

# FRANKSTON EL

## FISD Elementary Campus Improvement Plan 2024/2025

*Strive for 65*



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Date Reviewed:

DMAC Solutions ®

Date Approved:

# FRANKSTON EL

## **Mission**

*Frankston Elementary will engage learners at their academic level and address social and emotional needs to develop successful, productive individuals in society.*

## **Vision**

*Creating problem solvers with character! FES Proud!*

### Nondiscrimination Notice

FRANKSTON EL 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.

# FRANKSTON EL Site Base

Name	Position
Blackwell, Melanie	Principal
Wimmer, Melissa	Assistant Principal
Bizzell, Carla	Teacher
Canady, Sheila	Teacher
Gould, Laurie	Business Owner
Phillips, Susan	Business Owner
Benton, James	Community Member
Chalk, Danica	Community Member
Davis, Cherish	Parent
Scarborough, 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 and above 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, MTSS Staff, Teacher(s)	each nine weeks		Criteria: MAP, CLI, DMAC, LLI kits, STAAR, Get More Math, IXL student scores teacher conferences over data disaggregation
2. 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
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
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)	each nine weeks		Criteria: lesson plans, admin observations, test strategies, vertical alignment meetings

# FRANKSTON EL

**Goal 1.** (Student Achievement) Increase on grade-level and above 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 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 nine 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. 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, book vending machine reward
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)	each nine weeks		Criteria: lesson plans, admin observations, RACE mnemonic, test strategies, vertical alignment meetings

# FRANKSTON EL

**Goal 1.** (Student Achievement) Increase on grade-level and above 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. 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)	2024-2025 school year		Criteria: lesson plans, admin observations, writing samples, STAAR, MAP, DMAC, TELPAS
2. Aligned writing skills incorporated in weekly technology rotations. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3,3.3)	Campus Computer/Keyboarding Staff, Melanie Blackwell, Melissa Wimmer	weekly		Criteria: lesson plans, classroom observations, TTESS, STAAR and MAP results

# 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 keyboarding

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, Google Classroom
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)	2024-2025 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
- 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 students and staff
- effective researched-based curriculum for special education

### 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, keyboarding, and

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

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

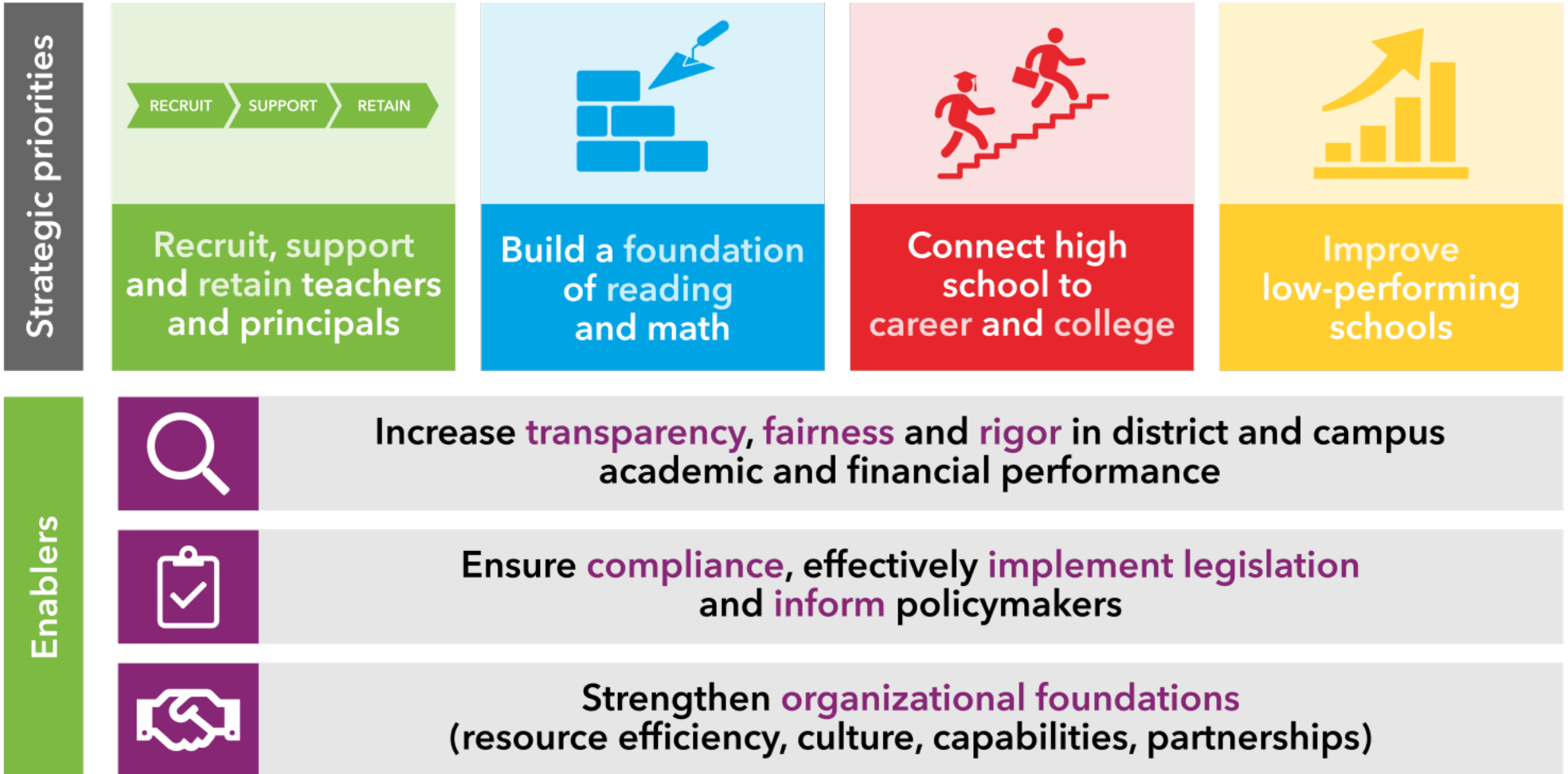
Frankston Elementary School recognizes the importance of parent/family and community involvement. Frankston Elementary will continue to

# Comprehensive Needs Assessment

## Family and Community Involvement Summary (Continued)

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.



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