

CAMPUS INFORMATION							
District Name	Cypress-Fairbanks ISD	Campus Name	Francone Elementary	Superintendent	Mark Henry, Ed.D.	Principal	Melissa Martin
District Number	101907	Campus Number	101907112	District Coordinator of School Improvement	Ashley Clayburn, Ed.D.	ESC Number	4
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES							
------------	--	--	--	--	--	--	--

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Ashley Clayburn, September 22, 2020	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Carla Brosnahan, Septemer 22, 2020	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Melissa Martin, September 22, 2020	

Board Approval Date							
----------------------------	--	--	--	--	--	--	--

DATA ANALYSIS							
---------------	--	--	--	--	--	--	--

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			Domain 1: 75 (Approaches 80, Meets 40, Masters 20) Domain 2B: 83 Domain 3: 78			
	What changes in student group and subject performance are included in these goals?			All student groups will show improvements in each subject area.			

CAMPUS FOCUS AREAS							
--------------------	--	--	--	--	--	--	--

Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				5 - Full Implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				5 - Full Implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				5 - Full Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				5 - Full Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				4 - Partial Implementation			
5.3 Data-driven instruction.				5 - Full Implementation			

PRIORITIZED FOCUS AREAS			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.		
Rationale	Leadership team and teachers need to intentionally model classroom instructional strategies (including re-teaching) within the structure of planning before instruction occurs. Collaborative planning meetings should include dialogue regarding formative assessment of both on-campus and remote learners.		
How will the campus build capacity in this area? Who will you partner with?	Administrators will attend planning. Select lesson plans will be reviewed collaboratively in Administrative Team Meetings. The campus will partner with district content-area coaches.		
Barriers to Address throughout this year	Barriers include managing time effectively, both in planning and during instruction, and adapting methods of assessment for all learners.		
How will you communicate these priorities to your stakeholders? How will create buy-in?	Priorities have been communicated through grade-level content meetings. The plan has been shared with parents/guardians during the "Find the Falcon" event and feedback was obtained.		
Desired Annual Outcome	Modeling during collaborative planning is a standard practice. All classroom instruction (including re-teaching and assessment) aligns with the discussions and modeling that occur during collaborative planning. Formative assessments are consistently utilized to identify student needs.		
District Commitment Theory of Action	If district policies and practices support effective instruction in schools, then the campus will have the tools it needs to meet the identified goals.		

STUDENT DATA								
Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Summative Performance Level Targets for 2020-21	Summative Assessment		
							2019 Results	Assessment Type
1. Domain 1	% of Students at Approaches, Meets and Masters	3	All (all students tested)	Reading	80%/40%/20%	STAAR (2018-19)	61%/24%/17%	Checkpoint (all students tested)
		4	All (all students tested)	Reading	80%/40%/20%	STAAR (2018-19)	63%/33%/17%	Checkpoint (all students tested)
		5	All (all students tested)	Reading	80%/40%/20%	STAAR (2018-19)	83%/50%/25%	Checkpoint (all students tested)
		3	All (all students tested)	Mathematics	80%/40%/20%	STAAR (2018-19)	61%/27%/7%	Checkpoint (all students tested)
		4	All (all students tested)	Mathematics	80%/40%/20%	STAAR (2018-19)	55%/25%/13%	Checkpoint (all students tested)
		5	All (all students tested)	Mathematics	80%/40%/20%	STAAR (2018-19)	85%/50%/29%	Checkpoint (all students tested)
		5	All (all students tested)	Science	80%/40%/20%	STAAR (2018-19)	76%/51%/24%	Unit Test (all students tested)
		4	All (all students tested)	Writing	80%/40%/20%	STAAR (2018-19)	54%/28%/7%	Checkpoint (all students tested)
2. Domain 3 Focus 1	Focus 1 Academic Achievement (Meets)	All	African American (October Subset)	Reading and Math	32%/31%	STAAR (2018-19)	28%/23%	Checkpoint (all students tested)
3. Domain 3 Focus 2	Focus 2 Student Success indicators (all)	All	African American (October Subset)	All Content Areas and Grade Levels Combined	36%	STAAR (2018-19)	32%	Checkpoint (all students tested)
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	36%	TELPAS (2018-19)	45%	Reading Checkpoint (all students tested)

Francone Elementary								
% of Assessments								
Cycle 1		Cycle 2			Cycle 3			2021 Accountability Goal
Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
65%/25%/5%		DPM (all students tested)	70%/30%10%		Benchmark (all students tested)	75%35%/15%		80%/40%/20%
65%/25%/5%		DPM (all students tested)	70%/30%10%		Benchmark (all students tested)	75%35%/15%		80%/40%/20%
65%/25%/5%		DPM (all students tested)	70%/30%10%		Benchmark (all students tested)	75%35%/15%		80%/40%/20%
65%/25%/5%		DPM (all students tested)	70%/30%10%		Benchmark (all students tested)	75%35%/15%		80%/40%/20%
65%/25%/5%		DPM (all students tested)	70%/30%10%		Benchmark (all students tested)	75%35%/15%		80%/40%/20%
65%/25%/5%		DPM (all students tested)	70%/30%10%		Benchmark (all students tested)	75%35%/15%		80%/40%/20%
65%/25%/5%		DPM (all students tested)	70%/30%10%		Benchmark (all students tested)	75%35%/15%		80%/40%/20%
65%/25%/5%		DPM (all students tested)	70%/30%10%		Benchmark (all students tested)	75%35%/15%		80%/40%/20%
65%/25%/5%		DPM (all students tested)	70%/30%10%		Benchmark (all students tested)	75%35%/15%		80%/40%/20%
65%/25%/5%		DPM (all students tested)	70%/30%10%		Benchmark (all students tested)	75%35%/15%		80%/40%/20%
65%/25%/5%		DPM (all students tested)	70%/30%10%		Benchmark (all students tested)	75%35%/15%		80%/40%/20%
65%/25%/5%		DPM (all students tested)	70%/30%10%		Benchmark (all students tested)	75%35%/15%		80%/40%/20%
65%/25%/5%		Reading DPM (all students tested)	70%/30%10%		Reading Benchmark (all students tested)	75%35%/15%		80%/40%/20%

CYCLE 1 90-DAY OUTCOMES (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	0	0
Desired Annual Outcome	Modeling during collaborative planning is a standard practice. All classroom instruction (including re-teaching and assessment) aligns with the discussions and modeling that occur during collaborative planning. Formative assessments are consistently utilized to identify student needs.	0	0
Desired 90-day Outcome	Lesson plans demonstrate improved alignment of objectives, instruction, and formative assessment and are reflective of conversations and modeling opportunities that took place during planning.		
Barriers to Address During this Cycle	Differentiation of instructional and formative assessment opportunities.		
District Actions for this Cycle	Monitor School team support, reading coaches assist with planning sessions, and math and science coaches assist with planning and push-in instruction.		
District Commitment Theory of Action	If district policies and practices support effective instruction in schools, then the campus will have the tools it needs to meet the identified goals.	0	0

ACTION PLAN								
Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Revise the planning notebook to facilitate dialogue regarding alignment of objectives and assessment (based on teacher feedback).	5.1	August, 2020	Planning Notebook	Principal	Updated Planning Notebook	August, 2020		
Formalize the tracking process for teacher modeling of lesson plans to specifically include the alignment of the objectives and assessment.	5.1	August, 2020	Modeling Tracker	Instructional Specialists	Planning tracker	Ongoing		
Formalize the process for teachers to submit lesson plans via campus Schoology page.	5.1	August, 2020	Schoology and lesson plans	Instructional Specialists	Lesson plans submitted in Schoology	Ongoing		
Instructional team reviews sample lesson plans on a weekly basis to calibrate regarding objectives, instruction, and assessment.	5.1	August, 2020	Lesson Plans	Leadership Team	Leadership Agenda	Ongoing		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?			Carryover Action Steps			New Action Steps		

CYCLE 2 90-DAY OUTCOMES (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	0	0
Desired Annual Outcome	Modeling during collaborative planning is a standard practice. All classroom instruction (including re-teaching and assessment) aligns with the discussions and modeling that occur during collaborative planning. Formative assessments are consistently utilized to identify student needs.	0	0
Desired 90-day Outcome	Lesson plans demonstrate alignment of objectives, instruction, and assessment and differentiate for online learners.		
Barriers to Address During this Cycle	Differentiation of instructional and formative assessment opportunities.		
District Actions for this Cycle	Monitor School team support, reading coaches assist with planning sessions, and math and science coaches assist with planning and push-in instruction.		
District Commitment Theory of Action	If district policies and practices support effective instruction in schools, then the campus will have the tools it needs to meet the identified goals.	0	0

ACTION PLAN

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will initiate the dialogue around differentiation of instruction and assessment for online learners during modeling and collaborative planning opportunities.	5.1	Beginning of December to the end of the schol year	Planning notebook	Administrative Team	Instructional Specialists Planning Notebooks	Ongoing		
Incorporate long-range planning with specific opportunities for teachers to reflect and collaborate on alignment of objectives, instruction, and assessment.	5.1	Beginning of December to the end of the schol year	Planning notebook and district curriculum	Instructional Specialists	Shared Outlook calendar	Ongoing		
In the leadership team's review of lesson plans, clear evidence exists of assessment opportunities that align with objectives and instruction.	5.1	Beginning of December to the end of the schol year	Lesson plans	Administrative Team	Lesson plans and electronic feedback	Ongoing		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps					New Action Steps		

CYCLE 3 90-DAY OUTCOMES (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	0	0
Desired Annual Outcome	Modeling during collaborative planning is a standard practice. All classroom instruction (including re-teaching and assessment) aligns with the discussions and modeling that occur during collaborative planning. Formative assessments are consistently utilized to identify student needs.	0	0
Desired 90-day Outcome	Lessons are being implemented as designed as evidenced by administrative walk-throughs.		
Barriers to Address During this Cycle	Differentiation of instructional and formative assessment oppotunities.		
District Actions for this Cycle	Monitor School team support, reading coaches assist with planning sessions, and math and science coaches assist with planning and push-in instruction.		
District Commitment Theory of Action	If district policies and practices support effective instruction in schools, then the campus will have the tools it needs to meet the identified goals.	0	0

ACTION PLAN

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Walk-throughs demonstrate that lesson plans are being executed as designed.	5.1	March 2020 to the end of school	Google Walk-through form and CF-TESS	Administrative Team	Data generated from walk-throughs (Google spreadsheet and CF-TESS reports)	Ongoing		
Teachers will have access to the SIBME best practices library which includes specific videos targeted toward assessment opportunities and differentiation for remote learners.	5.1	March 2020 to the end of school	SIBME	Principal and teacher leader	SIBME videos	Ongoing		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps
	New Action Steps

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			