

**Campus Information**

<b>District Name</b>	Cypress-Fairbanks	<b>Campus Name</b>	Francone Elementary	<b>Superintendent</b>	Mark Henry	<b>Principal</b>	Melissa Martin
<b>District Number</b>	101-907	<b>Campus Number</b>	101-907-112	<b>District Coordinator of School Improvement (DCSI)</b>	Ashley Clayburn	<b>ESC Support</b>	N/A

**Assurances**

<b>DCSI</b>	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.	<b>Ashley Clayburn, October 11, 2019</b>
<b>Principal Supervisor</b> <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.	<b>Carla Brosnahan, October 11, 2019</b>
<b>Principal</b>	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.	<b>Melissa Martin, October 11, 2019</b>

**Board Approval Date**

**Needs Assessment**

<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Domain I: 80 Domain II Part A: 80 Domain II Part B: 88 Domain III: 78
	What changes in student group and subject performance are included in these goals?	Increase in student performance in each student group and content area for each domain.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

<b>Self-Assessment Results</b> (To be completed if the campus HAS NOT had an ESF Diagnostic)			
Use the completed Self-Assessment Tool to complete this section			
<b>Essential Action</b>		<b>Implementation Level (1 Not Yet Started - 5 Fully Implemented)</b>	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		5	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		5	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		5	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		4	
5.1 Objective-driven daily lesson plans with formative assessments.		4	
5.3 Data-driven instruction.		5	
	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Rationale</b>	Classroom resources, beyond those provided by the district, must be presented and vetted at collaborative planning sessions. When unvetted changes occur between lesson planning and implementation, resources may not align with the district curriculum and/or state assessments.	Leadership team and teachers need to intentionally model classroom instructional strategies (including re-teaching) within the structure of planning before instruction occurs. Increased monitoring of the implementation of that instruction and student progress through formative assessments is needed, especially after re-teaching.	
<b>Desired Annual Outcome</b>	All lessons evidence solid understanding of the TEKS and the STAAR readiness and supporting standards. Outside resources are aligned with district curriculum and state assessments.	Modeling during collaborative planning is a standard practice. All classroom instruction (including re-teaching) aligns with the discussions and modeling that occur during collaborative planning. Formative assessments are consistently utilized to identify student needs.	
<b>Barriers to Address During the Year</b>	Barriers include: accepting change to collaborative planning routines, managing time effectively	Barriers include: accepting change to collaborative planning routines, managing time effectively	
<b>District Commitment Theory of Action:</b>		If the district provides the campus with a standards-aligned, guaranteed, and viable curriculum (GVC) and scope and sequence, and if the district provides access to assessments aligned to the standards and to the expected level of rigor, and if the district policies and practices support effective instruction in schools, then the campus will improve first-time instruction in the classroom by implementing the provided instructional materials with fidelity, and by improving the quality of the lesson plans and formative assessments.	

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Reading	Checkpoint	40		DPM	45		Benchmark	50		STAAR	50	
3	Math	Checkpoint	40		DPM	45		Benchmark	50		STAAR	50	
4	Reading	Checkpoint	40		DPM	45		Benchmark	50		STAAR	50	
4	Writing	Checkpoint	40		DPM	45		Benchmark	50		STAAR	50	
4	Math	Checkpoint	40		DPM	45		Benchmark	50		STAAR	50	
5	Reading	Checkpoint	40		DPM	45		Benchmark	50		STAAR	50	
5	Math	Checkpoint	40		DPM	45		Benchmark	50		STAAR	50	
5	Science	Unit Test	40		DPM	45		Benchmark	50		STAAR	50	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Desired Annual Outcome</b>	All lessons evidence solid understanding of the TEKS and the STAAR readiness and supporting standards. Outside resources are aligned with district curriculum and state assessments.	Modeling during collaborative planning is a standard practice. All classroom instruction (including re-teaching) aligns with the discussions and modeling that occur during collaborative planning. Formative assessments are consistently utilized to identify student needs.	
<b>Desired 90-day Outcome</b>	All outside resources are vetted by the Instructional Leadership Team either during planning or before implementation.	All collaborative planning sessions include time designated for modeling of first-time instruction and re-teaching.	
<b>Barriers to Address During this Cycle</b>	Barriers include: requiring many long-term substitute teachers due to staff FMLA leave, working toward a mindset that all students can achieve at high levels, lacking awareness of the need for students' productive struggle (effortful practice that goes beyond passive skill-building).	Barriers include: requiring many long-term substitute teachers due to staff FMLA leave, establishing a new routine that modeling is an expected component of collaborative planning	
<b>District Actions for this Cycle</b>	District content-area coaches make regular campus visits to support teachers during the planning, and the campus is designated to receive added support through the CFISD Monitor School process.	District content-area coaches make regular campus visits to support teachers during the planning, and the campus is designated to receive added support through the CFISD Monitor School process.	
<b>District Commitments Theory of Action</b>	If the district provides the campus with a standards-aligned, guaranteed, and viable curriculum (GVC) and scope and sequence, and if the district provides access to assessments aligned to the standards and to the expected level of rigor, and if the district policies and practices support effective instruction in schools, then the campus will improve first-time instruction in the classroom by implementing the provided instructional materials with fidelity, and by improving the quality of the lesson plans and formative assessments.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Teachers must attend planning sessions with planning notebook completed for the required week. These planning notebooks include areas for assessment and re-teach and specification of resources.	1	Beginning 8/26/2019	Planning notebooks and the district curriculum	Instructional Leadership Team	Teachers attend weekly collaborative planning sessions with their notebooks completed	Weekly during collaborative planning sessions		
All outside resources are discussed for alignment during collaborative planning, resulting in a decision whether to allow the proposed resources. These discussions model the vetting process and criteria so that teachers learn how to evaluate resources effectively.	1	Beginning 8/26/2019	Instructional resources beyond what is provided by CFISD	Instructional Specialists	Teachers attend weekly collaborative planning sessions with their notebooks completed	Weekly during collaborative planning sessions		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Any time an outside resource is proposed for use in the classroom, the Instructional Leadership Team offers coaching related to alignment of classroom instructional materials and the TEKS.	1	Beginning 9/9/2019	TEKS	Instructional Leadership Team	Unvetted resources no longer being used	Weekly based on classroom walk-throughs		
Instructional Leadership Team sets the expectation for modeling during planning. Teachers are assigned lessons to model.	2	Beginning 10/7/2019	District curriculum	Instructional Specialists	Planning notebooks reflect who will be modeling in the "parting notes/preparation for next week" section.	Weekly during collaborative planning sessions		
<b>Reflection and Planning for Next 90-Day Cycle</b>								
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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			<b>Carryover Milestones</b>			<b>New Milestones</b>		

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Desired Annual Outcome</b>	All lessons evidence solid understanding of the TEKS and the STAAR readiness and supporting standards. Outside resources are aligned with district curriculum and state assessments.	Modeling during collaborative planning is a standard practice. All classroom instruction (including re-teaching) aligns with the discussions and modeling that occur during collaborative planning. Formative assessments are consistently utilized to identify student needs.	
<b>Desired 90-day Outcome</b>	Teachers thoroughly understand the TEKS and STAAR readiness and supporting standards and can self-identify aligned outside resources.	Instructional capacity and use of targeted formative assessments increase as a result of modeling during collaborative planning.	
<b>Barriers to Address During this Cycle</b>	Barriers include: requiring many long-term substitute teachers due to staff FMLA leave, varying levels of understanding of the TEKS and STAAR readiness and supporting standards	Barriers include: requiring many long-term substitute teachers due to staff FMLA leave, varying levels of rigor related to instruction and formative assessment	
<b>District Actions for this Cycle</b>	District content-area coaches make regular campus visits to support teachers during the planning, and the campus is designated to receive added support through the CFISD Monitor School process.	District content-area coaches make regular campus visits to support teachers during the planning, and the campus is designated to receive added support through the CFISD Monitor School process.	
<b>District Commitments Theory of Action</b>	If the district provides the campus with a standards-aligned, guaranteed, and viable curriculum (GVC) and scope and sequence, and if the district provides access to assessments aligned to the standards and to the expected level of rigor, and if the district policies and practices support effective instruction in schools, then the campus will improve first-time instruction in the classroom by implementing the provided instructional materials with fidelity, and by improving the quality of the lesson plans and formative assessments.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Monthly vertical team planning meetings review progression of the TEKS across grade levels (longitudinal alignment).	1	Beginning 9/23/2019	TEKS	Instructional Leadership Team	Resources used during vertical planning meetings	Monthly during vertical team meeting		
New Teachers Academies create deeper understanding of the TEKS and the district curriculum for teachers new to the profession and new to CFISD.	1	Beginning 9/3/2019	TEKS, district curriculum	Instructional Specialists	Meetings are scheduled on Google calendars, meeting resources, planning notebooks, classroom walk-throughs	Ongoing after each New Teacher Academy meeting		
Leaders work with teachers to connect what was modeled during planning to their own implementation during instruction. This will be done through video coaching using an online platform named SIBME (prior teacher training in place).	2	Beginning 10/18/2019	SIBME	Instructional Leadership Team	Lesson plans and SIBME video lessons	Ongoing after each SIBME video cycle		

Reflection and Planning for Next 90-Day Cycle		
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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Desired Annual Outcome</b>	All lessons evidence solid understanding of the TEKS and the STAAR readiness and supporting standards. Outside resources are aligned with district curriculum and state assessments.	Modeling during collaborative planning is a standard practice. All classroom instruction (including re-teaching) aligns with the discussions and modeling that occur during collaborative planning. Formative assessments are consistently utilized to identify student needs.	
<b>Desired 90-day Outcome</b>	All classroom walk-throughs show evidence of use of rigorous and aligned resources (district and outside).	All classroom walk-throughs show that instruction (including re-teaching) is being implemented with fidelity.	
<b>Barriers to Address During this Cycle</b>	Barriers: requiring many long-term substitute teachers due to staff FMLA leave, experiencing significant cumulative changes produces employee fatigue	Barriers: requiring many long-term substitute teachers due to staff FMLA leave, experiencing significant cumulative changes produces employee fatigue	
<b>District Actions for this Cycle</b>	District content-area coaches make regular campus visits to support teachers during the planning, and the campus is designated to receive added support through the CFISD Monitor School process.	District content-area coaches make regular campus visits to support teachers during the planning, and the campus is designated to receive added support through the CFISD Monitor School process.	
<b>District Commitments Theory of Action</b>	If the district provides the campus with a standards-aligned, guaranteed, and viable curriculum (GVC) and scope and sequence, and if the district provides access to assessments aligned to the standards and to the expected level of rigor, and if the district policies and practices support effective instruction in schools, then the campus will improve first-time instruction in the classroom by implementing the provided instructional materials with fidelity, and by improving the quality of the lesson plans and formative assessments.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Use of SIBME and CF-TESS (teacher appraisal system) provides coaching and feedback.	1, 2	Beginning 10/18/2019	SIBME, CF-TESS documents	Instructional Leadership Team	SIBME vidoes, instructional observations, optional teacher-provided evidence for CF-TESS	Ongoing after each SIBME video cycle and CF-TESS appraisal timeline		
Use of Google Forms/Autocrat provides teachers with instant weekly feedback after classroom walk-throughs. These are beyond SIBME and CF-TESS requirements.	1, 2	Beginning 9/16/2019	Google Forms and Google Sheets	Instrucional Leadership Team	Google Sheets documenting feedback	Ongoing after each walk-through		

Reflection and Planning for Next 90-Day Cycle			
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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		Carryover Milestones	New Milestones
END OF YEAR REFLECTION			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	All lessons evidence solid understanding of the TEKS and the STAAR readiness and supporting standards. Outside resources are aligned with district curriculum and state assessments.	Modeling during collaborative planning is a standard practice. All classroom instruction (including re-teaching) aligns with the discussions and modeling that occur during collaborative planning. Formative assessments are consistently utilized	
Did the campus achieve the desired outcome? Why or why not?			