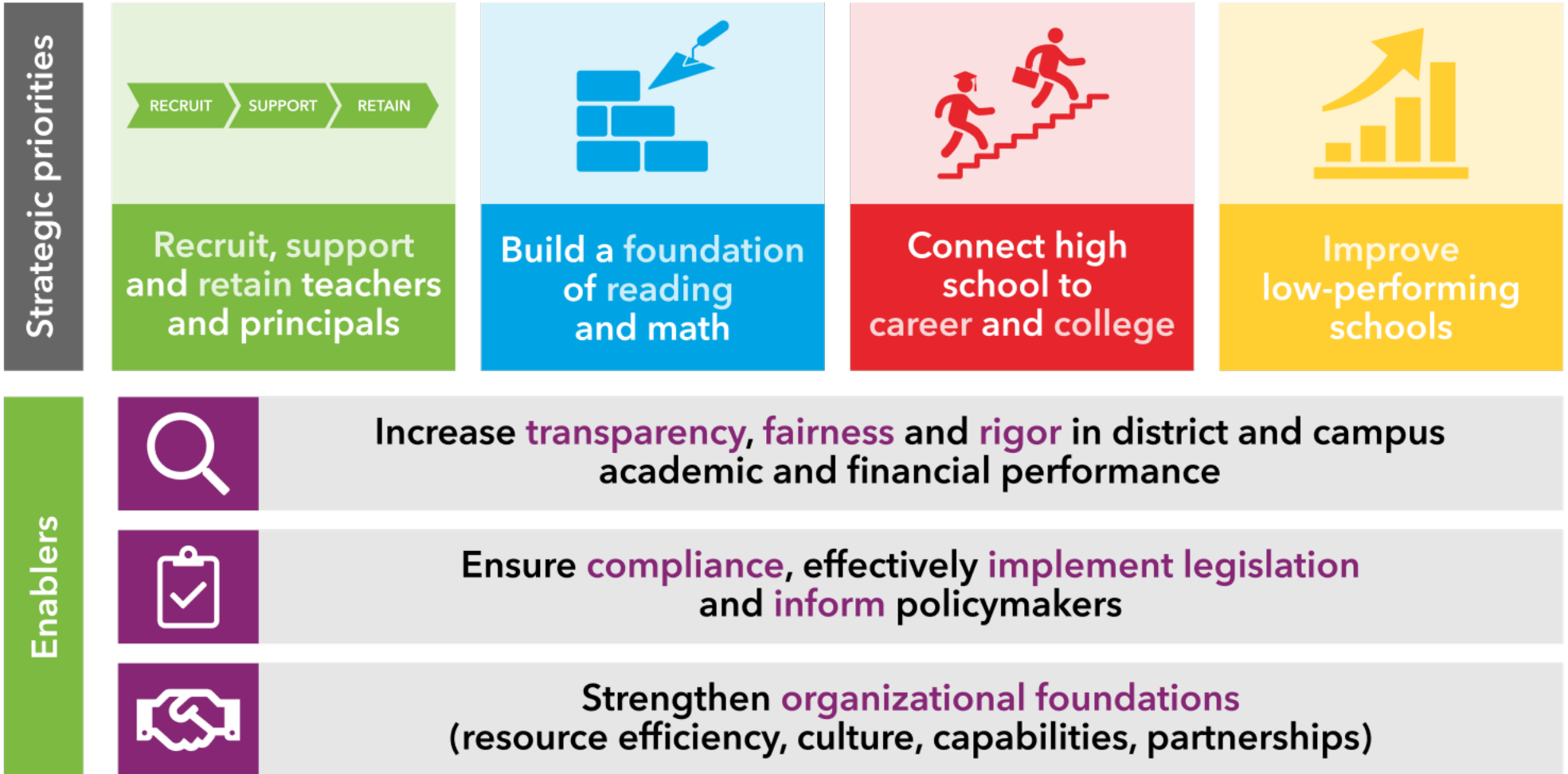
Family and Community Involvement Needs

- translator/interpreter for meetings and paperwork
- time
- tools/resources to equip parents/families and community

Family and Community Involvement Summary

Comprehensive Needs Assessment

Frankston Elementary School recognizes the importance of parent/family and community involvement. Frankston Elementary will continue to monitor and evaluate strengths being implemented currently to involve parents/families and the community. Administrators will communicate areas of weaknesses with staff and work together to ensure implementation and improved school, family, and community involvement.

Every child, prepared for success in college, a career or the military.

Strategic priorities

Recruit, support and retain teachers and principals

RECRUIT › SUPPORT › RETAIN

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

adapted from TEA Strategic Plan - https://tea.texas.gov