

**2008-2009**  
**Campus Improvement Plan**  
**for**  
**Francone Elementary School**

**Cypress-Fairbanks Independent School District**

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Francone Elementary  
2008-09 Comprehensive Needs Assessment Summary

The staff at Francone Elementary includes 59 teachers, 20 paraprofessionals, and 3 administrators. The student population is 14% White, 23% African American, 55% Hispanic, 8% Asian, and .23% Native American. Sixty-three percent of students who attend Francone Elementary qualify for free or reduced lunch. The mobility rate for students at Francone Elementary is 20%.

In accordance with Texas state legislative requirements, the staff at Francone Elementary conducted a comprehensive needs assessment for the 2008-09 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2008 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than seventy-five percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, several priority areas were identified that will be addressed in the 2008-09 school year including: African American students in 3<sup>rd</sup> math (73%), 4<sup>th</sup> grade reading (73%), and 5<sup>th</sup> grade science (73%); students who are economically disadvantaged in 3<sup>rd</sup> grade math (73%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Francone Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to disruptive behavior in the 2008-09 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96.8%), Hispanic (97.0%), White (95.8%), and students who are economically disadvantaged (96.8%). Efforts will also be made to increase teacher retention at Francone Elementary.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Student Safety

<b>District Priority:</b>	The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.
<b>Campus Objective:</b>	# For 2008 – 2009, discipline referrals for excessive talking, acting out, and disruptions will be reduced by <b>5%</b> from the previous year. For 2008 – 2009, the discipline referrals for inappropriate physical contact will be reduced by <b>5%</b> from the previous school year.
<b>Formative Evaluation:</b>	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

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Parents	1	Keep parents informed of students behavior/discipline concerns. T1-6	PI, VP	All parents	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 parents	Teachers, B.I.	BBR posters/materials	Ongoing
	3	Provide parents with Francone Student Handbook	PI VP	All parents	Admin. Team	Student Handbook	Sept. 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Attendance

**District Priority:**

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

**Campus Objective:**

# For 2008 – 2009, 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. T1-6	PI	All parents	Teachers	Parent communications log, work habit cards, report cards	Ongoing
	2	Hold conference with parents of students who have excessive absences.	PI	All parents	Admin. team, teachers	Absence report	Ongoing
	3	Send home Fitnessgram assessment data.	PI	All parents	PE teachers	Fitnessgram results	May, 2009

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	60	75	73	90	80
All	74	79	81	90	84
Eco.Dis.	65	75	77	90	81
Hispanic	74	79	81	90	84
LEP	64	75	67	90	80
LEP M1	--	--	--	--	--
LEP M2	53	75	93	100	95
Spec.Ed.	--	--	89	90	89
White	85	87	88	90	89

**District Priority:**

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

**Campus Objective:**

# *By May 2009, we will increase the percentage of students demonstrating proficiency on the 5<sup>th</sup> grade science TAKS to 80% or better passing for all student groups.*

**Formative/Summative Evaluation:**

District-developed Tests and Texas Assessment of Knowledge and Skills

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
1	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

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	2	Identify gaps in student's background knowledge, and use direct vocabulary instruction to accelerate growth with a specific focus on LEP students. T1-2	AR, CE, T1, T	1st-5th grade students	I.S., teachers	Gradebook, Benchmark data	Every 3 or 6 weeks
	3	Provide extended learning time for students during Supplemental Instruction, Large Group, Saturday School, extended day school tutoring, recess tutoring and lunch. T1-9	AR, CE, T-1, T	3rd-5th grade students	Admin. team. ,I.S., Dist. Helping Teacher; District Coordinator	Hands-on experiments, visuals, kinesthetic activities	Daily/ Monthly
	4	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
	5	Ensure that students have opportunities to participate in labs and have time to complete hands-on experiments.	AR, CE, T1, T	K-5 <sup>th</sup> grade students	I.S., teachers	Gradebook, journal	Ongoing
	6	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
	7	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. T1-4	SD, T	1st-5th grade teachers	LoTi Liaison, I.S.	Bloom's Taxonomy	Monthly

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	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. T1-8	AR, T1	1st-5th grade students	Admin team I. S. , teachers	Test results, Benchmarks TAKS, SDAA LDAA	Ongoing
	4	Conference with individual students to monitor progress and provide directions for improvement.	AR, T1	All students	Teachers	Monitoring notebook, student goal- setting form	Weekly
	5	Provide instructional materials to support student learning.	T1	All students	I.S.	Test results	Ongoing
Parents	1	Keep parents up-to-date on their child's strengths and needs by making phone calls or writing notes and conducting conferences. T1-6	PI	All parents	Teachers	Samples of student work	Weekly
	2	Plan a family science night.	PI	All students and parents	I. S., teachers	Grade Level activities	March, 2009
	3	Conduct Parent Curriculum Night to inform parents of school expectations.	PI	All parents	Teachers	Newsletters, Phone Master	September, 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	68	75	73	90	79	79	83	80	90	83	77	81	90	100	93
All	83	85	80	90	83	88	89	87	90	88	92	95	94	100	96
Eco.Dis.	79	83	73	90	79	83	85	89	90	89	89	89	93	100	95
Hispanic	84	86	82	90	85	90	93	91	100	94	94	96	92	100	95
LEP	76	81	71	90	77	91	94	100	100	100	100	100	83	90	85
LEP M1	88	89	--	--	--	84	86	82	90	85	--	--	--	--	--
LEP M2	--	--	--	--	--	89	89	100	100	100	94	96	93	100	95
Spec.Ed.	88	89	80	90	83	90	93	100	100	100	--	--	100	100	100
White	92	95	83	90	85	90	93	83	90	85	100	100	100	100	100

**District Priority:**

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

**Campus Objective:**

# *By May 2009, we will increase the percentage) of students demonstrating proficiency on TAKS mathematics according to 09 targets listed above*

**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 1 <sup>st</sup> & 3 <sup>rd</sup> grade teams on modifying lessons to target identified struggling learners.	AR, CE, T1, T	1 <sup>st</sup> & 3 <sup>rd</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	2 <sup>nd</sup> -4 <sup>th</sup> 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

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	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. T1-9	AR, CE, T1, T	Identified students	Admin. team, I.S., teachers; District coordinator; Title I Math helping teacher	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
Teachers	1	Ensure teachers are trained in the newest version of Educaide.	SD, T	1st-5th grade teachers	I.S., District Helping Teacher	Educaide Program	September, 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	2	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. T1-8	AR, T1	1st-5th grade teachers	Admin. team, teachers	Test results, benchmark test, TAKS, Gradebook	Ongoing
	3	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
	4	Train teachers in developing LoTi level 3 lessons. T1-4	SD, T	1st-5th grade teachers	LoTi Liaison, Instructional Specialist	Bloom's Taxonomy	Monthly
	5	Conference with individual students to monitor progress, set goals and provide directions for improvement.	AR	2 <sup>nd</sup> -5 <sup>th</sup> grade students	Teachers	Monitoring notebook, student goal-setting form	Weekly
	6	Provide instructional materials to support student learning	T1	All students	IS	Test results	Ongoing
Parents	1	Keep parents up-to-date on their child's strengths and needs by making phone calls, writing notes and conducting parent conferences. T1-6	PI	All parents	Teachers	Samples of student work	Weekly
	2	Conduct Parent Curriculum Night to inform parents of school expectations.	PI	All parents	Teachers	Newsletters, Phone Master log	September, 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Reading/English Language Arts

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	96	97	83	90	85	86	87	73	90	79	87	88	90	100	93
All	98	99	92	100	95	82	85	79	90	83	89	89	94	100	96
Eco.Dis.	97	98	91	100	94	81	84	75	90	80	83	85	91	100	94
Hispanic	98	99	92	100	95	78	82	75	90	80	86	87	92	100	95
LEP	96	97	84	90	86	45	75	47	90	75	67	75	73	90	79
LEP M1	100	100	--	--	--	84	86	82	90	85	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	77	90	81	82	85	100	100	100
Spec.Ed.	--	--	100	100	100	67	75	67	90	75	--	--	100	100	100
White	100	100	100	100	100	81	84	94	100	96	100	100	100	100	100

**District Priority:**

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

**Campus Objective:**

# *By May 2009, we will increase the % of students demonstrating proficiency on the TAKS reading according to 09 targets listed above:*

**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. T1-2	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 through varied strategies.	AR	All students	Teachers	District vocabulary list, QL notebook, vocabulary notebook	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	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
	7	Build school library with various genres and provide resources for student use in classrooms.	T1	All students	Librarian	Library books & equipment	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. T1-8	AR, T1	1st-5th grade students	Admin. team, teachers	Test results, benchmark test, TPRI, DRA, TAKS, Gradebook	Ongoing
	2	Increase independent reading time daily in order to build stamina and fluency: K—15+ 1—20+ 2-5—30+	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	DRA, TPRI, literacy library	Ongoing
	4	Ensure successful transition for students moving from early childhood to PreKindergarten & Kindergarten by providing early literacy materials. T1-7	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., librarian	Books	Ongoing
	6	Conference with individual students to monitor progress, set goals and provide directions for improvement.	AR	2 <sup>nd</sup> -5 <sup>th</sup> grade studentss	Teachers	Monitoring notebook, student goal- setting form	Weekly

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	7	Teach vocabulary using varied research-based strategies.	AR	All students	Teachers	Marzano- <u>Building Academic Vocabulary</u> , district vocabulary lists	Daily
	8	Monitor home reading logs.	AR	2 <sup>nd</sup> -5 <sup>th</sup> students	Teachers	Reading log	Weekly
	9	Purchase and utilize Reading A-Z to differentiate reading instruction T1-5	T1	All students	Teachers	A-Z web based program	Ongoing
	10	Utilize consultants to provide training on balanced literacy.	AR T1 SD	All students	Admin. Team	Training logs	Ongoing
	11	Provide instructional materials to support student learning	T1	All students	IS	Test results	Ongoing
Parents	1	Inform parents of their opportunity to monitor the use of Kidbiz 3000 at home. T1-6	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 2008
	3	Encourage parents to monitor independent student reading logs.	AR, PI	2-5 parents	Teachers	Reading log	Weekly
	4	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, 2008
	5	Conduct Parent Curriculum Night to inform parents of school expectations.	PI	All parents	Teachers	Newsletters, Phone Master log	September, 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	93	95	93	100	95
All	94	96	94	100	96
Eco.Dis.	93	95	93	100	95
Hispanic	94	96	93	100	95
LEP	73	79	79	90	83
LEP M1	100	100	100	100	100
LEP M2	100	100	100	100	100
Spec.Ed.	83	85	--	--	--
White	93	95	100	100	100

**District Priority:**

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

**Campus Objective:**

# *By May 2009 we will increase the percentage of students demonstrating proficiency on writing TAKS according to 09 targets listed above.*

**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 six 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

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	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, Unit of Study for Primary Writing	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. T1-2	AR	All students	Teachers	District materials, writing samples, 6+1 Traits of Writing	Ongoing
	4	Use vertical team meetings to review writing samples and give feedback for further instruction.	AR, SD	All teachers	Admin. Team, IS, teachers	Student writing samples	2 times a year
	5	Provide instructional materials to support student library.	T1	All students	IS	Test Results	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Parents	1	Notify parents about Author's Day and conduct Display Night to allow parents to view student writing. T1-6	PI	All parents	Admin. team, teachers	Selected pieces of student writing, school newsletters, teacher communication	May, 2009
	2	Conduct Parent Curriculum Night to inform parents of school expectations.	PI	All parents	Teachers	Newsletters, Phone Master log	September, 2008

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Campus Culture

**District Priority:**

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

**Campus Objective:**

# By May 2009, increase teacher retention rate to 90%.

**Formative/Summative Evaluation:**

Surveys, Teacher Retention Data

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Participation in teacher designed activities that include QL techniques.	AR	All students	Teachers	QL, TE Activities on Staff Drive	Ongoing
	2	Using teacher models, generate activities using QL strategies T1-2	AR	All students	Teachers	Teacher models	Ongoing
Teachers	1	Engage students through activities infused with Quantum Learning techniques	AR, PI, T1	All students	Teachers	QL Notebook; QL consultant	May, 2009
	2	Utilize resources provided to successfully manage classrooms.	AR, T1	All students	Teachers; Behavior Interventionist	Social Skills Powerpoints' Workshops; Wiki space	May, 2009
Parents	1	Invite parents to attend special classroom performances throughout the year. T1-6	PI	All parents	Teachers	Newsletters, student products	Ongoing
	2	Encourage parents to call or visit by maintaining a positive and welcoming environment.	PI	All parents	All Staff	Newsletters, Student Handbook	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

**\* 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.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## CIP PART II: ASSURANCE ADDENDUM

**Francone Elementary**

**Sue Romanowsky**

**2008 – 2009**

**Campus Improvement Plan**

**Cypress-Fairbanks Independent School District**

### Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

<b>X</b>	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])
<b>X</b>	Completed a needs assessment which serves as the basis for the CIP.
<b>X</b>	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient 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.
<b>X</b>	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
<b>X</b>	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
<b>X</b>	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
<b>NA</b>	Included strategies for dropout prevention and reduction. (middle school and high school)
<b>X</b>	Included strategies for improving student attendance.
<b>NA</b>	Included strategies for improving the campus's completion rate. (high school)
<b>X</b>	Provided for a program to encourage parental and community involvement at the campus.
<b>NA</b>	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
<b>X</b>	Included goals and methods for violence prevention and intervention on campus.
<b>NA</b>	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
<b>X</b>	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). T1-10
<b>X</b>	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.
<b>NA</b>	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

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<b>X</b>	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
<b>X</b>	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7

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## CIP PART II: ASSURANCE ADDENDUM

### Section B

<b>Membership Composition of the Campus Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Sue Romanowsky	Principal
Deborah Gest	Teacher 1
Christina Alaniz	Teacher 2
Samantha Smith	Teacher 3
Stacy Griffin	Teacher 4
Linda Aley	Teacher 5
Renee Tristan	Teacher 6
Rose Allison	Teacher 7
Laura Lisbeth	Teacher 8
Stephanie O'Neal	Non-teaching professional 1
Jennifer Vest	Non-teaching professional 2
Penny Dodson	Parent 1
Dora Cabrera	Parent 2
Catherine Bean	Community resident 1
Margie Cieslewitz	Community resident 2
Ed Station	Business representative 1
Woodrow Kirk	Business representative 2

<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	July 29, 2008	9:00 AM	Denny's Meeting Room
2	September 2, 2008	8:00 AM	Library
3	November 19, 2008	8:00 AM	Library
4	January 26, 2009	8:00 AM	Library
5	May 20, 2009	8:00 AM	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.

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## CIP PART II: ASSURANCE ADDENDUM

### Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
<b>X</b>	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
<b>X</b>	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by <b>2%</b> .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
<b>X</b>	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at <b>0%</b> .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.

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## CIP PART II: ASSURANCE ADDENDUM

<b>X</b>	5) Violence Prevention	For 2008-2009, the discipline referrals for offenses will be reduced by <b>8%</b> from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for <b>XXX</b> .	Implement and monitor the school-wide safety and security plan.
<b>X</b>	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above <b>80%</b> .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
<b>X</b>	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> . T1-3	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.	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.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
<b>NA</b>	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be <b>XX%</b> or less with no student group exceeding <b>XX%</b> .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
<b>NA</b>	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least <b>XX%</b> .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
<b>NA</b>	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above <b>XX%</b> .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate

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## CIP PART II: ASSURANCE ADDENDUM

					testing, classes, and programs.
<b>NA</b>	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above <b>XX</b> %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
<b>NA</b>	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above <b>XX</b> %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
<b>NA</b>	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above <b>XX</b> %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
<b>NA</b>	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) <b>XX</b> %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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## CIP PART II: 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 infoservweb 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.

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## CIP PART II: ASSURANCE ADDENDUM

<b>Francone Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009</b>			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	

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