

Plano Independent School District

Frankford Middle School

2021-2022



Board Approval Date: November 3, 2021

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

Demographics

Demographics Summary

For 2021-2022 the below enrollment numbers were present as of 8/31/2021.

Date: 08/31/2021 Tuesday

Grade	Membership			New Students		
	Membership	# of Full-Day	# of Half-Day	Membership	# of Full-Day	# of Half-Day
06	313.0	313.0	0.0	3.0	3.0	0.0
07	311.0	311.0	0.0	1.0	1.0	0.0
08	331.0	331.0	0.0	0.0	0.0	0.0
Total	955.0	955.0	0.0	4.0	4.0	0.0

Demographics Strengths

Strengths:

- Well represented staff
- Staff more diverse
- Sped population decrease
- Increase # of students in AVID Excel classes
- Increase in ESL population

Problem Statements Identifying Demographics Needs

Problem Statement 1: There are significant gaps in the performance of several of our sub populations including, our economically disadvantaged students, English language learners, African American and Hispanic students. There is a need for intervention identification and training for our staff and students.

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

Student Learning

Student Learning Summary

Frankford Middle Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Student Learning Strengths

Strength:

- Homework club
- Access to tutorials
- Immigrant English tutoring
- FNA- Plano West tutors
- Parental support
- Community academic night
- Multicultural night
- Title I support staff
- Intervention support

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There are significant gaps between the campus and district in the overall performance of our students meeting the approaches, meets, and masters grade-level standards in ELAR. In addition, MAP projection to STAAR showed gaps between the district for all student groups at all levels and economically disadvantaged students at approaches (6th-8th), meets (6th), and masters (7th-8th). **Root Cause:** Students need more support attaining the necessary reading strategies to be successful on the ELAR STAAR test in grades 6th - 8th grade.

Problem Statement 2 (Prioritized): There are significant gaps between the campus and district in the overall performance of our students meeting the approaches, meets, and masters grade-level standards in Math. In addition, MAP projection to STAAR showed gaps between the district for all student groups at all levels and economically disadvantaged students at approaches (6th-8th) and meets (6th). **Root Cause:** Students need support utilizing reading strategies, and specific math strategies and tools to be successful on the STAAR Math test in grades 6th - 8th.

Problem Statement 3 (Prioritized): There are significant gaps between the campus and district in the overall performance of our students meeting the approaches, meets, and masters grade-level standards in Science. In addition, there is a gap between All student group Meets performance in Science (45%), the economically disadvantaged student group (30%), and the English Language Learner student group (8%) **Root Cause:** Students need more support attaining the necessary academic and non-academic vocabulary to be successful on the 8th grade STAAR Science STAAR test, and students need support in reading and testing strategies.

Problem Statement 4 (Prioritized): There are significant gaps between the campus and district in the overall performance of our students meeting the approaches, meets, and masters grade-level standards in Social Studies. In addition, there is a gap between All student group Meets performance in Social studies (26%), the economically disadvantaged student group (15%), and the English Language Learner student group (3%). **Root Cause:** Students need more support attaining the necessary academic and non-academic vocabulary to be successful on the 8th grade STAAR Social Studies STAAR test.

School Processes & Programs

School Processes & Programs Summary

Process and Programs-

Admin implemented the following items to support the decision making process this year:

- Leadership Talks- one on one conversation with Principal over the summer
- Monthly Leadership Meetings
- Monthly Staff Meeting
- Weekly Admin Meeting
- Counseling/ Sped/ 504/ MTSS Support Team meeting
- Online Staff Handbook
- PBIS meeting/ Soar Store
- Staff of the month

CLUB	SPONSOR	Meeting Times
AVID	Lexie Chapman	
Chef Club	Jennifer Parker	1st Wednesday of the month 3:40-4:30
Fellowship of Christian Athletes	Shanda Tyler	Every other Friday morning @ 7:45 in small gym
FMS Gay Straight Alliance	Sarah Wilson	Friday mornings @ 7:45 Room 511
French Club	Dominique Esnault	Wed. 3:40 to 4:30 - Some Tues. or Thus. same time
JYSEP	Ranneh Kayfan	Monday's 3:40 to 4:30
National Junior Honor Society (NJHS)	Justin Parker and Amy Dudley	3rd Monday of each month, 7:45-8:20, blue pod
PALS	Jennifer Parker	Daily 2nd Period
Robotics	Ranneh Kayfan	Wednesday's 3:40 to 4:30 and some Friday's 3:40 to 4:30 or sometimes 5:30 PM
Speak Up	Tim Thomas	Every other Monday from 3:45-4:30
Speech and Debate	Jacob Sellars	
Student Council	Emily Miznazi and Paul Ziegler	1st and 3rd Wednesday of each month; 3:45pm-4:30pm; late bus avail
Whiz Quiz	Justin Parker	Tuesdays, 3:40-4:30pm, room 804

School Processes & Programs Strengths

Strengths:

- Purposeful meeting, communication with admin
- Online handbook for staff - transitioned to new school website feature this year
- "What I Need" Advisory Time - Intervention Time for students needing HB 4545 Intervention and Specialty Activity Advisories
- Diverse club and organizations for students - constantly adding more to meet the needs of students
- PDH variety for staff
- Assigned duty before and after school for staff

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for teachers to increase their utilization of and analysis of available data resources across all grade levels and content areas.

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 expectations regarding PLC planning and process for our staff.

Perceptions

Perceptions Summary

Culture, climate, values, and beliefs are a priority at Frankford Middle School. We are focused on building positive relationships with the staff, students, and parents. Some of the ways we accomplish this are listed below:

- Culture surveys- Start, stop, continue; Pulse Checks
- Meeting with teachers throughout the summer
- Leadership Retreat
- Open-door Policy
- Snack Carts throughout the year
- Extended Lunch Days
- PTA meetings
- Community outreach
- Advisory survey
- Attending team and department meeting
- Principal Coffees with Parents/Community

Perceptions Strengths

Strength:

- Honest feedback from Admin, staff, parents, students
- Positive student/ teacher relationships
- Staff feels comfortable coming to the admin
- Academic Night
- PTA volunteers
- ESL classes for parents offered by the district
- Community perception has improved
- Addition of Parent Liaison

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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, meets, and masters grade-level standards in ELAR. In addition, MAP projection to STAAR showed gaps between the district for all student groups at all levels and economically disadvantaged students at approaches (6th-8th), meets (6th), and masters (7th-8th).

Root Cause 1: Students need more support attaining the necessary reading strategies to be successful on the ELAR STAAR test in grades 6th - 8th grade.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There are significant gaps between the campus and district in the overall performance of our students meeting the approaches, meets, and masters grade-level standards in Math. In addition, MAP projection to STAAR showed gaps between the district for all student groups at all levels and economically disadvantaged students at approaches (6th-8th) and meets (6th).

Root Cause 2: Students need support utilizing reading strategies, and specific math strategies and tools to be successful on the STAAR Math test in grades 6th - 8th.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There are significant gaps between the campus and district in the overall performance of our students meeting the approaches, meets, and masters grade-level standards in Science. In addition, there is a gap between All student group Meets performance in Science (45%), the economically disadvantaged student group (30%), and the English Language Learner student group (8%)

Root Cause 3: Students need more support attaining the necessary academic and non-academic vocabulary to be successful on the 8th grade STAAR Science STAAR test, and students need support in reading and testing strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There are significant gaps between the campus and district in the overall performance of our students meeting the approaches, meets, and masters grade-level standards in Social Studies. In addition, there is a gap between All student group Meets performance in Social studies (26%), the economically disadvantaged student group (15%), and the English Language Learner student group (3%).

Root Cause 4: Students need more support attaining the necessary academic and non-academic vocabulary to be successful on the 8th grade STAAR Social Studies STAAR test.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, 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, gender, etc.

- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- 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
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

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
- Study of best practices

Goals

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade-level standard on STAAR ELAR from 2019 to 2022.

Performance Objective 1: The percent of Frankford students that score Meets grade level or above on STAAR Reading 6-8 will increase from 53% in 2019 to 57% by June 2022. The English Learner student group performance will increase from 29% in 2019 to 39% in 2022. The Economically Disadvantaged student group performance will increase from 35% in 2019 to 44% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Reading

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teams will use backwards design for assessments for all core classes that include weighted essential standards assessed. Strategy's Expected Result/Impact: assessments written 1st week of unit instruction Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborative teams will meet weekly implementing district collaborative team framework planning structure. Strategy's Expected Result/Impact: MAP growth from fall to winter Staff Responsible for Monitoring: Department Chairs and Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Additional Targeted Support Strategy	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teams will implement campus-wide literacy strategies across all content areas. Strategy's Expected Result/Impact: MAP growth from fall to winter and winter to spring. Staff Responsible for Monitoring: Department chairs and instructional coach. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade-level standard on STAAR Math from 2019 to 2022.

Performance Objective 1: The percent of Frankford students that score Meets grade level or above on STAAR Math 6-8 will increase from 60% in 2019 to 62% by June 2022. The Special Education student group performance will increase from 19% in 2019 to 24% in 2021. The Economically Disadvantaged student group performance will increase from 41% in 2019 to 48% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Math

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teams will use backwards design for assessments for all core classes that include weighted essential standards assessed.</p> <p>Strategy's Expected Result/Impact: assessments written 1st week of unit instruction</p> <p>Staff Responsible for Monitoring: Department Chairs and Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
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	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade-level standard on STAAR Science from 2019 to 2022.

Performance Objective 1: The percent of Frankford students that score Meets grade level or above on STAAR Science 8 will increase from 48% in 2019 to 51% by June 2022. The Special Education student group performance will increase from 20% in 2019 to 24% in 2022. The English Learner student group performance will increase from 21% in 2019 to 24% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teams will use backwards design for assessments for all core classes that include weighted essential standards assessed.</p> <p>Strategy's Expected Result/Impact: assessments written 1st week of unit instruction</p> <p>Staff Responsible for Monitoring: Department Chairs and Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will meet weekly implementing district collaborative team framework planning structure.</p> <p>Strategy's Expected Result/Impact: MAP growth from fall to winter</p> <p>Staff Responsible for Monitoring: Department Chairs and Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teams will implement campus-wide literacy strategies across all content areas.</p> <p>Strategy's Expected Result/Impact: MAP growth from fall to winter and winter to spring.</p> <p>Staff Responsible for Monitoring: Department chairs and instructional coach.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade-level standard on STAAR 8 Social Studies from 2019 to 2022.

Performance Objective 1: The percent of Frankford students that score Meets grade level or above on STAAR Social Studies 8 will increase from 39% in 2019 to 43% by June 2022. The Special Education student group performance will increase from 11% in 2019 to 15% in 2022. The English Learner student group will increase from 15% in 2019 to 21% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Social Studies

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teams will use backwards design for assessments for all core classes that include weighted essential standards assessed.</p> <p>Strategy's Expected Result/Impact: assessments written 1st week of unit instruction</p> <p>Staff Responsible for Monitoring: Department Chairs and Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teams will implement campus-wide literacy strategies across all content areas.</p> <p>Strategy's Expected Result/Impact: MAP growth from fall to winter and winter to spring.</p> <p>Staff Responsible for Monitoring: Department chairs and instructional coach.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

2021-2022 SBIC

Committee Role	Name	Position
Administrator	Melanie Schulte	Principal
Administrator	Jordan Rios	Assistant Principal
Administrator	Larry Wilson	Assistant Principal
District-level Professional	Deborah Brannon	Secondary English Language Arts Coordinator
Non-classroom Professional	Ashley Washington	Instructional Coach
Classroom Teacher	Paul Ziegler	Science Department Head
Classroom Teacher	Thomas Rooklidge	Social Studies Department Head
Classroom Teacher	Kelly Bailey	English Department Head
Classroom Teacher	Ricole Edwards	Math Department Head
Non-classroom Professional	Melanie Steenbergen	Special Education Department Head
Non-classroom Professional	Sahar Khoshkar	Title I Teacher
Classroom Teacher	Catherine Wheeler	ESL Department Head
Classroom Teacher	Montrail Davis	PE Teacher/Coach
Non-classroom Professional	Barrett Wooten	Student Support Specialist/Athletic Director
Paraprofessional	Melissa Montez	Attendance Clerk
Parent	Shelly Stevenson	Parent
Parent	Tracy Howerton	Parent
Parent	Jennifer Weinstein	Parent
Parent	Sharmeen Jilla	Parent
Parent	Jennifer Mayes	Parent
Parent	Barbie Furman	Parent
Community Representative	Lesca Ornelas	Communities In School
Community Representative	Alisa Makler	Community Member
Business Representative	Jana Sciple	Business Representative
Business Representative	Kim Meyers	Business Representative
Paraprofessional	Mary Rauda	Parent Liaison
Non-classroom Professional	Bonny Pan	Academic Specialist

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,640.00
+/- Difference					\$3,640.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,044.00
+/- Difference					\$1,044.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$212,259.00
+/- Difference					\$212,259.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$35,650.00
+/- Difference					\$35,650.00
Grand Total Budgeted					\$252,593.00
Grand Total Spent					\$0.00
+/- Difference					\$252,593.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	38	38	73	22	77		56	11	35	60	29	57	46	53
2020	40	40	73	24	77		57	12	37	61	31	57	47	54
2021	42	43	74	26	78		59	14	40	63	33	58	49	55
2022	45	46	75	29	79		60	16	44	65	35	59	51	57
2023	49	51	76	34	80		63	18	49	68	39	60	54	59
2024	54	56	77	38	81		66	21	55	72	43	61	58	61

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	39	49	77	22	93		59	19	41	48	43	64	50	60
2020	41	51	77	22	93		60	20	43	49	44	64	51	61
2021	43	53	78	23	94		61	22	45	50	45	65	52	61
2022	46	56	78	23	94		62	24	48	52	47	65	54	62
2023	50	60	79	24	95		63	26	52	54	49	66	56	64
2024	55	65	80	24	96		65	29	57	57	52	67	59	65

Frankford - STAAR Social Studies Grade 8

The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 39% in 2019 to 41% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
40% 2019 Baseline: 39%	41%	43%	45%	47%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	25	25	56	*	56	*	44	11	22	50	15	45	25	39
2020	26	27	56	*	56	*	45	12	24	51	16	45	26	40
2021	29	29	57	*	57	*	46	13	27	53	18	46	28	41
2022	32	33	57	*	57	*	48	15	31	55	21	46	30	43
2023	36	37	58	*	58	*	50	18	36	58	24	47	33	45
2024	41	43	60	*	60	*	53	21	42	61	29	49	36	47
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Frankford - STAAR Grade 7 Writing

The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 44% in 2019 to 46% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
45% 2019 Baseline: 44%	46%	48%	50%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	22	37	64	*	66	*	27	3	28	30	24	44	42	44
2020	23	39	64	*	66	*	28	4	30	31	25	44	43	45
2021	26	41	65	*	67	*	29	5	33	33	27	45	45	46
2022	29	45	65	*	67	*	31	7	37	35	30	45	47	48
2023	33	49	66	*	68	*	33	10	42	38	33	46	50	50
2024	38	55	68	*	70	*	36	13	48	41	38	48	53	52
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Frankford - STAAR Grade 8 Science

The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 48% in 2019 to 50% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
49%	50%	51%	52%	53%
2019 Baseline: 48%				

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	27	33	65	*	75	*	67	20	25	50	21	55	30	48
2020	28	34	65	*	75	*	67	21	26	51	22	55	31	49
2021	31	37	65	*	75	*	68	22	29	52	23	55	32	50
2022	34	39	66	*	76	*	69	24	32	54	24	56	34	51
2023	38	43	66	*	76	*	71	27	36	56	26	56	36	52
2024	43	48	67	*	77	*	73	30	41	59	29	57	39	53
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

Frankford - Algebra 1

The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 98% in 2019 to 100% by June 2021.

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	89	100	98	*	100	*	*	*	100	*	100	99	94	98
2021	97	107	99	*	102	*	*	*	108	*	104	100	103	101
2019-2021	8	7	1	8	2	*	1	2	8	9	4	1	9	3

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> ● 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. <p>Fitness</p> <ul style="list-style-type: none"> ● 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: 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 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● 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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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