

**2007-2008**  
**Campus Improvement Plan**  
**for**  
**Francone Elementary**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: FRANCONI EL  
CAMPUS NUMBER: 101907112

Campus Rating: Academically Acceptable  
Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.  
Academically Acceptable standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA (65%)</b>											
X All Students	305	341	89%	100%	284	331	86%		3		
X African Amer	63	71	89%	21%	48	56	86%		3		
X Hispanic	153	174	88%	51%	124	151	82%		6		
X White	66	72	92%	21%	86	94	91%		1		
X Econ Disadv	151	175	86%	51%	123	150	82%		4		
<b>Writing (65%)</b>											
X All Students	101	108	94%	100%	99	114	87%		7		
African Amer	23	25	92%	23%	16	17	94%		-2		
X Hispanic	45	48	94%	44%	51	62	82%		12		
White	25	27	93%	25%	23	25	92%		1		
X Econ Disadv	52	56	93%	52%	45	53	85%		8		
<b>Social Studies (65%)</b>											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		
<b>Mathematics (45%)</b>											
X All Students	306	343	89%	100%	286	335	85%		4		
X African Amer	57	72	79%	21%	46	56	82%		-3		
X Hispanic	158	175	90%	51%	124	153	81%		9		
X White	67	72	93%	21%	86	96	90%		3		
X Econ Disadv	151	177	85%	52%	126	152	83%		2		
<b>Science (40%)</b>											
X All Students	92	124	74%	100%	69	99	70%	Yes	4	3	Yes
African Amer	15	25	60%	20%	5	13	38%		22		
X Hispanic	52	70	74%	56%	22	39	56%	Yes	18	10	Yes
White	17	20	85%	16%	33	38	87%		-2		
X Econ Disadv	39	61	64%	49%	24	40	60%	Yes	4	**	No

\*\* Met the minimum size requirement, but did not meet the 70% floor for Recognized.

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	38	39	97%	100%	24	26	92%		5		

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
17	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS  
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Campus Rating: Academically Acceptable  
Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.  
Academically Acceptable standards are shown in parentheses.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	-	-	-	-
African Amer	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Econ Disadv	-	-	-	-

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	FRANCONE EL	3	All	114	112	98	100	99	45	39	120	110	92	44	37
Reading/ELA	FRANCONE EL	3	AA	26	25	96	100	97	8	31	30	26	87	9	30
Reading/ELA	FRANCONE EL	3	Hispanic	55	54	98	100	99	17	31	47	42	89	11	23
Reading/ELA	FRANCONE EL	3	White	25	25	100	100	100	15	60	32	31	97	19	59
Reading/ELA	FRANCONE EL	3	Eco.Dis.	62	60	97	100	98	19	31	60	53	88	19	32
Reading/ELA	FRANCONE EL	3	Spec.Ed.	5	---	---	---	---	---	---	13	11	85	3	23
Reading/ELA	FRANCONE EL	3	LEP	26	25	96	100	97	6	23	28	25	89	4	14
Reading/ELA	FRANCONE EL	3	LEP M1	17	17	100	100	100	8	47	9	9	100	7	78
Reading/ELA	FRANCONE EL	3	LEP M2								0	0	0	0	0
Reading/ELA	FRANCONE EL	4	All	118	97	82	90	85	31	26	130	92	71	15	12
Reading/ELA	FRANCONE EL	4	AA	29	25	86	90	87	7	24	25	18	72	1	4
Reading/ELA	FRANCONE EL	4	Hispanic	50	39	78	90	82	7	14	65	45	69	8	12
Reading/ELA	FRANCONE EL	4	White	31	25	81	90	84	15	48	28	21	75	6	21
Reading/ELA	FRANCONE EL	4	Eco.Dis.	62	50	81	90	84	12	19	60	41	68	5	8
Reading/ELA	FRANCONE EL	4	Spec.Ed.	9	6	67	90	75	2	22	6	3	50	0	0
Reading/ELA	FRANCONE EL	4	LEP	11	5	45	90	75	0	0	15	5	33	0	0
Reading/ELA	FRANCONE EL	4	LEP M1	19	16	84	90	86	1	5	18	9	50	0	0
Reading/ELA	FRANCONE EL	4	LEP M2	9	9	100	100	100	4	44	20	19	95	4	20
Reading/ELA	FRANCONE EL	5	All	132	117	89	90	89	26	20	112	102	91	21	19
Reading/ELA	FRANCONE EL	5	AA	31	27	87	90	88	3	10	17	14	82	0	0
Reading/ELA	FRANCONE EL	5	Hispanic	71	61	86	90	87	13	18	45	39	87	6	13
Reading/ELA	FRANCONE EL	5	White	20	20	100	100	100	8	40	41	40	98	12	29
Reading/ELA	FRANCONE EL	5	Eco.Dis.	66	55	83	90	85	8	12	43	36	84	6	14
Reading/ELA	FRANCONE EL	5	Spec.Ed.	1	---	---	---	---	---	---	4	0	0	0	0
Reading/ELA	FRANCONE EL	5	LEP	15	10	67	90	75	0	0	6	5	83	0	0
Reading/ELA	FRANCONE EL	5	LEP M1	2	---	---	---	---	---	---	3	0	0	0	0
Reading/ELA	FRANCONE EL	5	LEP M2	17	14	82	90	85	2	12	13	10	77	4	31

**CIP PART I: DATA SUPPLEMENT**

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	FRANCONE EL	3	All	119	99	83	90	85	35	29	119	100	84	26	22
Math	FRANCONE EL	3	AA	28	19	68	90	75	7	25	32	25	78	2	6
Math	FRANCONE EL	3	Hispanic	58	49	84	90	86	16	28	45	35	78	11	24
Math	FRANCONE EL	3	White	25	23	92	100	95	9	36	32	30	94	11	34
Math	FRANCONE EL	3	Eco.Dis.	67	53	79	90	83	16	24	60	48	80	6	10
Math	FRANCONE EL	3	Spec.Ed.	8	7	88	90	89	2	25	13	11	85	0	0
Math	FRANCONE EL	3	LEP	29	22	76	90	81	3	10	25	20	80	1	4
Math	FRANCONE EL	3	LEP M1	17	15	88	90	89	6	35	9	7	78	4	44
Math	FRANCONE EL	3	LEP M2								0	0	0	0	0
Math	FRANCONE EL	4	All	119	105	88	90	89	37	31	132	103	78	31	23
Math	FRANCONE EL	4	AA	29	23	79	90	83	3	10	25	15	60	0	0
Math	FRANCONE EL	4	Hispanic	51	46	90	100	93	12	24	67	53	79	19	28
Math	FRANCONE EL	4	White	31	28	90	100	93	16	52	28	23	82	7	25
Math	FRANCONE EL	4	Eco.Dis.	63	52	83	90	85	16	25	62	47	76	16	26
Math	FRANCONE EL	4	Spec.Ed.	10	9	90	100	93	1	10	8	3	38	2	25
Math	FRANCONE EL	4	LEP	11	10	91	100	94	3	27	16	10	63	2	13
Math	FRANCONE EL	4	LEP M1	19	16	84	90	86	6	32	18	16	89	4	22
Math	FRANCONE EL	4	LEP M2	9	8	89	90	89	5	56	20	20	100	12	60
Math	FRANCONE EL	5	All	131	120	92	100	95	46	35	117	103	88	36	31
Math	FRANCONE EL	5	AA	30	23	77	90	81	4	13	21	17	81	2	10
Math	FRANCONE EL	5	Hispanic	70	66	94	100	96	25	36	45	39	87	9	20
Math	FRANCONE EL	5	White	20	20	100	100	100	10	50	42	38	90	21	50
Math	FRANCONE EL	5	Eco.Dis.	66	59	89	90	89	17	26	44	37	84	9	20
Math	FRANCONE EL	5	Spec.Ed.	1	---	---	---	---	---	---	5	5	100	4	80
Math	FRANCONE EL	5	LEP	14	14	100	100	100	1	7	6	6	100	1	17
Math	FRANCONE EL	5	LEP M1	2	---	---	---	---	---	---	2	0	0	0	0
Math	FRANCONE EL	5	LEP M2	17	16	94	100	96	5	29	13	12	92	5	38



**CIP PART I: DATA SUPPLEMENT**

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Science	FRANCONE EL	3	All												
Science	FRANCONE EL	3	AA												
Science	FRANCONE EL	3	Hispanic												
Science	FRANCONE EL	3	White												
Science	FRANCONE EL	3	Eco.Dis.												
Science	FRANCONE EL	3	Spec.Ed.												
Science	FRANCONE EL	3	LEP												
Science	FRANCONE EL	3	LEP M1												
Science	FRANCONE EL	3	LEP M2												
Science	FRANCONE EL	4	All												
Science	FRANCONE EL	4	AA												
Science	FRANCONE EL	4	Hispanic												
Science	FRANCONE EL	4	White												
Science	FRANCONE EL	4	Eco.Dis.												
Science	FRANCONE EL	4	Spec.Ed.												
Science	FRANCONE EL	4	LEP												
Science	FRANCONE EL	4	LEP M1												
Science	FRANCONE EL	4	LEP M2												
Science	FRANCONE EL	5	All	131	97	74	90	79	34	26	113	78	69	19	17
Science	FRANCONE EL	5	AA	30	18	60	90	75	1	3	21	10	48	0	0
Science	FRANCONE EL	5	Hispanic	70	52	74	90	79	17	24	43	24	56	1	2
Science	FRANCONE EL	5	White	20	17	85	90	87	11	55	40	35	88	15	38
Science	FRANCONE EL	5	Eco.Dis.	65	42	65	90	75	13	20	44	26	59	5	11
Science	FRANCONE EL	5	Spec.Ed.	2	---	---	---	---	---	---	3	3	100	2	67
Science	FRANCONE EL	5	LEP	14	9	64	90	75	1	7	6	4	67	0	0
Science	FRANCONE EL	5	LEP M1	2	---	---	---	---	---	---	2	2	100	0	0
Science	FRANCONE EL	5	LEP M2	17	9	53	90	75	1	6	12	5	42	1	8

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
Francone Ele.	AA	97.1	96.8
Francone Ele.	H	96.9	97
Francone Ele.	W	96.8	95.8
Francone Ele.	NATIVE	93.9	95
Francone Ele.	ASIAN	97.6	97.9
Francone Ele.	MALE	97	96.6
Francone Ele.	FEMALE	96.9	97
Francone Ele.	SPED	96.3	96.1
Francone Ele.	ECD	97	96.8
Francone Ele.	LEP	97	97.3
Francone Ele.	AT RISK	97	97
Francone Ele.	GT	97.3	97.4
Francone Ele.	MIGRANT	0	0

Gold Performance Acknowledgment  
 Attendance rates  
 District >= 96.0%  
 Elementary >= 97.0%

# **PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES**

## Areas to Improve

**District Priority:**

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Area of Focus:**

**Student Safety**

**Campus Objective:** #

For 2007 – 2008, discipline referrals for excessive talking, acting out, and disruptions will be reduced by **9%** from the previous year.

For 2007 – 2008, the discipline referrals for inappropriate physical contact will be reduced by **8%** from the previous school year.

**Formative Evaluation:**

District-developed Reports

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor and meet with students on behavior plan list.	VP	Identified students	B.I.; teachers	Behavior plans, referral notices	1 per six weeks
	2	Develop relationships with students to learn interests/backgrounds.	VP	All students	Staff	HUGS Program, B.I., BBR materials, Quantum Learning	Ongoing
Teachers	1	Teach social skills/procedures consistently for conflict resolution.	SD, VP	All students	Teachers, B.I., Admin team	QL components, BBR materials	Bi-weekly
	2	Develop democratic atmosphere through problem-solving and consistent class meetings.	VP	All students	Teachers, B.I.	QL components, BBR materials	Weekly
	3	Attend monthly workshops offered by B.I. for building relationships and diffusing situations.	SD, VP	All students	Teachers, B.I.	QL components, BBR materials	Monthly
	4	Develop suggestions for improvement from BBR Committee.	VP	All students	Teachers, B.I.	BBR materials	1 per six weeks
	5	Create lessons to teach appropriate ways to express oneself.	VP	All students	Teachers	B.I., monthly workshop	Ongoing

Parents	1	Keep parents informed of students behavior/discipline concerns.	PI, VP	All students	Teachers, B.I.	Work-habits card; teacher/parent communications, phone logs, behavior contracts	Ongoing
	2	Provide parents with social skills poster/vocabulary for students exhibiting consistent inappropriate misbehavior.	PI, VP	Identified students	Teachers, B.I.	BBR posters/materials	Ongoing

## Areas to Improve

**District Priority:**

Ensure that students understand the importance of attending school regularly and completing high school.

**Area of Focus:**

**Attendance**

**Campus Objective:**

# For 2007 – 2008, the ADA student attendance will be at or above **97%**.

**Formative/Summative Evaluation:**

District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Provide students with nutritional choices to promote a healthy lifestyle.	AR	All students	PE teachers, cafeteria manager, science teachers	CATCH program	Ongoing
	2 Provide students with knowledge and resources for lifetime fitness.	AR	All students	PE teachers	Fitnessgram	Two times a year
Teachers	1 Analyze excessive absences reports.	AR, PI, T1	All students	Admin. team, teachers	Absence reports	Each 6 weeks
	2 Motivate students to attend school daily by creating an engaging and supportive learning environment.	AR, T1	All students	Teachers	Lesson plans, QL notebook	Daily
Parents	1 Keep parents informed of student progress.	PI	All students	Teachers	Parent communications log, work habit cards, report cards	Ongoing
	2 Hold conference with parents of students who have excessive absences.	PI	All students	Admin. team, teachers	Absence report	Ongoing
	3 Send home Fitnessgram assessment data.	PI	All students	PE teachers	Fitnessgram results	May, 2008

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Science**

*By May 2008, we will increase the percentage of students demonstrating proficiency on the 5<sup>th</sup> grade science TAKS.*

**Campus Objective:** #

	5 <sup>th</sup> TAKS
AA	+15%
ED	+10%
H	+5%

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Schedule Science Helping Teacher to work with 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade teams on modifying lessons to target identified struggling learners.	AR, CE, T1, T	3rd-5th grade students	I.S., Dist. Helping Teacher	Lesson Plans	Tuesday and Wednesday
	2	Augment conceptual learning using web based programs and district software.	AR, CE, T1, T	1st-5th grade students	I.S., teachers	United Streaming, Science Discovery Works	Ongoing

	3	Identify gaps in student's background knowledge, and use direct vocabulary instruction to accelerate growth with a specific focus on LEP students.	AR, CE, T1, T	1st-5th grade students	I.S., teachers	Gradebook, Benchmark data	Every 3 or 6 weeks
	4	Provide extended learning time for students during Supplemental Instruction, Saturday School, before/after school tutoring and recess tutoring.	AR, CE, T-1, T	3rd-5th grade students	Admin. team. ,I.S., Dist. Helping Teacher	Hands-on experiments , visuals, kinesthetic activities	Daily/ Monthly
	5	Monitor to ensure that each student is using the study guide effectively to learn the concepts and utilizing observation guides and science journals to increase comprehension.	AR, CE, T1, T	2nd-5th grade students	I.S., teachers	Study Guides	Ongoing
	6	Ensure that students are scheduled into labs and have time to complete hands-on experiments.	AR, CE, T1, T	3rd-5th grade students	I.S., teachers	Gradebook, journal	Ongoing
	7	Utilize small group instruction, partner pairing, and grade pairing to reinforce science concepts.	AR, CE, T1, T	1st-5th grade students	Teachers	Study Guides, Journals, Helping Teacher	3 or 6 weeks
	8	Monitor that all students are using correct strategies on homework, warm-ups, daily work and quizzes.	AR, CE, T1, T	3rd-5th grade students	Teachers	Warm-ups, Homework	Weekly
Teachers	1	Develop lessons that engage the learner at higher levels of thinking, with emphasis on earth science.	SD, T	1st-5th grade students	Admin. Team, I.S., Dist. Helping Teachers	LoTi Bloom's Taxonomy	Daily
	2	Train teachers in developing LoTi level 3 lessons.	SD, T	1st-5th grade teachers	LoTi Liaison, I.S.	Bloom's Taxonomy	Monthly

	3	Disaggregate and analyze students' test data and grade distributions to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various student groups.	AR, T1	1st-5th grade students	Admin team I. S. , teachers	Test results, Benchmarks TAKS, SDAA LDAA	Ongoing
	4	Schedule time for teachers' to vertical team and cross curriculum plan.	SD	1st-5th grade teachers	I.S., District Helping Teacher	Meeting Logs	Ongoing
	5	Complete Level 5 QL training for all teachers and enroll eight teachers in Quantum Learning coaching.	SD, AR	All teachers	Principal, I.S.	Title I funds	Aug. 21 Oct. 24 & 25, 2007
	6	Conference with individual students to monitor progress and provide directions for improvement.	AR, T1	All students	Teachers	Monitoring notebook, student goal- setting form	Weekly
Parents	1	Keep parents up-to-date on their child's strengths and needs by making phone calls or writing notes and conducting conferences.	PI	All parents	Teachers	Samples of student work	Weekly
	2	Plan a family science night or astronomy night.	PI	All students and parents	I. S., teachers	Grade Level activities	March 31, 2008
	3	Conduct Parent Curriculum Night to inform parents of school expectations.	PI	All parents	Teachers	Newsletters, Phone Master	September, 2007

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Mathematics**

*By May 2008, we will increase the percentage) of students demonstrating proficiency on TAKS mathematics*

**Campus Objective:** #

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
AA	+7%	+4%	+4%
W	+3%	+3%	--
ED	+4%	+2%	+1%
H	+2%	+3%	+2%

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Schedule math coach to work with 3 <sup>rd</sup> & 4th grade teams on modifying lessons to target identified struggling learners.	AR, CE, T1, T	3rd-4 <sup>th</sup> grade students	District Helping Teacher	Math Plans, Educaide	Every other week
	2	Monitor each student's progress in learning math concepts using the Internet based program ST Math.	AR, CE, T1, T	3rd-5th grade students	I.S., teachers	JiJi software	Every 3 to 6 weeks
	3	Teach students specific strategies for problem-solving. (Singapore Math, window pane, four-step method).	AR, CE, T1, T	All students	Teachers	Lesson plans, Benchmarks, TEKS, TAKS	Daily

	4	Identify gaps in students' background knowledge in math, and use direct vocabulary instruction to accelerate growth.	AR, CE, T1, T	All students	Teachers	CFISD academic vocabulary list	Ongoing
	5	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made and district benchmarks.	AR, CE, T1, T	All students	I.S., teachers	Gradebook, benchmark data	Every 6 weeks
	6	Provide extended learning time for students during Supplemental Instruction, Saturday school, before/after school tutoring, and recess tutoring.	AR, CE, T1, T	Identified students	Admin. team, I.S., teachers	Tutorial packets, manipulatives, visuals, kinesthetic	Daily and monthly
	7	Monitor student progress in learning basic math facts.	AR, CE, T1, T	All students	I.S., teachers	Warm-ups, teacher made test, checkpoint test	Weekly
	8	Monitor student progress in completing daily homework.	AR, CE, T1	All students	Teachers	Gradebook	Weekly
	9	Generate a study guide of strategies to better prepare students and help in reviewing previously taught concepts.	AR, CE, T1, T	All students	I.S., teachers	Study Guide	October
Teachers	1	Schedule time for teachers' to vertical team and cross curriculum plan.	SD	1st-5th grade teachers	I.S., District Helping Teachers	Meeting Logs	5 times per year
	2	Complete Level 5 QL training for all teachers and enroll eight teachers in Quantum Learning coaching.	SD, AR	All teachers	Admin. team	Title I funds	Aug. 21 Oct. 24 & 25, 2007
	3	Train teachers in the newest version of Educaide.	SD, T	1st-5th grade teachers	I.S., District Helping Teacher	Educaide Program	September, 2007

	4	Disaggregate and analyze students' test data and grade distributions to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various student groups.	AR, T1	1st-5th grade teachers	Admin. team, teachers	Test results, benchmark test, TAKS, Gradebook	Ongoing
	5	Using student data, plan specific mini-lessons for instruction and use small groups for deeper teaching of concepts targeted at student needs.	AR, T-1	All teachers	Admin. team, teachers	Test results, benchmark	Ongoing
	6	Train teachers in developing LoTi level 3 lessons.	SD, T	1st-5th grade teachers	LoTi Liaison, Instructional Specialist	Bloom's Taxonomy	Monthly
	7	Conference with individual students to monitor progress and provide directions for improvement.	AR	All students	Teachers	Monitoring notebook, student goal-setting form	Weekly
Parents	1	Keep parents up-to-date on their child's strengths and needs by making phone calls, writing notes and conducting parent conferences.	PI	All parents	Teachers	Samples of student work	Weekly
	2	Hold parent TAKS meeting	P1	3rd-5th grade parents	Admin. team, teachers	TAKS information	November, 2007
	3	Conduct Parent Curriculum Night to inform parents of school expectations.	PI	All parents	Teachers	Newsletters, Phone Master log	September, 2007

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Reading/English Language Arts**

*By May 2008, we will increase the % of students demonstrating proficiency on the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade TAKS reading by:*

**Campus Objective:** #

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
AA	+1%	+1%	+1%
W	--	+3%	--
ED	+1%	+3%	+2%
H	+1%	+4%	+1%

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Teach students how to self-select independent reading materials from classroom libraries.	AR	All students	Teachers	Library and classroom library	1 <sup>st</sup> 6 weeks
	2 Utilize Kidbiz 3000/Read 180 to increase reading comprehension and written expression.	AR, T	3rd-5th grade students	I.S., teachers	Kidbiz 3000 Read 180	Weekly/daily
	3 Improve fluency by pairing students with reading buddies from other grade levels.	AR	All students	I.S., teachers	Self-selected books	Ongoing
	4 Reinforce new vocabulary by: performing skits for other students; playing games; using VAK strategies.	AR	3rd-5th grade students	Teachers	District vocabulary list, QL notebook, vocabulary notebook	Ongoing

	5	Keep a weekly home reading log.	AR, PI	2nd-5th grade students	Teachers	Home reading log	Weekly
	6	Participate in dyslexia services delivered by trained teacher to address reading difficulties.	AR, CE, T1	Identified students	Dyslexia teachers	DIT program	Ongoing
Teachers	1	Disaggregate and analyze students' test data and grade distributions to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various student groups.	AR, T1	1st-5th grade students	Admin. team, teachers	Test results, benchmark test, TPRI, DRA, TAKS, Gradebook	Ongoing
	2	Increase independent reading time to 30+ minutes daily in order to build stamina and fluency.	AR, T1	All students	Teachers	Library, literacy library, classroom library	Daily
	3	Implement all components of balanced literacy to meet the needs of all students.	AR, CE, T1	All students	Teachers, Literacy coach	DRA, TPRI, literacy library	Ongoing
	4	Ensure successful transition for students moving from early childhood to PreKindergarten & Kindergarten by providing early literacy materials.	AR, PI, T1	PreK & K students	Admin. team, teachers, registrar	Early literacy materials	April registration & summer registration
	5	Build classroom libraries with various genres at appropriate independent reading levels for each student.	AR, CE, T1	All students	Teachers, I.S., Literacy Coach, Librarian	Books	Ongoing
	6	Participate in vertical team meetings to ensure that critical reading skills are being taught effectively at each grade level.	AR, CE	All teachers	Teachers, I.S., Literacy Coach	District Scope & Sequence, TEKS	5 times per year
	7	Conference with individual students to monitor progress and provide directions for improvement.	AR	All students	Teachers	Monitoring notebook, student goal- setting form	Weekly

	8	Teach vocabulary using research-based strategies such as direct instruction and non-linguistic representation with a specific focus on LEP students.	AR	All students	Teachers	Marzano- <u>Building Academic Vocabulary</u> , district vocabulary lists	Daily
	9	Monitor home reading logs.	AR	All students	Teachers	Reading log	Weekly
Parents	1	Inform parents of their opportunity to monitor the use of Kidbiz 3000 at home.	AR, PI, T	3rd-5th grade parents	Teachers	Web-based program	Parent conference in October
	2	Notify parents of Family Reading Night.	AR, PI	All parents	Admin. team, teachers	Newsletter, Teacher communication	October 2007
	3	Hold parent TAKS meeting.	AR, PI	3rd-5th grade parents	Admin. team, teachers	TAKS information	November 2007
	4	Encourage parents to monitor independent student reading logs.	AR, PI	All parents	Teachers	Reading log	Weekly
	5	Hold Title I parent meetings.	CE, PI, TI	1 <sup>st</sup> -5 <sup>th</sup> grade Title I parents	Title I, Reading Enrichment teacher	Meeting invitation	October, 2007
	6	Conduct Parent Curriculum Night to inform parents of school expectations.	PI	All parents	Teachers	Newsletters, Phone Master log	September, 2007

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Writing**

*By May 2008, we will increase the percentage of students demonstrating proficiency on writing TAKS by*

	4 <sup>th</sup>
AA	+2%
W	+2%
ED	+2%
H	+2%

**Campus Objective:** #

**Formative/Summative Evaluation:** District-developed Tests and Texas Assessment of Knowledge and Skills

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Develop and maintain a writer's notebook based on self-selected topics as well as teacher-directed prompts.	AR	2nd-5th grade students	Teachers	Writer's notebook	Daily
	2	Publish a minimum of eighteen pieces of writing during the school year using the writing process.	AR, T	All students	Teachers	Writing folder	Ongoing
	3	Participate in structured TAKS writing preparation.	AR, T	4th grade students	Teachers	TAKS prep materials, student work, samples, 6+1 traits materials	2 <sup>nd</sup> -4 <sup>th</sup> six weeks

	4	Employ technology tools to facilitate the writing process.	AR, T	All students	Teachers	Word processor, Inspiration, KidsBiz 3000, Smartboards	Ongoing
Teachers	1	Implement the district writing units of study to ensure growth and development of written communication skills.	AR	All students	Teachers	District units of instruction, 6+1 Traits of Writing, monitoring notebook	Daily
	2	Conference with individual students to monitor progress and provide directions for improvement with a specific focus on LEP students.	AR	All students	Teachers	Monitoring notebook, student goal-setting form	Weekly
	3	Provide students with models of high-quality composition.	AR	All students	Teachers	District materials, writing samples, 6+1 Traits of Writing	Ongoing
	4	Use vertical team meetings to review 3 writing samples per teacher and give feedback for further instruction.	AR, SD	All teachers	Admin. Team, teachers	Student writing samples	4 times a year

Parents	1	Notify parents about Author's Day.	PI	All parents	Admin. team, teachers	Selected pieces of student writing, school newsletters, teacher communication	May, 2008
	2	Hold parent TAKS meeting.	AR, PI	4 <sup>th</sup> grade parents	Admin. team, teachers	TAKS information	November, 2007
	3	Conduct Parent Curriculum Night to inform parents of school expectations.	PI	All parents	Teachers	Newsletters, Phone Master log	September, 2007

**\* Legend**

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

# **PART III: ASSURANCE ADDENDUM**

## CIP PART III: ASSURANCE ADDENDUM

**Francone Elementary  
Sue Romanowsky  
2007 – 2008  
Campus Improvement Plan  
Cypress-Fairbanks Independent School District**

### Section A

- (1) Francone Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- (2) The Francone Elementary CPOC has
- (a) completed a needs assessment which serves as the basis for the CIP.
  - reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
    - African American
    - Hispanic
    - White
    - Economically Disadvantaged
    - Special Education
    - Limited English Proficient
  - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
  - (d) included in the CIP these elements.
    - Resources allocated
    - Staff responsible for activities and strategies
    - Formative and summative evaluation criteria
  - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
  - (f) included strategies for dropout prevention and reduction. (middle school and high school)
  - (g) included strategies for improving student attendance.
  - (h) included strategies for improving the campus's completion rate. (high school)
  - (i) provided for a program to encourage parental and community involvement at the campus.
  - (j) included goals and methods for violence prevention and intervention on campus.
  - (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
- (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.

## CIP PART III: ASSURANCE ADDENDUM

### Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Mary McCracken	Teacher 1
Deborah Gest	Teacher 2
Laura Lisbeth	Teacher 3
Samantha Smith	Teacher 4
Stacy Griffin	Teacher 5
Rose Allsion	Teacher 6
Linda Aley	Teacher 7
Cari Torres	Teacher 8
Stephanie O'Neal	Non-teaching professional 1
Mary Mitcham	Non-teaching professional 2
Catherine Bean	Parent 1
Lucretia Lewis	Parent 2
Margie Cieslewitz	Community resident 1
Becky Rhodes	Community resident 2
Ed Station	Business representative 1
Woody Kirk	Business representative 2

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	August 5, 2007	9:00 AM	Francone Library
2	September 17, 2007	7:45 AM	Francone Library
3	November 19, 2007	8:00 AM	Francone Library
4	February 4, 2008	7:45 AM	Francone Library
5	May 20, 2008	7:45 AM	Francone Library

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

## CIP PART III: ASSURANCE ADDENDUM

### Section C

(1)

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will be 25% or greater.	
Formative	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

#### Other Legal Requiremen

(2)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above <b>100%</b> .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

### CIP PART III: ASSURANCE ADDENDUM

(3)

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategies	(1) Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	(2) Develop a continuing source of highly qualified teachers by training student teachers throughout the year.

# CIP PART III: ASSURANCE ADDENDUM

## Section D

### 10 Components of a Title I Program

- 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
- 3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. **High-quality and ongoing, professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
- 5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
- 7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
- 8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
- 9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infosrvweb and are accessible to teachers and administrators.
- 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

## CIP PART III: ASSURANCE ADDENDUM

Francone Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	Updates, Team Meetings
21-Aug	All Staff	Campus	Quantum Learning
22-Aug	All Staff	Campus	Library, BBR, Grade level Planning
23-Aug	Elementary/Secondary	District Staff	Curriculum Updates
24-Aug	All Staff	Campus	Meet the Teacher, Planning
3-Oct	All Staff	Campus Dyslexia Staff	Dyslexia
8-Oct	Elementary Staff	Campus	Parent Conferences
24&25-Oct	8 Teachers	Campus/Quantum Learning	Quantum Learning Coach
29-Oct	2-5 Language Arts Teachers	Campus	Becky Koesel
6&7-Nov	2-5 Language Arts Teachers	Campus	Becky Koesel
13&14-Dec	2-5 Language Arts Teachers	Campus	Becky Koesel
3-Jan	Elementary Staff	District Staff	Time Equivalency
4-Jan	All Staff	Campus	Time Equivalency
6&7-Feb	2-5 Language Arts Teachers	Campus	Becky Koesel
18-Feb	All Staff	Campus	Time Equivalency
9&10-April	2-5 Language Arts Teachers	Campus	Becky Koesel
30-May	All Staff	Campus	