

**2009-2010**  
**Campus Improvement Plan**  
**for**  
**Francone Elementary School**

**Cypress-Fairbanks Independent School District**

## Mission Statements

### **Cypress-Fairbanks Independent School District Mission Statement**

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator;
- Competent Problem-solver;
  - Self-directed Learner;
- Responsible Citizen; and
  - Quality Producer.

### **Francone Elementary Mission Statement**

Francone Elementary strives to create a school where ALL students are acknowledged, valued and respected. All children are enriched by having the opportunity to develop a sense of belonging, to learn from one another, grow to care for one another, and gain the attitudes, skills and values necessary for a successful community environment. Success occurs through our commitment to provide each child appropriate educational opportunities and support, regardless of race, socioeconomic status, cultural background or physical disabilities.

Francone Elementary  
2009-10 Comprehensive Needs Assessment Summary

The staff at Francone Elementary includes 62 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 2009-10 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 2009 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 2009-10 school year including: African American students in 4<sup>th</sup> grade reading (67%), 4<sup>th</sup> grade math (67%), and 5<sup>th</sup> grade science (67%); students who are economically disadvantaged in 4<sup>th</sup> grade math (72%), 5<sup>th</sup> grade science(74%). 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 2009-10 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96.8%), Hispanic (97%), White (95.7%), and students who are economically disadvantaged (96.7%). Efforts will also be made to increase teacher retention at Francone Elementary.

## Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	Recognized when all groups are combined		
		Writing	Exemplary in all subpopulations		
		Math	Recognized when all groups are combined		
		Science	Recognized		
		Social Studies			
		Other			
	Subgroups	All			
		AA	5 <sup>th</sup> grade Reading is Exemplary with 25% commended		
		H	3 <sup>rd</sup> grade reading and math are Exemplary with 39 commended in both subjects		
		W			
		ED	4 <sup>th</sup> grade Writing is Exemplary with 96% passing rate		
		LEP			
	Social/ Emotional	Discipline			
		Extracurricular			
Other					
Teacher	Professional Development				
	Qualifications				
	New Staff				
	Retention				
Parent					

## Area of Focus: Campus Culture

**District Priority:**

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

**Campus Performance Objective:  
Formative/Summative Evaluation:**

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By May 2010, increase teacher retention rate to 90%.

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, 2010
	2	Utilize resources provided to successfully manage classrooms.	AR, T1	All students	Teachers; Behavior Interventionist	Social Skills Powerpoints' Workshops; Wiki space	May, 2010
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

## Area of Focus: Student Safety and Health

**District Priority:**

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

Health: Ensure that students understand their responsibility to behave in ways that cause them to be physically fit emotionally healthy, and drug free.

**Campus Performance Objective:**

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Safety: For 2009-2010, discipline referrals for excessive talking, acting out, and disruptions will be reduced by **5%** from the previous year.

For 2009-2010, the discipline referrals for inappropriate physical contact will be reduced by **5%** from the previous school year.

Health: For 2009-2010, the campus will provide a coordinated school health and physical activity program in which 100% of the students participate.

**Formative Evaluation:**

Safety: District-developed Reports

Health: Fitnessgram Reports and Student Survey

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 nine weeks
	2	Develop relationships with students to learn interests/backgrounds.	VP	All students	Staff	HUGS Program, B.I., BBR materials, Quantum Learning	Ongoing
	3	Health: Participate in CATCH program	AR	All	Teachers	CATCH Materials	Ongoing
Teachers	1	Teach social skills/procedures consistently for conflict resolution.	SD, VP	All students	Teachers, B.I., Behavior coach, Leadership team	QL components, BBR materials	Bi-weekly
	2	Develop democratic atmosphere through problem-solving and consistent class meetings.	VP	All students	Teachers, B.I., Behavior Coach	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. Behavior Coach	QL components, BBR materials	Monthly
	4	Develop suggestions for improvement from BBR Committee.	VP	All students	Teachers, B.I. Behavior Coach	BBR materials	1 per nine weeks

	5	Create lessons to teach appropriate ways to express oneself.	VP	All students	Teachers, B.I. Behavior Coach	B.I., monthly workshop	Ongoing
	6	Health: Present CATCH lessons to students.	AR	All	Teachers	CATCH Materials	Ongoing
Parents	1	Keep parents informed of students behavior/discipline concerns. T1-6	PI, VP	All parents	Teachers, B.I. Leadership Team	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	Leadership Team	Student Handbook	August 2009

## Area of Focus: Attendance\*

**District Priority:**

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

**Campus Performance Objective:**

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For 2009-2010, 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	Leadership. Team, teachers	Absence reports	Each nine 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	Leadership. Team, teachers	Absence report	Ongoing
	3	Send home Fitnessgram assessment data.	PI	All parents	PE teachers	Fitnessgram results	May, 2010

**\*A variety of strategies outlined in the campus improvement plan specifically address student attendance which had resulted in the campus missing adequate yearly progress (AYP).**

## Area of Focus: Science

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
5	All	113	80	32	111	81	32	83
5	AA	30	67	27	30	73	13	80
5	Hispanic	55	82	31	48	81	25	85
5	White	22	86	41	26	88	58	87
5	Eco. Dis.	69	74	28	56	77	20	80
5	SpEd	--	--	--	9	89	11	--
5	LEP	9	44	11	12	67	17	80
5	LEP M1	7	100	--	--	--	--	100
5	LEP M2	13	77	31	14	93	29	81

**District Priority:**

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

**Campus Performance Objective:**

# *By May 2010, 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
Students	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
	2	Identify gaps in student's background knowledge, and use direct vocabulary instruction to accelerate growth with a specific focus on LEP, African American, and Economically Disadvantaged students. T1-2	AR, CE, T1, T	1st-5th grade students	I.S., teachers	Gradebook, Benchmark data	Every 4 weeks

Students Cont'd	3	Provide extended learning time for students during Supplemental Instruction, Large Group, Saturday School, extended day school tutoring, recess and lunch tutoring. T1-9	AR, CE, T-1, T	3rd-5th grade students	Leadership 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	Daily
	7	Monitor that all students are using correct strategies on homework, warm-ups, benchmarks, daily work and quizzes.	AR, CE, T1, T	3rd-5th grade students	Teachers, IS District helping teacher	Warm-ups, Homework	Weekly
Teachers	1	Develop lessons to encourage higher levels of thinking, with emphasis on earth science.	SD, T	1st-5th grade students	Leadership Team, I.S., Dist. Helping Teachers	Bloom's Taxonomy	Daily
	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 students	Leadership team I. S. , teachers	Test results, Benchmarks TAKS, TAKS A TAKS M	Ongoing
	3	Conference with individual students to monitor progress and provide directions for improvement.	AR, T1	All students	Teachers, Leadership Team	Monitoring notebook, student goal- setting form	Weekly
	4	Provide instructional materials to support student learning.	T1	All students	I.S.	Test results	Ongoing

Teachers Cont'd	5	Ensure science time for grades 3,4,5 is between 60-75 minutes daily.	AR, CE, T1,	3rd-5th grade students	Teachers,IS District helping teacher, Leadership team	schedules	Daily
	6	Review vocabulary and create anchor charts for science concepts.	AR, CE, T1,	3rd-5th grade students	Teachers,IS District helping teacher, Leadership team	Science Time Data sheets	Weekly
	7	Provide training for new science teachers in grades 3,4,5	AR, CE, T1, T	3rd-5th grade students	District helping teacher, Leadership team	TAKS Benchmark Scores	Oct-March 2010
Parents	1	Keep parents up-to-date on their child's strengths and needs by making phone calls or writing notes and conducting conferences. Progress reports	PI	All parents	Teachers	Samples of student work	Weekly
	2	Parents will be given the opportunity to attend a "family Science Night"	PI	All students and parents	I. S., teachers	Grade Level activities	March, 2010
	3	Conduct Parent Curriculum Night to inform parents of school expectations.	PI	All parents	Teachers	Newsletters, Phone Master Marquee	August 2009

## Area of Focus: Mathematics

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	114	88	38	118	80	20	89
3	AA	26	77	35	22	73	14	81
3	Hispanic	56	91	39	68	82	24	94
3	White	21	95	38	23	83	13	97
3	Eco. Dis.	66	85	27	64	73	17	87
3	SpEd	7	57	14	10	80	10	80
3	LEP	32	78	19	38	71	8	82
3	LEP M1	11	100	91	--	--	--	100
3	LEP M2	--	--	--	--	--	--	--
4	All	130	80	25	111	87	32	83
4	AA	33	67	3	30	80	30	80
4	Hispanic	69	86	30	58	91	28	87
4	White	21	76	33	18	83	39	81
4	Eco. Dis.	74	76	19	66	89	32	81
4	SpEd	--	--	--	6	100	33	--
4	LEP	25	80	24	15	100	13	83
4	LEP M1	16	88	19	11	82	36	89
4	LEP M2	6	100	83	13	100	46	100
5	All	116	97	40	112	94	34	98
5	AA	31	97	32	30	90	13	98
5	Hispanic	57	96	36	49	92	29	97
5	White	22	95	59	26	100	58	97
5	Eco. Dis.	69	96	31	55	93	33	97
5	SpEd	--	--	--	55	100	22	--
5	LEP	9	100	--	12	83	17	100
5	LEP M1	7	86	14	--	--	--	87
5	LEP M2	13	100	54	14	93	43	100

**District Priority:**

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

**Campus Performance Objective:**# *By May 2010, 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> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> grades 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, I.S.,	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 4 weeks
	3	Teach students specific strategies for problem-solving. (Singapore Math, window pane, four-step method).	AR, CE, T1, T	All students	Teachers, I.S., Coach, District helping teacher	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 I.S., Coach, District helping teacher	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	Teachers I.S., Coach, District helping teacher	Gradebook, benchmark data	Every nine 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	Leadership team, I.S., teachers; District coordinator; Title I Math helping teacher	Tutorial packets, manipulatives, visuals, kinesthetic	Daily and monthly

Students Cont'd	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 use of the New Educaide	SD, T	1st-5th grade teachers	I.S., District Helping Teacher	Educaide Program	September, 2009
	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	Leadership team, teachers	Test results, benchmark test, TAKS, Gradebook	Ongoing
	3	More closely align the tested and taught curriculum through professional grade level learning groups,( grade level teachers attend coaching meeting on campus with a district math coach)	AR, CE, T1, T	1 <sup>st</sup> -5 <sup>th</sup> grade students	Math Coordinator and Building Principal	Sign in sheets and title II survey	Twice a month beginning Sept-April
	4	Ensure non-linguistic representations ,(visual representations or graphic organizational tools) are implemented in math classrooms	AR, CE, T1, T	1 <sup>st</sup> -5 <sup>th</sup> grade students	Leadership team	Analysis of Mega- Monitoring or checklist data each 9 week period	Sept-April
	5	Ensure daily math instruction is explicit and systematic at a moderalt pace as described in the "Graphically Overview' with visual and/or kinesthetic activities.	AR, CE, T1, T	1 <sup>st</sup> -5 <sup>th</sup> grade students	Leadership team	Analysis of Mega- Monitoring or checklist data each 9 week period	Sept- April
	6	More closely align the tested and taught curriculum through the use of district-prepared materials for classroom and extended time in the spring offered through AMIP funds or Math Helping teachers	AR, CE, T1, T	1 <sup>st</sup> -5 <sup>th</sup> grade students	Math Coordinator and Building Principal	Title II survey on quality of materials	January- April

Parents	1	Keep parents up-to-date on their child's strengths and needs by making phone calls, writing notes, Progress 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	August, 2009

## Area of Focus: Reading/English Language Arts

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	116	91	43	118	92	27	94
3	AA	27	85	37	23	83	26	87
3	Hispanic	56	95	39	66	92	22	97
3	White	22	95	55	24	100	38	97
3	Eco. Dis.	67	88	28	64	91	21	89
3	SpEd	6	67	50	10	100	--	80
3	LEP	32	84	22	37	84	3	86
3	LEP M1	11	100	82	--	--	--	100
3	LEP M2	--	--	--	--	--	--	--
4	All	132	76	19	110	79	28	81
4	AA	33	67	6	30	73	20	80
4	Hispanic	70	77	21	57	75	28	81
4	White	22	86	27	18	94	33	87
4	Eco. Dis.	75	72	16	65	75	25	80
4	SpEd	6	67	17	6	67	33	80
4	LEP	26	58	12	15	47	--	80
4	LEP M1	16	88	6	11	82	27	89
4	LEP M2	6	100	67	13	77	46	100
5	All	113	91	26	111	94	28	94
5	AA	30	90	23	30	90	17	93
5	Hispanic	55	89	20	48	92	27	89
5	White	22	100	41	26	100	42	100
5	Eco. Dis.	66	88	17	56	91	20	89
5	SpEd	--	--	--	9	100	11	--
5	LEP	9	56	--	11	73	--	80
5	LEP M1	7	86	--	--	--	--	87
5	LEP M2	13	92	8	14	100	36	95

**District Priority:**

1A

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

**Campus Performance Objective:**

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*By May 2010, 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> 9 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, IS	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
	7	Build school library with various genres and provide resources for student use in classrooms.	T1	All students	Librarian	Library books & equipment	Ongoing
	8	Apply the strategies of proficient readers and monitor comprehension by applying fix-up strategies to clarify meaning	AR, T1	All students	Teachers	Intervention by design kits	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

Teachers Cont'd	2	Increase independent reading time daily in order to build stamina and fluency: K—15+ 1—30+ 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, Leadership team	DRA, TPRI, literacy library, campus schedules & lesson plans	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	Leadership team, teachers, IS, 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 students	Teachers, Leadership team	Monitoring notebook, student goal-setting form	Weekly
	7	ARIP tutoring support provided during 2 <sup>nd</sup> semester.	AR, CE, T1, T	All students including Special Ed.	Teachers, Leadership Team, District Helping teachers, IS	Observation Data & TAKS results	Jan-May 2010
	8	An Intervention by Design Intermediate Kit and training for intervention teachers will be provided for grades 3-5	AR, CE, T1, T	All students including Special Ed.	Teachers, District Helping teachers, IS	Observation Data & TAKS results	Oct-May 2010
	9	Provide extended learning time for students during supplemental Instruction, large group, Saturday school, extended day tutoring, recess and lunch tutoring	AR, CE, T1, T	2 <sup>nd</sup> – 5 <sup>th</sup> Students	Teachers, District Helping teachers, IS	Tutorial packets, Visuals, Kinesthetic	Daily and Monthly
	10	Purchase and utilize Reading A-Z to differentiate reading instruction T1-5	T1	All students	Teachers, IS	A-Z web based program	Ongoing

Teachers Cont'd	11	Utilize consultants and district professional development to provide training on balanced literacy.	AR T1 SD	All students	Leadership Team, Coordinator & curriculum staff	Training logs	June 09- April 2010
	12	Use district reading units of study to provide direct instruction on the strategies that proficient readers use, including the use of test taking skills.	AR T1	All students	IS, helping teachers	Test results	Ongoing
	13	Schedule model literacy teacher observations as needed	AR, CE, T1, T	Kinder – 5 <sup>th</sup> Students	Leadership team, Helping Teacher	Observation Data	Oct-March 2010
	14	istation will be utilized as an intervention.	AR, CE, T1, T	Kinder- 2 <sup>nd</sup> grade	Teachers, District Helping teachers, IS	Web-based program	Weekly
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, IS	Web-based program	Parent conference in October
	2	Notify parents of Family Reading Night.	AR, PI	All parents	Leadership team, teachers	Newsletter, Teacher communication	October 2009
	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, 2009
	5	Conduct Parent Curriculum Night to inform parents of school expectations.	PI	All parents	Teachers	Newsletters, Phone Master log	August, 2009

## Area of Focus: Writing

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
4	All	134	96	28	105	94	31	97
4	AA	34	97	18	27	93	33	98
4	Hispanic	71	94	34	56	93	30	96
4	White	22	95	27	17	100	35	97
4	Eco. Dis.	77	96	22	61	93	28	97
4	SpEd	8	100	--	--	--	--	100
4	LEP	26	92	8	14	79	21	95
4	LEP M1	16	100	44	11	100	36	100
4	LEP M2	6	100	100	13	100	15	100

**District Priority:**

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

**Campus Performance Objective:**

# *By May 2010 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, IS	TAKS prep materials, student work, samples, 6+1 traits materials	2 <sup>nd</sup> -4 <sup>th</sup> nine weeks

Students Cont'd	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, IS	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	Leadership 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
	6	Provide Training in the writing process	T 1	All Students	IS, District helping teacher, Consultant	Student writing samples	Ongoing
	7	Provide extended learning time for students during supplemental Instruction, large group, Saturday school, extended day tutoring, recess and lunch tutoring	AR, CE, T1, T	2 <sup>nd</sup> – 5 <sup>th</sup> Students	Teachers, District Helping teachers, IS	Tutorial packets, Visuals, Kinesthetic	Daily and Monthly

Parents	1	Notify parents about Author's Day and conduct Display Night to allow parents to view student writing. T1-6	PI	All parents	Leadership team, teachers	Selected pieces of student writing, school newsletters, teacher communication	May, 2010
	2	Conduct Parent Curriculum Night to inform parents of school expectations.	PI	All parents	Teachers	Newsletters, Phone Master log	August, 2009

**\* 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.

## CIP PART II: ASSURANCE ADDENDUM

**Francone Elementary**  
**Yvette Garcia**  
**2009-2010**  
**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 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>N/A</b>	Included strategies for dropout prevention and reduction. (middle school and high school)
<b>X</b>	Included strategies for improving student attendance.
<b>N/A</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>X</b>	Included goals and methods for violence prevention and intervention on campus.
<b>N/A</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).
<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>N/A</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)
<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.

**CIP PART II: ASSURANCE ADDENDUM**

<b>X</b>	IDEA Part B and IDEA Preschool Stimulus Funds – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities and lowering preschool LRE.
<b>X</b>	The use and implementation of Stimulus money will be monitored monthly.

## CIP PART II: ASSURANCE ADDENDUM

### Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Yvette Garcia	Principal:
Laura Lisbeth	Teacher 1: Pre-K
Mary McCracken	Teacher 2: Kinder
Marcy Braman	Teacher 3: 1st
Kate Weaver	Teacher 4: 2 <sup>nd</sup>
Shannon Caesar	Teacher 5: 3 <sup>rd</sup>
Katie Ford	Teacher 6: 4 <sup>th</sup>
Deborah Gest	Teacher 7: 5 <sup>th</sup>
Sally Arce	Teacher 8: Bil/ESL
Sherry Lemmerz	Teacher 9: Special Ed.
Mary Marsh	Teacher 10: Large group
Dora Cabrera	Non-teaching professional 1: Para-professional
Jeff Krus & Sharon Gondesen	Non-teaching professional 2: Instructional Specialists
Dora Cabrera	Parent 1:
Yvette Flores	Parent 2:
Woodrow Kirk	Community resident 1:
Terry Zimmer	Business representative 1: Office Depot
	Business representative 2:

#### CPOC Meetings\* for '09 – '10

#	Date	Time	Location
1	8/27/09	7:45	Francone
2	10/6/09	8:00	Francone
3	10/28/09	7:45	Francone
4	1/14/10	8:00	Francone
5	5/6/10	7:45	Francone

\* 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 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 2009-2010, 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 2009-2010, 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 2009-2010, the percent of parents and community members attending VIPS meetings will increase by <b>20%</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 2009-2010, 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.

## CIP PART II: ASSURANCE ADDENDUM

<b>X</b>	5) Violence Prevention	For 2009-2010, the discipline referrals for offenses will be reduced by <b>20%</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.	Implement and monitor the school-wide safety and security plan.
<b>X</b>	6) Special Education	For 2009-2010, the percent of students meeting ARD expectations will be at or above <b>90%</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 2009-2010, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	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>N/A</b>	8) Secondary Drop-out Prevention	For 2009-2010, 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 2009-2010 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>N/A</b>	9) High School AEIS – Ninth Graders	The percent of 2009-2010 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.

## CIP PART II: ASSURANCE ADDENDUM

N/A	10) Recommended High School Program	For 2009-2010, 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 testing, classes, and programs.
N/A	11) High School AEIS – Advanced Courses and Dual Credit	For 2009-2010, 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.
N/A	12) High School AEIS – Advanced Placement Exams	For 2009-2010, 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.
N/A	13) High School AEIS – SAT/ACT Exams	For 2009-2010, 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.

**CIP PART II: ASSURANCE ADDENDUM**

<p align="center"><b>N/A</b></p>	<p>14) High School CTE</p>	<p>For 2009-2010, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) <b>XX%</b>.</p>	<p>After each SFA, the staff will review the results to determine progress in meeting established performance level.</p>	<p>TAKS results will be reviewed to determine if targets were met.</p>	<p>Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.</p>
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## CIP PART II: ASSURANCE ADDENDUM

### Section D

#### 10 Components of a Title I Program

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 1. <b>Comprehensive needs assessment</b> – 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.   |
| <input checked="" type="checkbox"/> | 2. <b>School-wide reform strategies</b> – 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. |
| <input checked="" type="checkbox"/> | 3. <b>Instruction by highly qualified teachers</b> – 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.   |
| <input checked="" type="checkbox"/> | 4. <b>High-quality and ongoing professional development</b> – 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.   |
| <input checked="" type="checkbox"/> | 5. <b>Strategies to attract high-quality, highly-qualified teachers</b> – 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.  |
| <input checked="" type="checkbox"/> | 6. <b>Strategies to increase parental involvement</b> – 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.   |
| <input checked="" type="checkbox"/> | 7. <b>Transition from early childhood programs</b> – 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)   |
| <input checked="" type="checkbox"/> | 8. <b>Measures to include teachers in the decisions regarding the uses of academic assessments</b> – 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.   |
| <input checked="" type="checkbox"/> | 9. <b>Effective, timely additional assistance</b> – 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.   |
| <input checked="" type="checkbox"/> | 10. <b>Coordination and integration of federal, state, and local services and programs</b> – 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 II: ASSURANCE ADDENDUM

<b>Francone Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2009-2010</b>			
Date	Audience	Responsible for Planning	Purpose/Content
August 3	Leadership Conference (8-10)	District Administrative Staff	
August 3	GLT/AMS (10-4)	District Administrative Staff	
August 4	Legal Conference (8-10)	District Administrative Staff	
August 11	Department Chair & Team Leader	Secondary Curriculum Staff	
August 13 & 14	New Staff Orientation	District & Campus Administrative Staff	
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	
August 19	Secondary Campus	Campus Administrative Staff	
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	
August 20	Secondary District	Secondary Curriculum Staff	
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	
August 21	Elementary and Secondary Campus	Campus Administrative Staff	
October 12	Elementary Parent Conferences	Campus Administrative Staff	
October 12	Secondary District	Secondary Curriculum Staff	
January 4	Elementary District	Elementary Curriculum Staff	
January 4	**Secondary Campus	Campus Administrative Staff	
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	

\* Inclement Weather Days MAY NOT BE USED AS CTE.

\*\* A campus may choose a maximum of two Campus Time Equivalency Days. No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.