



Plano Independent School District Campus Improvement Plan

Frankford Middle School

7706 Osage Plaza Parkway

Dallas, TX 75252

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

Frankford Middle School is committed to providing all students with a successful nurturing environment that promotes academic excellence and respect for all.

Campus Information

Administration Team

Principal, Melanie Schulte

Assistant Principal, Deba Douglas

Assistant Principal, Kenny Johnson

About Us

Frankford is named for the Frankford community which began in the 1850s as a watering hole on the Shawnee Cattle Trail. The town developed after the Civil War in the area of the Bent Tree Country Club and flourished until stopped by the railroad in around 1888. By 1930, little remained. The city of Dallas annexed the area in 1975, but Frankford students still attend Plano ISD schools. Frankford Middle School opened for the 1998-99 school term and serves students in grades 6-8.

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/30/2018 03:45 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/17/2019 03:45 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 04/25/2019 03:45 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Marette Watson	Faculty Member	2013	X	X	X
Daniel Walden	Faculty Member	2017	X	X	
Thomas Rooklidge	Faculty Member	2015	X	X	X
Tiffany Alexander	Faculty Member	2018	X	X	
Ashley Washington	Faculty Member	2018	X	X	X
Melanie Steenbergen	Faculty Member, Special Ed	2012	X	X	X
Melanie Schulte	Principal	2018	X	X	X
Lawrence Mann	District Professional	2017			
Anna Vines	Campus Professional, Non-teaching	2017	X		
Libby Grigsby	Support Staff Member	2017		X	
Jenny Olmsted	Parent-Selected by PTA	2015			X
Alisa Makler	Parent-Selected by Principal	2017		X	X
Shanda Tyler	Parent	2017			X
Linda Watkins	Parent	2017	X	X	X
Donna Bauer	Parent	2016	X	X	X
Sharmeen Jilla	Parent	2017	X		X
Phyllis Northington	Community Member	2015	X		X
Elizabeth Satz	Community Member	2016	X		
Jana Sciple	Business Representative	2018	X	X	X
Alison Smith	Business Representative	2018			
Kenny Johnson	Faculty Member	2015	X	X	

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Deba Douglas	Faculty Member	2018	X		
Elizabeth Lawhorne	Faculty Member	2018			X
Trisstar Scallion	Faculty Member	2017	X	X	

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$71,221.02	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$209,681	Total Funding for 153,681 Title I Support Teachers (including tutoring, adult temp staff) and for 56,000 Paraprofessionals.
Professional and Consulting Services	\$0	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$458.50	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$2280	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$3331	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Diversity in staff demographics by ethnicity reflects the diversity of our student population. The demographics of our campus reflect the diversity of today's population.	We need more supports in place for students who move in during the year and are new to PISD. More support staff is needed in classroom to assist our sub-populations. Additional training for students and staff on cultural differences is needed.	Additional Title I staffing was granted to be used for additional classroom support. Campus wide training on social emotional practices will help with working with students from different backgrounds.
Student Achievement	Our staff is well trained on Edugence and how to use the data that is available. Our Algebra I EOC scores are 99%.	Test scores indicate an achievement gap in our Economically Disadvantaged and ELL categories. Students need to learn their own data and set goals for themselves.	We will provided targeted instruction and interventions for ED and ELL learners in all grade levels and subjects. Title I support teacher and paraprofessionals will work specifically with students struggling to show growth. Campus wide lessons on goal setting will occur.
School Culture and Climate	Our campus offers a wide variety of clubs and organizations. Student recognition programs such as Frankford's Finest are working well.	According to the HRS staff survey administered 2017-2018, there is a wide variance in staff's perception of clear, consistent policies and procedures. More staff celebrations and recognitions are needed.	New behavior management policies will be implemented building wide. Increase and vary the types of teacher recognition. Implement Second Step program weekly in advisory time.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
		There is a need for consistent, intentional SEL lessons with our students.	
Staff Quality/ Professional Development	We have an active teacher mentorship program to support new staff members. Our school leads a variety of staff-led PDH opportunities throughout the year.	We need more all staff PDH so we are all learning and growing in the same areas. Teams should be included in the hiring process. The past few years, we have experienced double-digit staff turnover.	Committees of staff will be a part of all hiring decisions. Whole staff professional development is provided and topics determined by campus needs.
Curriculum, Instruction, Assessment	All instruction is aligned with the district's written curriculum and assessments. There is a wide range of resources and training available for staff to grow or focus instruction.	Use vertical alignment to assist in identifying gaps affecting student achievement. Collaborate across content areas to focus on horizontal alignment of curriculum and instruction. Teams need to be trained on what effective planning meetings should look like.	Department specific training on what effective planning meetings should look like. Provide times for department heads to visit classrooms.
Family and Community Involvement	Our multicultural night has been very successful. We offer many avenues for mentorship which are very meaningful.	Our campus needs more ways to allow our ELL parent population to connect. We would benefit from offering some parenting programs here on campus, such as English classes.	Expand our multicultural night to other programs to encourage connection beyond one night. Offer on-site English classes for our parents.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Career Day is consistently effective in allowing students to connect with community members.</p> <p>Our on-site CIS program does an outstanding job providing food, clothing and other resources to families in need.</p>		
School Context and Organization	<p>Master schedule is well planned, reviewed and adjusted per needs for students.</p> <p>We offer a wide range of classes to support students such as AVID, SpEd, Block Math, Reading classes and AVID Excel.</p> <p>Strong instructional support is provided when teachers request assistance or show a need.</p>	<p>There is a need for more teacher input on campus decisions.</p> <p>Few leadership meetings were held the previous year.</p>	<p>Monthly leadership meetings will be held.</p> <p>Staff will be offered multiple ways to share feedback throughout the school year.</p>
Technology	<p>Every student has access to a Chromebook in classes.</p> <p>Staff is very receptive to new technology integration ideas.</p> <p>Parents can easily access information teachers and school provide.</p>	<p>Inconsistent form of parent communication through various platforms.</p> <p>Teachers need time to learn and explore technology options for classroom integration.</p> <p>Students need to be intentionally taught how to be strong digital citizens.</p>	<p>Staff will begin training on Google Classroom, so that it can be implemented campus wide 2019-2020.</p> <p>Create and deliver digital citizenship lessons for our students to use during advisory.</p>

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transforms PLC process (policies and practices).
Root Cause and Strategy	(a) We will increase the understanding level of the PLC process and the function of collaborative teams for staff by providing training. (b) We will build more positive, strong, trusting relationships within collaborative teams. (c) We will set consistent expectations and components of collaborative teams that will be in place for all of our teams.
Goal	Increase the consistency and effectiveness of our collaborative teams throughout the school to improve our overall PLC process.
Project Lead	Assistant Principal, Instructional coach
Staff, Title I Staff	Administrative Team, Leadership Team, Title I Staff
Materials and Resources	Collaborative Teams that Transforms book, Collaborative Teams training, Extended planning days

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Root Cause (a) Activities: Understanding 1. All staff will participate in initial training on HRS and an introduction to PLCs and collaborative teams.	1. Collaborative Teams that Transform book, HRS framework		0	1. August 2018	1. MLP log, HRS/PLC presentation	Staff will grow in their understanding and importance of the PLC and collaborative teams process.	Some Progress	On Track to Make Progress	Some Progress	4
2. Campus leadership team will participate in monthly discussions on the PLC process and reflect on the effectiveness of our collaborative teams. Leadership team will participate in PLC At Work Overview training by Solution Tree	2. Collaborative Teams that Transform book		0	2. Monthly during leadership team meetings	2. Leadership team agendas and minutes	Staff will continue to grow in their understanding and importance of the PLC and collaborative teams process. The leadership team will have opportunities to reflect and refine the PLC process.	Some Progress	On Track to Make Progress	Significant Progress	1, 4

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
	Solution Tree PLC At Work Overview Training	6411 – Other Operating (Staff Training - Registration, etc.)	9500							
3. Departments will receive training from district coaches on collaborative teams.	3. District instructional coaches, extended planning days		0	3. Fall semester during extended planning day	3. Extended planning day agendas and minutes	Staff will grow in their understanding and importance of the PLC and collaborative teams process.	No Progress	On Track to Make Progress	Significant Progress	4
Root Cause (b) Activities: Relationships 1. Collaborative teams will participate in ongoing opportunities for teambuilding.	1. Teambuilding activities		0	1. Monthly in team meetings	1. Team meeting agendas and minutes	Staff will improve relationships with one another and as a result strengthen collaborative teams.	Some Progress	On Track to Make Progress	Significant Progress	4
2. Provide structured time for collaborative team leaders to facilitate department and/or grade level specific professional development.	2. Extended planning days, PD materials	6411 – Other Operating (Staff Training - Registration, etc.)	100	2. Monthly in department meetings	2. Department meeting agendas and minutes	Staff will strengthen collaborative teams through common professional development.	Some Progress	On Track to Make Progress	Some Progress	1, 2, 4
3. All staff will participate in a campus-wide professional development on positive, purposeful interactions.	PD materials, articles, books		0	3. September 2018	3. PD presentation	Staff will strengthen our campus PLC through common professional development.	No Progress	Significant Progress	Significant Progress	4
Root Cause (c) Activities: Systems 1. Each collaborative team will develop a standard set of norms to utilize during meetings and discussions.	Collaborative Teams that Transform book		0	1. August 2018	1. Collaborative team norms and meeting minutes	Collaborative teams will have consistent components in all areas.	Some Progress	Significant Progress	Significant Progress	1, 4

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
2. Each collaborative team will develop a SMART goal to guide their work.	Collaborative Teams that Transform book		0	2. August 2018	2. Collaborative team goals	Collaborative teams will have consistent components in all areas.	Some Progress	Significant Progress	Significant Progress	1, 4
3. Collaborative teams will meet consistently and with an agenda provided to all members in advance.	Collaborative Teams that Transform book		0	3. Weekly team meetings	3. Team meeting agendas and minutes	Collaborative teams will have consistent time together and advance notice of topics to address.	Some Progress	On Track to Make Progress	Some Progress	1, 4
4. Roles will be assigned to collaborative team members to share in the ownership of the team's work.	Collaborative Teams that Transform book		0	4. August 2018	4. Collaborative team roles and meeting minutes	Staff will share responsibilities and accountability within the collaborative time.	Some Progress	Some Progress	Some Progress	1, 4

Critical Action #2

Problem Statement	There are significant gaps between the campus and district in the overall performance of economically disadvantaged students to non-economically disadvantaged students meeting the Approaches Grade Level standard in the following subjects and grades: 6th grade Reading 52% to 86%, 7th grade Reading 62% to 88%, 8th grade Reading 65% to 93%, 6th grade Math 66% to 95%, 7th Grade Math 67% to 91%, 8th Grade Math 66% to 89%.
Root Cause and Strategy	(a) We will address the need for effective interventions by ensuring that there are adequate structures and systems in place to implement interventions inside and outside of the classroom with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate analysis and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning for all students.
Goal	Increase the percentage of economically disadvantaged students performing at the Approaches grade level standard to decrease the gap between economically disadvantaged students to non-economically disadvantaged students at the campus level.
Project Lead	Assistant Principal
Staff, Title I Staff	Administrative Team, ELAR Department, Math Department, AVID, Title I Teacher, Title I Paraprofessionals, Instructional Coach, Academic Specialist, Special Education Department Head
Materials and Resources	District Curriculum, Second Step Curriculum, Edugence Data, Gradebook

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Root Cause (a) Activities: Interventions 1. Within teams, teachers will disaggregate student data to identify students who did not meet Level I standards. Teachers and staff will then collaborate to create interventions through their department extended planning day.	1. Extended Planning Day, Intervention materials	6399 – Supplies and Materials (Instructional Supplies)	250	1. Fall Extended Planning Days in October and November, Daily classroom interventions	1. Extended Planning Day agendas and notes, Lesson plans including intervention work	Increase academic performance by implementing interventions and instructional supports with fidelity.	Some Progress	On Track to Make Progress	Significant Progress	1, 2, 3, 8, 9

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
		6399 – Supplies and Materials (Instructional Supplies)	169.80							
2. Campus wide, teachers will present lessons on Academic Language/Literacy developed by our AVID team during advisory time weekly.	2. AVID Academic Literacy materials		0	2. Lessons will begin weekly after the first 4 weeks of school	2. Advisory lesson plans	Increase academic literacy and language use campus wide.	On Track to Make Progress	Significant Progress	Significant Progress	9
3. Title I staff will provide classroom support for ELAR and math classes working specifically with students who are struggling to meet grade level standards.	3. Title I support staff	6119 - Professional Salaries (Half/Full-Time)	145,000.00	3. Daily during instruction time	3. Title I staff schedule	Increased academic performance for students in ELAR and math classes.	Some Progress	On Track to Make Progress	Significant Progress	9
		6120 - Paraprofessional Salaries (Half/Full-Time)	56,000.00							
		6117 – Professional Salaries (Adult Temp)	6629.00							
Root Cause (b) Activities: Data Analysis 1. Provide training for all teachers and support staff on how to use Edugence for their own classroom data.	1. Edugence training		0	1. During before school professional development days	1. MLP logs, data presentation	Increase student achievement and academic growth by monitoring and adjusting instruction to better meet the needs of each individual student.	Significant Progress	Significant Progress	Significant Progress	9

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
2. Teachers will analyze assessment data and use it to plan for instruction and interventions.	2. Edugence data and planning time		0	2. At the beginning of each unit	2. Lesson plans and intervention plans	Instruction and interventions will be directed towards the needs of their classroom based on data, resulting in improved performance.	Some Progress	Some Progress	Some Progress	1, 2, 8, 9
3. Content area departments will analyze department wide and grade level trends to adjust instructional plans.	3. Extended Planning Day		0	3. Fall Extended Planning Days in October and November and Spring Extended Planning Days in January and February	3. Extended Planning Day agendas and notes, Lesson plans including intervention work	Instruction and interventions will be directed towards needs based on data, resulting in improved performance.	No Progress	Some Progress	Some Progress	1, 2, 8, 9
Root Cause (c) Activities: Social Emotional Learning 1. Provide campus wide introduction to Social Emotional Learning and the Second Step curriculum.	1. Social Emotional Learning presentation, Second Step curriculum		0	1. During before school professional development days	1. MLP logs, SEL presentation	Staff will develop and grow in understanding and importance of SEL.	Significant Progress	Significant Progress	Significant Progress	2, 4
2. Establish and implement a school-wide system to promote the social and emotional health of students through our once a week Second Step lessons in advisory time.	2. Second Step curriculum		0	2. Weekly during advisory	2. Advisory schedule, Second Step lesson plans	The social emotional health of our students will improve as a result of intentional work in this area.	Some Progress	Significant Progress	Significant Progress	2, 9
Teachers will provide additional academic support after school to targeted students within the areas of math, reading, writing, science and social studies to close achievement gaps.	Teacher Availability, Title I funding	6118 – Professional Salaries (Extra Duty)	2100	Weekly after school second semester	Tutorial logs	Students struggling to show growth will be given opportunities to receive additional and more individualized instruction to increase academic performance.	Some Progress	On Track to Make Progress	Significant Progress	9

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
	Snacks	6499 – Other Operating (Student Snacks)	200							

Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	August 2018	some progress	significant progress
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	August 2018	significant progress	significant progress
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	Review every nine weeks		
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	September 2018	significant progress	significant progress
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	As the need arises	some progress	significant progress

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Once per semester	some progress	significant progress
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	Once per semester	some progress	significant progress

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Review every nine weeks	some progress	significant progress
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	As the need arises	some progress	significant progress
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form	Review every nine weeks	some progress	significant progress

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Weekly Attendance meetings	some progress	some progress

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	August 2018	some progress	significant progress
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	some progress	significant progress
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily	some progress	significant progress

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	September 2018	significant progress	significant progress
Review referral process.	Principal or designee	Campus referral plan	September 2018	significant progress	significant progress

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2018	significant progress	significant progress

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Daily	some progress	significant progress
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily	some progress	significant progress

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 2018	significant progress	significant progress
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	some progress	significant progress

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	August 2018	significant progress	significant progress

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	PBIS Plan, Campus Management Plan	Daily	some progress	significant progress
Employ discipline interventions.	Designated staff	Campus Management Plan	As need arises	some progress	significant progress
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Campus Management Plan	As need arises	some progress	significant progress

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Conference with parents/students.	Teachers or other staff	Campus Management Plan	As need arises	some progress	significant progress

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Counseling team	Counselors, Registrar, School Messenger, E-News	August 2018	significant progress	significant progress
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Counseling team	Counselors, CIS, Title I staff	As the need arises	some progress	significant progress
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Librarian	Librarian, Admin Team	As the need arises	some progress	significant progress
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Librarian	Librarian, Admin Team	Weekly	some progress	significant progress
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal	Admin Team	Weekly	some progress	significant progress
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal	Principal	Monthly	some progress	significant progress

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local					
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Principal	Admin Team, Counseling Team \$2741	As the need arises	some progress	significant progress
Funding source: State and Local					
Attendance at One Team, One Dream Conference	Title I teacher	Title I Teacher and Paras \$680	December 2018	significant progress	significant progress
Snacks for Parent Engagement	Title I teacher	Snacks for Parent Engagement \$417.08	December 2018	significant progress	significant progress
Supplies for Parent Engagement (at Academic Night)	Science and social studies department heads	Supplies for Parent Engagement \$331.96	December 2018	significant progress	significant progress

Transition

The campus will assist students in making a successful transition between middle school to high school (grades 9 and 10).

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Middle school counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counseling Team	Guidance lesson plans	Monthly	some progress	significant progress
Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions. Title I Components: 7 Funding source: State and Local	Counseling Team	Guidance lesson plans, Safety Net groups	As the need arises	some progress	significant progress
Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school. Title I Components: 7 Funding Sources: State and Local	Counseling Team	Graduation plans, course guides	March 2019	on track to make progress	significant progress
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local	Counseling Team, Admin Team	Graduation plans, Course guides	January 2019	on track to make progress	significant progress

State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Admin Team, Instructional Coach	At least once a nine weeks	some progress	significant progress