Plano Independent School District

Frankford Middle School

2019-2020

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Postsecondary Readiness

Board Approval Date: October 1, 2019

Mission Statement

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

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Comprehensive Needs Assessment

Revised/Approved: September 09, 2019

Demographics

Demographics Strengths

Strengths:

- Well represented staff
- Staff more diverse
- Sped population decrease
- Created a Honors Co-Hort to reach students recently placed in Honors
- Increase # of students in AVID excel classes

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for Cultural Competency training for our staff.

Problem Statement 2: There is a need to implement a plan to support newly enrolled students at Frankford.

Problem Statement 3: There are significant gaps between the campus and district in the overall performance of our students meeting the Approaches Grade Level standard. There is a need for intensive intervention training and process for our staff and students. **Root Cause**: Our students are not performing at their highest level especially our sub population. Data shows a slow decline in STAAR test scores over the past 3 years.

Student Academic Achievement

Student Academic Achievement Strengths

Strength:

- Homework club
- Access to tutorials/ late bus
- Immigrant English tutoriing
- FNA- Plano West tutors
- Parental support
- Community academic night
- Title I support staff
- Intervention support

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transforms PLC process (policies and practices). There is a need for support and clear expectation regarding PLC planning and process for our staff. **Root Cause**: There is a high variability of learning experiences in classrooms and lesson planning.

School Processes & Programs

School Processes & Programs Strengths

Strengths:

- Purposeful meeting, communication with admin
- Online handbook for staff
- Diverse club and organzations for students
- PDH variety fro staff
- Assigned duty before and after school for staff
- After school late bus duty

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for accountability procedures for staff members that fail to follow campus norms.

Perceptions

Perceptions Strengths

Strength:

- Honest feedback from Admin, staff, parents, students
- Positive student/ teacher relationships
- Staff feels comfortable coming to admin
- Academic Night
- PTA volunteers
- ESl classes for parents offered by district
- community perception has improved

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase teacher buy- in.

Problem Statement 2: There is a need to increase classroom management and SEL training.

Priority Problem Statements

Problem Statement 1: There are significant gaps between the campus and district in the overall performance of our students meeting the Approaches Grade Level standard. There is a need for intensive intervention training and process for our staff and students.

Root Cause 1: Our students are not performing at their highest level especially our sub population. Data shows a slow decline in STAAR test scores over the past 3 years.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transforms PLC process (policies and practices). There is a need for support and clear expectation regarding PLC planning and process for our staff.

Root Cause 2: There is a high variability of learning experiences in classrooms and lesson planning.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 03, 2015

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.
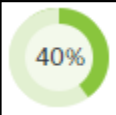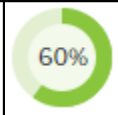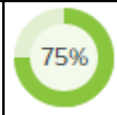
Performance Objective 1: Frankford Middle School will increase student learning in math and reading as evidenced by a 15% increase in students meeting or exceeding their STAAR progress measure.

Evaluation Data Source(s) 1: 2020 STAAR

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Due to the COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Additional Targeted Support Strategy 1) 2019-2020 Master schedule provides core teachers to all have common conference period to enable time for PLCs, vertical alignment, and intervention planning with Title I teacher. During Advisory all grade level team leaders are off to assist students with academic interventions.	2.4, 2.5, 2.6	Administrators Instructional Coach Title I Teacher Department Chairs Grade Level Team Leaders	Classroom instruction and intervention practices will be aligned for each content area and grade-level, students will be targeted for interventions based on areas of needed growth, through these practices students will gain the necessary skills to overcome gaps in content knowledge and successfully meet the grade level standard.	40%	60%	75%
Problem Statements: Demographics 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Additional Targeted Support Strategy 2) Frankford MS will host Academic Nights for parents throughout the year to showcase varied student learning experiences and topics.	2.4, 2.5, 3.1, 3.2	Administrators Instructional Coach Academic Specialist Counselors Department Chairs	Increased parent engagement	50%	65%	80%
Problem Statements: Demographics 3						
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) All teams will meet weekly implementing district collaborative planning structure and establish grade-level meeting norms/ agenda.	2.4, 2.5	Instructional Coach Administrators	Purposefully include supports for all students and appropriately challenge students in all areas. Eliminate variability in learning experiences, provide a flow to the planning process, and establish clear expectations.	60%	75%	85%
Problem Statements: Student Academic Achievement 2						
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 4) Teams will use backwards design for assessments for all core classes.	2.4, 2.5	Administrators Instructional Coach Department Chairs	Expose teachers to best practices utilized on other campuses, and establish base knowledge for incoming students, while assess knowledge using familiar terms and settings.	30%	50%	60%
Problem Statements: Student Academic Achievement 2						
Additional Targeted Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals 5) Administrators and Leadership Team will develop a walkthrough form that is reflective of the departments' strategies outlined in the CIP and Collaborative Team Framework.	2.4, 2.5	Administrators Leadership Team	Increase academic performance by implementing and planning instruction protocols with fidelity.	60%	75%	75%
Problem Statements: Student Academic Achievement 2						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
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Student Academic Achievement

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Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: **Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.**

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

SBIC

Committee Role	Name	Position
Administrator	Melanie Schulte	Principal
Administrator	Derrian McKinney	Faculty Member
Non-classroom Professional	Jordan Rios	Faculty Member
Classroom Teacher	Elizabeth Sham	Faculty Member
Classroom Teacher	Marette Watson	Faculty Member
Classroom Teacher	Paul Ziegler	Faculty Member
Classroom Teacher	Thomas Rooklidge	Faculty Member
Classroom Teacher	Shibha Tyagi	Faculty Member
Paraprofessional	Libby Grisby	Support Staff member
Paraprofessional	Wendy Lewis	Support Staff Member
Classroom Teacher	Montrail Davis	Faculty Member
Non-classroom Professional	Melanie Steenbergen	Faculty Member
Non-classroom Professional	Bonny Pan	Faculty Member
District-level Professional	Deborah Brannon	Faculty Member
Community Representative	Phyllis Northington	Community Member
Parent	Shelly Stevenson	Parent
Parent	Tracy Howerton	Parent
Parent	Jennifer Weinstein	Parent
Parent	Alisa Makler	Parent
Parent	Ashley Washington	Parent
Business Representative	Jana Sciple	Business Representative
Community Representative	Sharmeen Jilla	Community Representative

Addendums

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • 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. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 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. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • 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. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • 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. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	