

Cypress-Fairbanks Independent School District

Frazier Elementary School

2022-2023



Mission Statement

Frazier Elementary School will provide learning experiences and opportunities in an enriched, safe environment that will develop the characteristics found in the Portrait of the Cypress-Fairbanks ISD Graduate. Each of our students will become:

- an effective communicator
- a competent problem - solver
- a self-directed learner
- a responsible citizen, and
- a quality producer.

Vision

Frazier Elementary School will be an exemplary school dedicated to the philosophy of continuous improvement towards quality in all aspects of educating our children to live successfully in our dynamic world. In this quest for quality, our school goals reflect site-based decision-making of many committees and groups including, but not limited to the CIP and CPOC.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: We met in May 2022 to begin the process of looking at our data to determine the trends of Frazier's data. We used the assessments we had at the time to begin the process to determining our needs assessment and how we will use our Title I funds. To complete this process, we split into two groups - reading and math. We then met in September to finalize the needs of our students and determine how we will continue to use Title I funds.

The comprehensive needs assessment was reviewed and/or revised on the following dates: We came together on May 19, 2022 during the 2021-2022 school year and on September 23, 2022 for the 2022-2023 school year.

In summary, the comprehensive needs assessment denotes the following: We discovered we had growth in our reading content areas but continue to struggle in with math content. We need to continue to build our students' math foundations in the primary grades while improving higher-level thinking in our upper grades.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on May 15, 2022 and September 23, 2022 to develop the CNA and the strategies. Those meetings were held in the library in May and in the cafeteria in September starting at 4:30 p.m. in May and at 7:40 a.m. in September. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: During our meetings we split into 2 groups, math content and reading content, and analyzed the current data to determine trends at Frazier. We used the data to determine what areas Frazier needed to improve in and how we were going to accomplish this improvement.

Based on feedback from the committee, the campus has the following priorities for the current school year: Our Hispanic students across all grade levels had a 48% overall Meets passing rate on STAAR Reading. Hispanic students across all grade levels had a 37% overall Meets passing rate on STAAR Math.

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

The following student populations met or exceeded our campus targets for improvements in the Meets and Masters categories for state testing:

Reading:

- 4th Grade - Meets Level Standards: All, Hispanic, Asian, White, Economically Disadvantaged, LEP, and At-Risk
- 4th Grade - Masters Grade Level Standards: All, Hispanic, Asian, White, Economically Disadvantaged, LEP, and At-Risk
- 5th Grade - Meets Level Standards: All, Asian, African American, Economically Disadvantaged, and At-Risk
- 5th Grade - Masters Grade Level Standards: All, Asian, African American, Economically Disadvantaged, LEP, and At-Risk

Math:

- 5th Grade - Master Grade Level Standards: Asian

Science:

- 5th Grade - Meets Level Standards: Asian
- 5th Grade - Masters Grade Level Standards: African American

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Hispanic students across all grade levels had a 48% overall Meets passing rate on STAAR Reading. **Root Cause:** RLA: Teachers need to focus on teaching vocabulary and skills related to the ability to infer within a reading passage.

Problem Statement 2: Math: Hispanic students across all grade levels had a 37% overall Meets passing rate on STAAR Math. **Root Cause:** Math: Teachers need to use effective small group instruction to teach the appropriate TEKS within each grade.

Problem Statement 3: Science: Hispanic students across the grade level had a 38% overall Meets passing rate on STAAR Science. **Root Cause:** Science: Teachers need to focus on teaching vocabulary and skills related to the ability to connect science TEKS to real life experience.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

- Breakfast and lunch were provided for free through a federal school program during the school year.
- Frazier staff and school partnerships held our Frazier Express event for Frazier families in need and provided a holiday meal and gifts.
- Frazier held several community activities to development the community and school partnership.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Not all staff are implementing the Frazier S.N.A.P. within their rooms and hallways. **Root Cause:** School Culture and Climate: Need to focus on the Frazier S. N. A. P. and provide support to our teachers on how to implement it with students within the classroom and hallways.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Provide instructional materials and teaching support through the use of Title I funds.
- Provide class-size reductions for 3rd & 4th grade.
- Created a staff shout-out bulletin board.
- Provided monthly G.O.A.T. staff acknowledgements.
- 94% of the staff believed opportunities existed for them to think for themselves.
- 91% of the staff felt procedures were implemented to keep them safe at Frazier.
- 99% of the staff believed that quality work was expected from them during the school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Using our EPS survey, 33% of our Teachers & Paraprofessionals do not feel they have an opportunity to provide input at Frazier. **Root Cause:** Opportunities to provide input: Admin needs to provide more opportunities for the staff to share their input throughout the year through surveys and discussions.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Frazier Trunk-or-Treat
- Math, Science and Reading Parent Nights
- Frazier Express
- Mother and Son Dance
- STAAR Nights
- Monthly Frazier Parent Newsletters

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: A percentage of families report wanting to see how they can become more involved with Frazier. **Root Cause:** Parent and Community Engagement: We need to work as a team to purposefully provide more opportunities for our families to take part in the different classroom activities throughout the school year.

Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Hold planning sessions with teachers and monitor mini-lessons which will incorporate vocabulary and the use of Text Clues and Schema to build Inferencing.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers and Reading Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Provide opportunities to analyze data efficiently to drive instruction in a small group setting.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math Instructional Specialist, Teachers and Math Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Provide opportunities to analyze data efficiently to drive instruction for reteaching science concepts.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Science Instructional Specialist and Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Small group instruction in math and reading.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers and Reading & Math Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Will provide Reading Nights, Math Nights, Tutoring, Content Camps, Bedtime Story Nights, and Thankful Student Thursdays.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Librarian, Behavior Specialists and Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, Hispanic, and Economically Disadvantaged students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Title I Campuses: Salaries will fund one 4th grade teacher to reduce the student to teacher ratio in 4th grade and the other salary will cover a Behavior Interventionist to support all students and teachers at Frazier. Both positions will assist in students meeting the attached CIP target table. Students will utilize the IXL platform as an additional intervention at school and home to assist in meeting the attached CIP target table. Student supplies will assist students in providing materials for students to complete classroom lessons and activities. Math Link Consulting will support teachers with instructional strategies that will enable teachers to provide enriched learning activities during their math instruction. Seidlitz Education is a training that will assist teachers in teaching math to English language learners. The Heinemann products are leveled texts that will support our students in meeting the attached CIP target table. ETA Hand 2 Mind materials will support the students by providing them hands on math intervention materials so they can meet the attached CIP target table. Library books will increase the circulation of literature for all students in the school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers and Reading Interventionists</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Tutoring and content camps</p> <p>Strategy's Expected Result/Impact: At least 60% of the students will perform at the Meets or Master on the math, science & reading STAAR assessment. We will hold student achievement meetings every 9 weeks to discuss student/teacher data and provide student/teacher intervention in areas of need and regroup student interventions.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Core content area interventionist (reading)</p> <p>Strategy's Expected Result/Impact: At least 80% of the students will perform at the Approaches or Meets on the reading STAAR assessment. We will hold student data meetings every 9 weeks to discuss student data and provide teacher intervention in areas of need and regroup student interventions.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will follow all safety protocols. Strategy's Expected Result/Impact: All safety protocols will be followed. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors and Teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: The campus will recognize students with excellent attendance through class and school wide celebrations. Teachers will monitor students with excessive absences by communicating with student guardians.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers and Registrar</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Provide staff training on student de-escalation practices to support students</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions - Provide teacher training on Restorative Practices and de-escalation strategies.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Behavior Interventionist will work with the Assistant Principal and teachers to create behavior plans to help mitigate behavior concerns to keep students within the classroom.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 25%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Campus Behavior Interventionist will work with the school counselors and the classroom teachers to create behavior plans to reduce the number of discretionary placement of African American students in SOS.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Provide teacher training on Restorative Practices and de-escalation strategies.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0% .</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 10%

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Provide monthly recognition and incentives for perfect attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals and Admin Secretary</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: PBIS Strategies, De-escalation Strategies, Content Specific staff development courses and Student Management Strategies</p> <p>Strategy's Expected Result/Impact: A decrease in student office referrals, In-School Suspension, Out-of-School Suspensions, SOS Placement and an increase in Reading and Math performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers, Counselors and Reading/Math Interventionists</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 15%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Will send a monthly newsletter and hold Parent informational meetings to keep parents informed and engaged with student learning.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 15%.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists and Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	add name	Principal
Classroom Teacher	add name	Teacher #1
Classroom Teacher	add name	Teacher #2
Classroom Teacher	add name	Teacher #3
Classroom Teacher	add name	Teacher #4
Classroom Teacher	add name	Teacher #5
Classroom Teacher	add name	Teacher #6
Classroom Teacher	add name	Teacher #7
Classroom Teacher	add name	Teacher #8
Non-classroom Professional	add name	Other School Leader #1
Non-classroom Professional	add name	Other School Leader #2
Non-classroom Professional	add name	Other School Leader #3
Non-classroom Professional	add name	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	add name	Administrator (LEA) #2
Parent	add name	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	add name	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	add name	Paraprofessional #1
Paraprofessional	add name	Paraprofessional #2

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Frazier	White	5	3	60%	70%	*	1	20%	30%	*	0	0%	10%	*
Reading	3	Frazier	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Frazier	Eco. Dis.	73	51	70%	80%	78%	27	37%	47%	43%	8	11%	21%	11%
Reading	3	Frazier	Emergent Bilingual	40	27	68%	78%	73%	13	33%	43%	32%	3	8%	18%	*
Reading	3	Frazier	At-Risk	69	46	67%	77%	75%	23	33%	43%	33%	7	10%	20%	*
Reading	3	Frazier	SPED	13	7	54%	64%	53%	2	15%	25%	*	0	0%	10%	*
Reading	4	Frazier	All	86	68	79%	85%	53%	48	56%	66%	24%	27	31%	41%	10%
Reading	4	Frazier	Hispanic	59	46	78%	85%	55%	30	51%	61%	25%	17	29%	39%	8%
Reading	4	Frazier	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Frazier	Asian	9	9	100%	100%	*	8	89%	94%	*	6	67%	77%	*
Reading	4	Frazier	African Am.	9	6	67%	77%	*	5	56%	66%	*	2	22%	32%	*
Reading	4	Frazier	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Frazier	White	5	4	80%	85%	*	3	60%	70%	*	1	20%	30%	*
Reading	4	Frazier	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Frazier	Eco. Dis.	71	54	76%	85%	54%	37	52%	62%	25%	22	31%	41%	9%
Reading	4	Frazier	Emergent Bilingual	34	24	71%	81%	42%	14	41%	51%	21%	8	24%	34%	*
Reading	4	Frazier	At-Risk	70	53	76%	85%	51%	34	49%	59%	24%	19	27%	37%	8%
Reading	4	Frazier	SPED	14	6	43%	53%	46%	3	21%	31%	*	2	14%	24%	*
Reading	5	Frazier	All	92	72	78%	85%	72%	49	53%	63%	51%	31	34%	44%	23%
Reading	5	Frazier	Hispanic	68	51	75%	85%	72%	31	46%	56%	51%	19	28%	38%	20%
Reading	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Frazier	Asian	7	7	100%	100%	88%	5	71%	81%	88%	4	57%	67%	75%
Reading	5	Frazier	African Am.	6	5	83%	88%	63%	5	83%	88%	*	3	50%	60%	*
Reading	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Frazier	White	7	6	86%	91%	*	6	86%	90%	*	4	57%	67%	*
Reading	5	Frazier	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Frazier	Eco. Dis.	76	57	75%	85%	69%	38	50%	60%	47%	24	32%	42%	19%
Reading	5	Frazier	Emergent Bilingual	35	24	69%	79%	64%	8	23%	33%	38%	3	9%	19%	*
Reading	5	Frazier	At-Risk	78	58	74%	84%	68%	35	45%	54%	43%	21	27%	37%	19%
Reading	5	Frazier	SPED	9	2	22%	32%	57%	1	11%	21%	*	1	11%	20%	*
Science	5	Frazier	All	92	66	72%	82%	54%	40	43%	53%	21%	14	15%	25%	9%
Science	5	Frazier	Hispanic	68	48	71%	81%	51%	26	38%	48%	19%	9	13%	23%	7%
Science	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Frazier	Asian	7	7	100%	100%	75%	4	57%	67%	75%	1	14%	24%	*
Science	5	Frazier	African Am.	6	4	67%	77%	*	3	50%	60%	*	2	33%	43%	*
Science	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Frazier	White	7	5	71%	81%	*	5	71%	82%	*	2	29%	39%	*
Science	5	Frazier	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Frazier	Eco. Dis.	76	53	70%	80%	53%	30	39%	49%	19%	11	14%	24%	*
Science	5	Frazier	Emergent Bilingual	35	23	66%	76%	46%	6	17%	27%	*	3	9%	19%	*
Science	5	Frazier	At-Risk	78	53	68%	78%	45%	28	36%	46%	17%	9	12%	22%	8%
Science	5	Frazier	SPED	9	2	22%	32%	50%	1	11%	21%	*	1	11%	21%	*

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		FRAZIER	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	23%	31%	25%	40%	27%	30%	33%
		Total Number Meets or Higher		25		32			
		Total Number Tested		80		81			
		Points away from or above target		+8		+15			
		Difference from Prior Year				+9			
		Growth from Prior Year				29%			
	Hispanic	Target and Actual Rate	19%	28%	21%	38%	23%	26%	29%
		Total Number Meets or Higher		16		25			
		Total Number Tested		57		65			
		Points away from or above target		+9		+17			
		Difference from Prior Year				+10			
		Growth from Prior Year				36%			
	Eco. Disadv.	Target and Actual Rate	22%	25%	24%	38%	26%	29%	32%
		Total Number Meets or Higher		17		27			
		Total Number Tested		67		72			
		Points away from or above target		+3		+14			
		Difference from Prior Year				+13			
		Growth from Prior Year				52%			
	EL (Current & Monitored)	Target and Actual Rate	20%	28%	22%	39%	24%	27%	30%
		Total Number Meets or Higher		15		20			
Total Number Tested			53		51				
Points away from or above target			+8		+17				
Difference from Prior Year					+11				
Growth from Prior Year					39%				
Cont. Enrolled	Target and Actual Rate	23%	34%	25%	47%	27%	30%	33%	
	Total Number Meets or Higher		24		28				
	Total Number Tested		71		60				
	Points away from or above target		+11		+22				
	Difference from Prior Year				+13				
	Growth from Prior Year				38%				

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		FRAZIER	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	42%	24%	44%	14%	46%	49%	52%
		Total Number Meets or Higher		19		11			
		Total Number Tested		80		81			
		Points away from or above target		-18		-30			
		Difference from Prior Year				-10			
		Growth from Prior Year				-42%			
	Hispanic	Target and Actual Rate	35%	19%	37%	15%	39%	42%	45%
		Total Number Meets or Higher		11		10			
		Total Number Tested		57		65			
		Points away from or above target		-16		-22			
		Difference from Prior Year				-4			
		Growth from Prior Year				-21%			
	Eco. Disadv.	Target and Actual Rate	43%	19%	45%	13%	47%	50%	53%
		Total Number Meets or Higher		13		9			
		Total Number Tested		67		72			
		Points away from or above target		-24		-32			
		Difference from Prior Year				-6			
		Growth from Prior Year				-32%			
	EL (Current & Monitored)	Target and Actual Rate	46%	32%	48%	18%	50%	53%	56%
		Total Number Meets or Higher		17		9			
Total Number Tested			53		51				
Points away from or above target			-14		-30				
Difference from Prior Year					-14				
Growth from Prior Year					-44%				
Cont. Enrolled	Target and Actual Rate	44%	25%	46%	18%	48%	51%	54%	
	Total Number Meets or Higher		18		11				
	Total Number Tested		71		60				
	Points away from or above target		-19		-28				
	Difference from Prior Year				-7				
	Growth from Prior Year				-28%				

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Amplify Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.