

# Plano Independent School District

## Frankford Middle School

2022-2023



**Board Approval Date:** September 20, 2022

# Mission Statement

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

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 4
  - School Processes & Programs 6
  - Perceptions 8
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 13
  - 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 2022 to 2023. 14
  - 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 2022 to 2023. 15
  - 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 2022 to 2023. 16
  - 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 2022 to 2023. 17
- 2022-2023 SBIC 18
- Campus Funding Summary 19
- Addendums 20

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

For 2021-2022 the below enrollment numbers were present as of 9/1/2022:

### 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, emergent bilinguals, African American and Hispanic students. There is a need for intervention identification and training for our staff and students.

**Problem Statement 2:** Frankford has a high mobility rate throughout the school year, and there is a need to integrate students quickly into the Falcon Family, as well as introduce campus norms and expectations.

# 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:** From 2021 - 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. Specifically, for our EB's teachers need more training in meeting their needs as they move from sheltered level classes to general education classes.

**Problem Statement 2:** From 2021 - 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. Specifically, for our EB's teachers need more training in meeting their needs as they see students at all levels in their English learning.

**Problem Statement 3:** From 2021 - 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. Specifically, for our EB's teachers need more training in meeting their needs as they move from sheltered level classes to general education classes.

**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:** Students need more support attaining the necessary academic and non-academic vocabulary to be successful on the 8th grade STAAR Social Studies STAAR test. Specifically, for our EB's teachers need more training in meeting their needs as they move from sheltered level classes to general education classes.

# School Processes & Programs

## School Processes & Programs Summary

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

<b>CLUB</b>	<b>SPONSOR</b>	<b>Meeting Times</b>
AVID	Lexie Chapman	
Chef Club	Jennifer Parker	1st Wednesday of the month 3:40-4:30
FMS Gay Straight Alliance	Sarah Wilson	Friday mornings @ 7:45 Room 511
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	Lexie Chapman	Daily 6th 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
Speech and Debate	David Dowell	
Student Council	Paul Ziegler and Kristin Milam	1st and 3rd Wednesday of each month; 3:45pm-4:30pm;
Whiz Quiz		TBD

## School Processes & Programs 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:** Teachers want more feedback from administrators, instructional coaches, and district specialists regarding classroom walkthroughs and how to improve their practice as educators.

**Problem Statement 2:** There is a need to celebrate student successes both as a group, but individually as well.

# Priority Problem Statements

# 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 and accountability 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- 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
- 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
- Emergent Bilingual (EB) /non-EB 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**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Equity data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# 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 2022 to 2023.

**Performance Objective 1:** The percent of Frankford students that score Meets grade level or above on STAAR Reading 6-8 will increase from 57% in 2022 to 58% by June 2023. The English Learner student group performance will increase from 31% in 2022 to 33% in 2023. The Economically Disadvantaged student group performance will increase from 45% in 2022 to 47% in 2023.

**Evaluation Data Sources:** 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Collaborative teams will utilize weekly and extended planning times to implement the district's Collaborative Team Framework planning structure.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP growth from fall to winter</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs and Instructional Coach</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will implement campus-wide instructional strategies across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP growth from fall to winter and winter to spring.</p> <p><b>Staff Responsible for Monitoring:</b> Department chairs and instructional coach.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers and staff will implement positive behavior interventions and supports and social emotional learning strategies across environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower number of students referred to office for level 1 and level 2 offenses, leading to students to</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

be in class for instruction with less disruptions.

**Staff Responsible for Monitoring:** PBIS Team, SEL Coordinator, Team Leaders and Admin


**TEA Priorities:**


Improve low-performing schools


**- ESF Levers:**

Lever 3: Positive School Culture



 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 2022 to 2023.

**Performance Objective 1:** The percent of Frankford students that score Meets grade level or above on STAAR Math 6-8 will increase from 47% in 2022 to 48% by June 2023. The Special Education student group performance will increase from 28% in 2022 to 31% in 2023. The Economically Disadvantaged student group performance will increase from 34% in 2022 to 36% in 2023.

**Evaluation Data Sources:** 2023 STAAR Math








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Collaborative teams will utilize weekly and extended planning times to implement the district's Collaborative Team Framework planning structure.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP growth from fall to winter</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs and Instructional Coach</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will implement campus-wide instructional strategies across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP growth from fall to winter and winter to spring.</p> <p><b>Staff Responsible for Monitoring:</b> Department chairs and instructional coach.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers and staff will implement positive behavior interventions and supports and social emotional learning strategies across environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower number of students referred to office for level 1 and level 2 offenses, leading to students to be in class for instruction with less disruptions.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team, SEL Coordinator, Team Leaders and Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 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 2022 to 2023.

**Performance Objective 1:** The percent of Frankford students that score Meets grade level or above on STAAR Science 8 will increase from 52% in 2022 to 53% by June 2023. The Special Education student group performance will increase from 20% in 2022 to 23% in 2023. The English Learner student group performance will increase from 31% in 2022 to 33% in 2023.








**Evaluation Data Sources:** 2023 STAAR Science

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Collaborative teams will utilize weekly and extended planning times to implement the district's Collaborative Team Framework planning structure.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP growth from fall to winter</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs and Instructional Coach</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will implement campus-wide instructional strategies across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP growth from fall to winter and winter to spring.</p> <p><b>Staff Responsible for Monitoring:</b> Department chairs and instructional coach.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers and staff will implement positive behavior interventions and supports and social emotional learning strategies across environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower number of students referred to office for level 1 and level 2 offenses, leading to students to be in class for instruction with less disruptions.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team, SEL Coordinator, Team Leaders and Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 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 2022 to 2023.

**Performance Objective 1:** The percent of Frankford students that score Meets grade level or above on STAAR Social Studies 8 will increase from 35% in 2022 to 36% by June 2023. The Special Education student group performance will increase from 18% in 2022 to 21% in 2023. The English Learner student group will increase from 22% in 2022 to 25% in 2023.

**Evaluation Data Sources:** 2023 STAAR Social Studies

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Collaborative teams will utilize weekly and extended planning times to implement the district's Collaborative Team Framework planning structure.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP growth from fall to winter</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs and Instructional Coach</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will implement campus-wide instructional strategies across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP growth from fall to winter and winter to spring.</p> <p><b>Staff Responsible for Monitoring:</b> Department chairs and instructional coach.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers and staff will implement positive behavior interventions and supports and social emotional learning strategies across environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower number of students referred to office for level 1 and level 2 offenses, leading to students to be in class for instruction with less disruptions.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team, SEL Coordinator, Team Leaders and Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 2022-2023 SBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Katie Brittain	Principal
Administrator	Jordan Rios	Assistant Principal
Administrator	Thad Porter	Assistant Principal
District-level Professional	Deborah Brannon	Secondary English Language Arts Coordinator
Non-classroom Professional	Justin Parker	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 Steenberg	Special Education Department Head
Non-classroom Professional	Sahar Khoshkar	Title I Teacher
Classroom Teacher	Catherine Wheeler	ESL Department Head
Classroom Teacher	Thomas Hurst	Athletic Director
Paraprofessional	Jessica Anderson	Attendance Clerk
Parent	Shelly Stevenson	Parent
Parent	Amber Pierce	Parent
Parent	Laura Adcock	Parent
Parent	Sharmeen Jilla	Parent
Parent	Barbie Furman	Parent
Community Representative	Brandee Irby	Communities In School
Community Representative	Alisa Makler	Community Member
Business Representative	Jana Sciple	Business Representative
Business Representative	Lysbet Zimmerman	Business Representative
Non-classroom Professional	Carol Gilmore	Academic Specialist

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$4,290.00
<b>+/- Difference</b>					\$4,290.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,278.00
<b>+/- Difference</b>					\$1,278.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$272,350.00
<b>+/- Difference</b>					\$272,350.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$36,465.00
<b>+/- Difference</b>					\$36,465.00
<b>Grand Total Budgeted</b>					\$314,383.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$314,383.00

# Addendums

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading

## Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	79	86	87	0	16	0	46	127	10	67	188	95	283
<b>2022</b>	29	37	67		81		33	35	80	22	55	32	47
<b>2023</b>	31	39	68		82		36	37	81	24	56	33	48
<b>2024</b>	33	41	68		82		39	39	81	26	56	35	48
<b>2025</b>	35	43	69		83		43	41	82	29	57	37	49
<b>2026</b>	39	47	71		85		49	45	84	33	59	40	51
<b>2027</b>	43	51	72		86		56	49	85	38	60	43	52

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 7		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022</b> # of Students	59	94	80	1	14	1	38	120	7	64	173	94	267
<b>2022</b>	41	47	82	0	79	100	26	43	71	30	67	48	60
<b>2023</b>	43	49	83	1	80	100	29	45	72	32	68	49	61
<b>2024</b>	45	51	83	2	80	100	32	47	72	34	68	51	61
<b>2025</b>	47	53	84	3	81	100	36	49	73	37	69	53	62
<b>2026</b>	51	57	86	4	83	100	42	53	75	41	71	56	64
<b>2027</b>	55	61	87	6	84	100	49	57	76	46	72	59	65

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading

## Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	82	80	99	2	18	1	34	127	6	49	199	97	296
<b>2022</b>	51	56	76	100	83	0	21	55	67	45	70	53	64
<b>2023</b>	53	58	77	100	84	2	24	57	68	47	71	54	65
<b>2024</b>	55	60	77	100	84	4	27	59	68	49	71	56	65
<b>2025</b>	57	62	78	100	85	6	31	61	69	52	72	58	66
<b>2026</b>	61	66	80	100	87	10	37	65	71	56	74	61	68
<b>2027</b>	65	70	81	100	88	14	44	69	72	61	75	64	69



# HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022</b> # of Students	220	260	266	3	48	2	118	374	23	180	560	286	846
<b>2022</b>	40	47	75	67	81	50	27	45	74	31	64	44	57
<b>2023</b>	42	49	76	68	82	52	30	47	75	33	65	45	58
<b>2024</b>	44	51	76	69	82	54	33	49	75	35	65	47	58
<b>2025</b>	46	53	77	70	83	56	37	51	76	38	66	49	59
<b>2026</b>	50	57	79	71	85	60	43	55	78	42	68	52	61
<b>2027</b>	54	61	80	73	86	64	50	59	79	47	69	55	62

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

## Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	79	86	87	0	16	0	46	127	10	67	188	95	283
<b>2022</b>	27	34	69		88		39	35	90	27	55	27	46
<b>2023</b>	30	36	70		89		42	37	91	29	56	29	47
<b>2024</b>	33	39	72		91		45	40	93	31	58	31	49
<b>2025</b>	36	43	74		93		49	44	95	34	60	34	51
<b>2026</b>	42	47	76		95		54	48	97	38	62	38	53
<b>2027</b>	48	53	79		98		61	54	100	43	65	43	56

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 7		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	51	62	27	1	4	1	35	92	3	50	78	79	157
<b>2022</b>	10	10	19	0	50	0	11	10	0	8	10	15	13
<b>2023</b>	13	12	20	1	51	2	14	12	1	10	11	17	14
<b>2024</b>	16	15	22	3	53	4	17	15	3	12	13	19	16
<b>2025</b>	19	19	24	5	55	7	21	19	5	15	15	22	18
<b>2026</b>	25	23	26	7	57	11	26	23	7	19	17	26	20
<b>2027</b>	31	29	29	10	60	15	33	29	10	24	20	31	23

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

## Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	90	112	152	2	28	1	37	154	10	63	295	111	406
<b>2022</b>	32	53	80	100	93	0	30	47	80	44	71	39	62
<b>2023</b>	35	55	81	100	94	2	33	49	81	46	72	41	63
<b>2024</b>	38	58	83	100	96	4	36	52	83	48	74	43	65
<b>2025</b>	41	62	85	100	98	7	40	56	85	51	76	46	67
<b>2026</b>	47	66	87	100	100	11	45	60	87	55	78	50	69
<b>2027</b>	53	72	90	100	100	15	52	66	90	60	81	55	72

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	220	259	266	3	48	2	118	373	23	180	560	285	845
<b>2022</b>	25	36	70	67	88	0	28	34	74	28	57	28	47
<b>2023</b>	28	38	71	68	89	2	31	36	75	30	58	30	48
<b>2024</b>	31	41	73	70	91	4	34	39	77	32	60	32	50
<b>2025</b>	34	45	75	72	93	7	38	43	79	35	62	35	52
<b>2026</b>	40	49	77	74	95	11	43	47	81	39	64	39	54
<b>2027</b>	46	55	80	77	98	15	50	53	84	44	67	44	57

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Science 8

## Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	83	80	99	2	18	1	35	128	6	49	200	97	297
<b>2022</b>	33	35	71	100	89	100	20	34	83	31	57	40	52
<b>2023</b>	35	37	72	100	90	100	23	36	84	33	58	41	53
<b>2024</b>	38	39	72	100	90	100	26	38	84	36	58	43	53
<b>2025</b>	41	41	73	100	91	100	30	41	85	39	59	45	54
<b>2026</b>	45	45	75	100	93	100	35	45	87	43	61	48	56
<b>2027</b>	50	49	76	100	94	100	42	49	88	48	62	52	57

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Social Studies 8

## Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	82	80	99	2	18	1	34	127	6	49	199	97	296
<b>2022</b>	16	24	55	100	72	0	18	22	67	22	40	25	35
<b>2023</b>	18	26	56	100	73	3	21	24	68	25	41	27	36
<b>2024</b>	21	29	58	100	75	6	24	27	70	28	43	29	38
<b>2025</b>	25	33	60	100	77	10	28	31	72	31	45	32	40
<b>2026</b>	30	38	62	100	79	16	33	36	74	37	47	36	42
<b>2027</b>	36	44	65	100	82	23	40	42	77	43	50	40	45

## 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
Principal, Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <a href="#">Campus Wellness Plan</a></li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> <li>● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal, Human Resources	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal, Executive Director for Student and Family Services	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> </ul>		

	<ul style="list-style-type: none"><li>● Utilize social media to keep parents and community informed. Funding source: State and Local</li><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
--	--	--	--