

FRANKSTON MIDDLE

Campus Improvement Plan

2024/2025

One dream! One team!



Cindy Owens
P.O. Box 428/100 W Perry Street
(903 876-2215
cindyowens@frankstonisd.net

FRANKSTON MIDDLE

Mission

Frankston Middle School fosters 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.

Nondiscrimination Notice

FRANKSTON MIDDLE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

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Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Class ratio is lower than state averages.

Demographics Weaknesses

Economically disadvantaged student rate is higher at the campus level than the district level.

Demographics Needs

There are no needs to address at this time.

Demographics Summary

There is no need for any interventions at this time.

Student Achievement

Student Achievement Strengths

- Curriculum provided
- Low drop-out rate
- High graduation rate
- Data assessment resource provided (DMAC)
- Attendance

Comprehensive Needs Assessment

Student Achievement Weaknesses

- Lack of quality interventions
- Academic enrichment activities for students
- Lack of on grade level performance
- Lack of achievement in ACT/SAT/TSI

Student Achievement Needs

- Quality interventions/enrichment
- Data tracking
- Special populations achievements

Student Achievement Summary

Lack of targeted intervention to support all students with data supports.

School Culture and Climate

School Culture and Climate Strengths

Teacher retention

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

Teacher retention rate last year was 78%. One teacher retired, one teacher went to the elementary campus, one teacher decided to not come back because of her life situation and health. Only one teacher left to go to another district. This teacher was a coach and found a job in the district that he lives in.

Staff Quality, Recruitment and Retention Weaknesses

78% teacher retention rate.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Students performed better than the state in all academic areas on the STAAR exam, except in 6th grade reading.

Curriculum, Instruction and Assessment Weaknesses

Students performed 1% less than the state average on 6th grade reading STAAR.

Curriculum, Instruction and Assessment Needs

Increase performance on the 7th grade reading STAAR test.

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Students will increase STAAR approaches percentage by 5% on the 7th grade reading scores.

Family and Community Involvement

Family and Community Involvement Strengths

Parents and community members attend sporting events, band concerts, and theater performances.

Family and Community Involvement Weaknesses

Parents and community members do not attend academic meetings and or student informational meetings.

Family and Community Involvement Needs

The school and parents and community need to have a more inclusive relationship.

Family and Community Involvement Summary

Students and school personnel will become more inclusive with the community. They will go out into the community to involve the community with the school.

School Context and Organization

Technology

Comprehensive Needs Assessment

Technology Strengths

Availability of BenQ's.

Technology Weaknesses

Need 1- 1 device.

Technology Needs

Computer issues resolved.

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Goal 1. (Improve student achievement) Student STAAR scores will be 62% at grade level for ELAR 6-8 grade and STAAR scores will be 60% at grade level for math 6-8 STAAR scores.

Objective 1. (Increase the percentage of students achieving Meets Grade Level in ELAR) Increase the percentage of students achieving Meets Grade Level on STAAR 6th, 7th, and 8th grade ELAR to 60% in 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students achieving at below Approaches Grade Level on the STAAR will receive 15 hours of accelerated instruction (Title I SW Elements: 2.2,2.4) (Target Group: All,AtRisk) (Strategic Priorities: 1,2,3)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Instructional Facilitator, Principal, Teacher(s)	2024-2025	Local Districts	Criteria: AI attendance sheets STAAR scores 10/11/23 - Significant Progress (S)
2. Give benchmarks through AR STAR program for prescriptive instruction. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Cindy Owens, Core Subject Teachers	2024-2025	Local Districts	Criteria: Interim Testing DMAC Test STAAR scores Monitor data 10/01/24 - Some Progress 10/01/24 - On Track

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Goal 1. (Improve student achievement) Student STAAR scores will be 62% at grade level for ELAR 6-8 grade and STAAR scores will be 60% at grade level for math 6-8 STAAR scores.

Objective 2. (Increase the percentage of students achieving Meets Grade Level in Math) Increase the percentage of students achieving Meets Grade Level on STAAR 6th to 60%, 7th to 42%, and 8th grade Math to 67% in 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will increase mastery on all core subjects by using data and meeting with subject/grade level groups at least 3 times a 9 weeks. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	2024-2025	Local Funds	Criteria: STAAR results 10/11/23 - Some Progress 10/11/23 - No Progress

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Goal 1. (Improve student achievement) Student STAAR scores will be 62% at grade level for ELAR 6-8 grade and STAAR scores will be 60% at grade level for math 6-8 STAAR scores.

Objective 3. (Increase the percentage of students achieving Meets Grade Level in Science) Increase the percentage of students achieving Meets Grade Level on STAAR 8th grade Science to 50% in 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will increase their knowledge of the TEKS by doing 60% hands-on instruction. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All)	Teacher(s)	2024-2025	Local Funds	Criteria: Lesson plan reviews 10/11/23 - Some Progress
2. Increase the amount of time spent on hands-on experimentation to 60%. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Principal, Teacher(s)	2024-2025	Local Districts	Criteria: Lesson plan reviews 10/11/23 - Some Progress

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Goal 1. (Improve student achievement) Student STAAR scores will be 62% at grade level for ELAR 6-8 grade and STAAR scores will be 60% at grade level for math 6-8 STAAR scores.

Objective 4. (Increase the percentage of students achieving Meets Grade Level in SS) Increase the percentage of students achieving Meets Grade Level on STAAR 8th grade Social Studies to 50% in 2025.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will increase their knowledge of the SS and Sci TEKS by the teacher increasing using the strategy of revolving highly used questions on all tests. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Principal, Teacher(s)	2024-2025	Local Funds	Criteria: DMAC test evaluations and data sheets 10/11/23 - Some Progress

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Goal 2. (Increase targeted interventions) Increase targeted interventions to support economically disadvantages students with data supports.

Objective 1. (Increase student achievement through concise targeted student interventions.) Increase student achievement by implementing targeted prescriptive interventions to students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use best teaching practices to increase student mastery of TEKS. (Title I SW Elements: 2.2,2.5) (Target Group: AtRisk) (Strategic Priorities: 2)	Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s)	2021-2025	Local Funds	Criteria: STAAR scores 10/11/23 - Significant Progress
2. Teachers and will use data from DMAC, BOY testing, and Interim testing to ensure students are given strategies and curriculum that is prescriptive and individualized. (Target Group: AtRisk) (Strategic Priorities: 2)	Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s)	2021-2025	Title I, State Compensatory	Criteria: DMAC Tests, Benchmark Tests, STAAR Tests, Grades 10/11/23 - Significant Progress
3. Teachers will use materials and curriculum that is targeted to individualized students to address gaps in TEKS mastery. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Instructional Facilitator, Teacher(s)	2021-2025	Title I	Criteria: Use of materials, assessments, and assignments from TEK based materials purchased for accelerated interventions. 10/11/23 - Some Progress 10/11/23 - No Progress

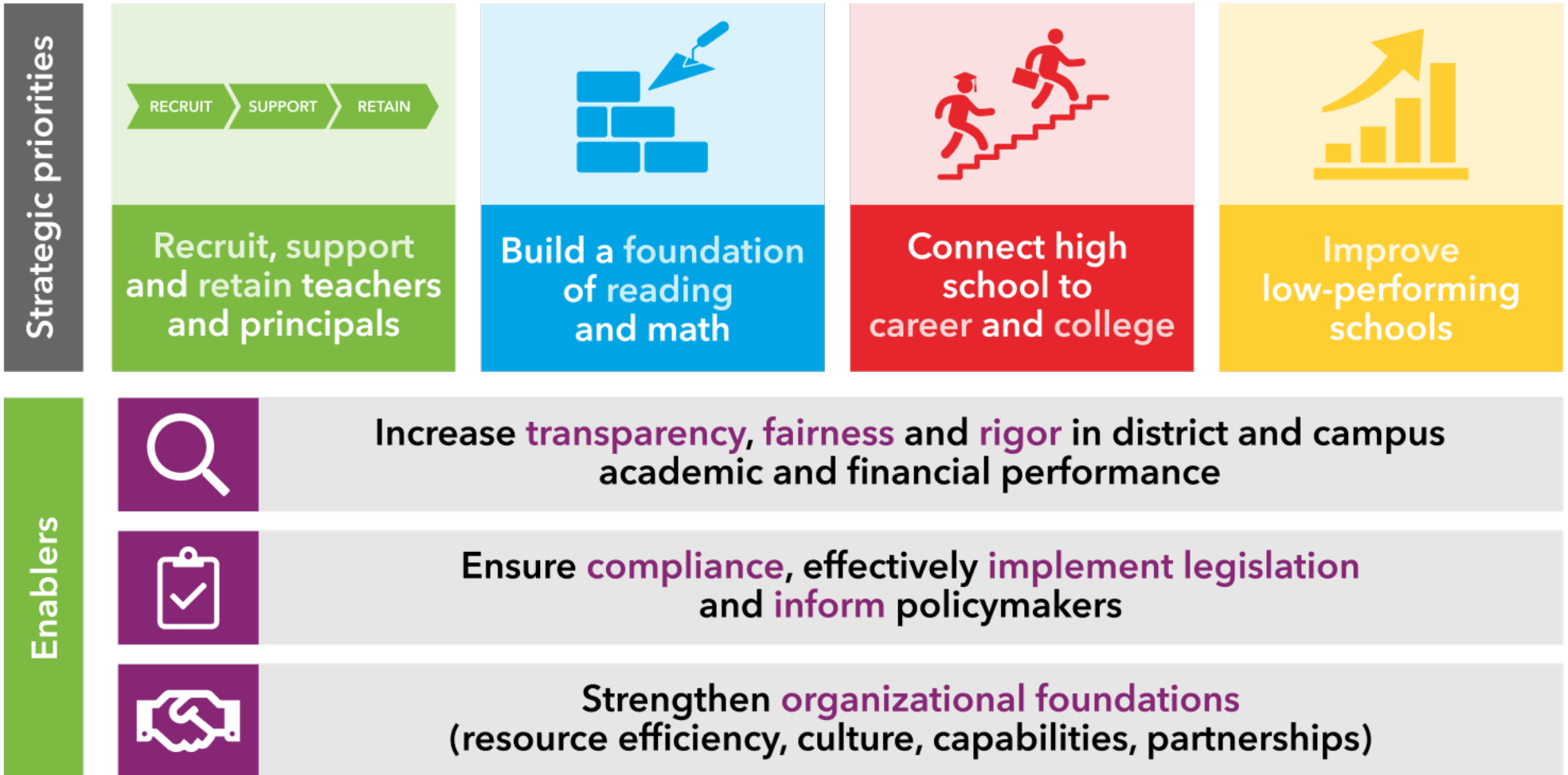
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Goal 2. (Increase targeted interventions) Increase targeted interventions to support economically disadvantaged students with data supports.

Objective 2. (Add needed students to MTSS for prescribed intervention.) Increase ECD students to MTSS groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be identified and assigned to MTSS when needed to receive instruction at least 1 day a week during power hour. (Title I SW Elements: 1.1,2.2,2.4,2.5,3.2) (Target Group: ECD) (Strategic Priorities: 2) (ESF: 2,2.1,4,4.1,5,5.1,5.2,5.3,5.4)	Teacher(s)	Jan - May 2025	Local Funds	Criteria: Interim Test DMAC Test STAAR scores 10/01/24 - Some Progress

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



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

Resources

Resource	Source
Title I	Federal
Local Districts	Other
Local Funds	State
State Compensatory	State

FRANKSTON MIDDLE Site Base

Name	Position
Boles, Sunni	Teacher
Bruton, Jennifer	Teacher
Teague, Jeff	District Manager
Owens, Cindy	District Manager
Jimenez, Dena	Community Member
Morton, Deann	Business
Suggs, Kassie	Parent
Johnson, Tara	Business
Morton, Clarence	Community Member
Spinhirne, Emily	Parent