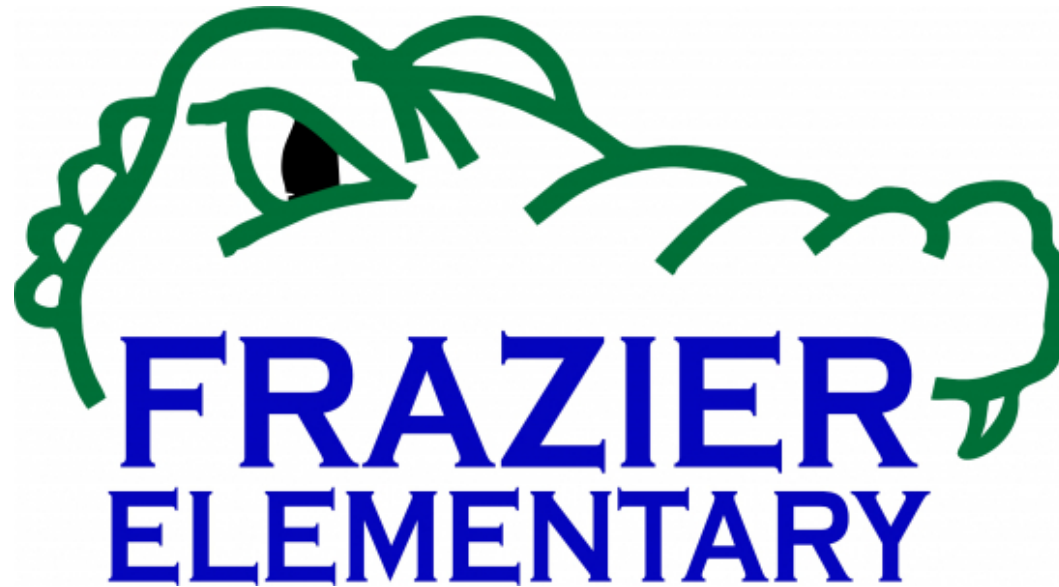


Cypress-Fairbanks Independent School District

Frazier Elementary School

2023-2024



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.

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Comprehensive Needs Assessment

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Needs Assessment Overview Summary

SCHOOL PROFILE

Frazier Elementary is a campus in Houston, Texas. Frazier Elementary opened its doors in 1982. Frazier Elementary is projected to serve 725 students in grades Pre-K to 5th Grade during the 2023-2024 school year, which is an increase from the previous year of 690.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Frazier's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- * State Assessments
- * STAAR Assessment Results
- * Race and Ethnicity Data
- * Special Program Data
- * Economically Performance Data
- * EB Performance Data
- * Attendance Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 15, 2023 and again on September 13, 2023 and on September 25, 2023 to develop and finalize the CNA. The meetings were held in the cafeteria and the library at 4:15 p.m.

At the first meeting on May 15, 2023, principal Michael Pagano discussed Frazier's Strategies growth, Frazier's Title I budget, and our state testing situation.

At the second meetings on September 13, 2023 and September 25, 2023, the CPOC completed the Needs Assessment using Frazier's data.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically our Hispanic students across all grades levels had a 37% overall Meets passing rate on the Reading STAAR Assessment. Through the root cause analysis process, we identified the students are lacking in ELAR strategies, such as identification of genres and CSPR.

Our second identified priority problem is in the area of student achievement, specifically our Hispanic students across all grades levels had a 28% overall Meets passing rate on the Math STAAR assessment. Through the root cause analysis process, we identified teachers need to use student-centered activities that have relevant embedded questions.

Our third identified priority problem is in the area of teacher/paraprofessional attendance, specifically teachers taking personal days for situations that could be taken care of with a half-day. Through the root cause analysis process, we identified that teachers do not understand the impact of multiple absences on our students.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Our 3rd grade math students met their target Approaches goals in the All, Hispanic, Eco. Dis., Emergent Bilingual, and At-Risk categories.

Our 3rd grade math Eco. Dis. students out perform the district in the Meets category.

Our 3rd grade reading students out performed the district in the Eco. Dis., Emergent Bilingual, Sp. Ed., and At-Risk in the Approaches categories.

Our 5th grade reading Sp. Ed. students met their approaches target and out perform the district.

Our 5th grade AA student group met their target and out perform the district in the Masters category.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our Hispanic students across all grades levels had a 37% overall Meets passing rate on the Reading STAAR Assessment. **Root Cause:** RLA: The Students are lacking in ELAR strategies, such as identification of genres and CSPP.

Problem Statement 2: Math: Our Hispanic students across all grades levels had a 28% overall Meets passing rate on the Math STAAR Assessment. **Root Cause:** Math: Teachers need to use student-centered activities that have relevant embedded questions.

Problem Statement 3: Science: Our Hispanic students across the 5th grade had a 19% overall Meets passing rate on the Science STAAR Assessment. **Root Cause:** Science: Teachers need to use hands-on lessons that are enriched with science vocabulary.

Problem Statement 4: Students are beginning the 2023-24 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

The following are strengths of the campus in regard to school culture and climate.

- Breakfast and lunch were provided for free through a federal school program during the school year.
- Frazier staff and community members held our Frazier Express event for Frazier families in need and provided a holiday meal and gifts.
- During the 2022-2023, we increased our participation in PBIS activities which increased our students' positive behaviors.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Only 32 staff members completed the Frazier PBIS staff survey during the 2022-2023 school year. **Root Cause:** Teachers did not have time through the school day to complete the district survey.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

- 91% of staff members felt they have opportunities for them to think for themselves
- 84% of the staff members felt they had opportunities for them to professional grow

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers are taking whole personal days for situations that could be taken care with a half-day. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers do not understand the impact of multiple absences on our students.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

- We held a weekend book fair for all community members
- We had Bedtime Stories twice a month at 7 pm
- Math, Reading, Science Nights
- Father and Daughter Dance
- Frazier Express
- Had a Frazier Baseball team, a basketball league, and a morning student run club

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents feel they are not receiving communication from our classroom teachers. **Root Cause:** Teachers are not sending monthly newsletters that help update our parents with Frazier and classroom information.

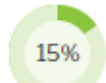



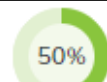



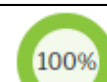
Goals

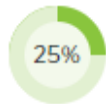


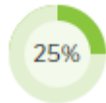


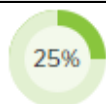
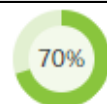
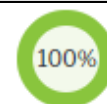







Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: We will focus teach ELAR strategies with small group instruction. Strategy's Expected Result/Impact: Our Hispanic students will meet the STAAR performance targets in the Meets category. Staff Responsible for Monitoring: Principal, APs, ISs, and Teachers.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will plan lessons with student-centered activities that have rigor questions embedded within the lesson. Strategy's Expected Result/Impact: Our Hispanic students will increase their Meets level of performance on the Math STAAR assessment. Staff Responsible for Monitoring: Principal, APs, ISs, Teachers.	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Science: We will increase the rigor within our lessons by using hands-on lessons that are enriched in science vocabulary. Strategy's Expected Result/Impact: Our Hispanic students will meet the STAAR performance targets in the Meets category. Staff Responsible for Monitoring: Principal, APs, ISs, and Teachers.	Formative		
	Nov	Feb	May
			

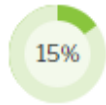


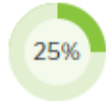









Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
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. -Closing the Gap is from 9:00 to 9:25 a.m. -Teachers will use BOY assessments to compose small groups -Teachers will address students' gaps from assessments given Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers and Reading & Math Interventionists	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
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, Frazier Baseball Team, Run Club, Basketball Teams, and Thankful Student Thursdays. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Librarian, Behavior Specialists and Teachers	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: At-Risk: 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 Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Students will receive instruction during before and after school tutoring sessions. Strategy's Expected Result/Impact: At least 60% of the students will perform at the Approaches, Meets or Master on the content STAAR assessment. We will hold student data meetings every 9 weeks to discuss student/teacher data and provide student/teacher intervention in areas of need and regroup student interventions. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: At least 60% of the students will perform at the Approaches, Meets or Master on the content STAAR assessment. We will hold student data meetings every 9 weeks to discuss student/teacher data and provide student/teacher intervention in areas of need and regroup student interventions. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Class Size Reduction Teacher in 5th grade will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: At least 60% of the students will perform at the Approaches, Meets or Master on the content STAAR assessment. We will hold student data meetings every 9 weeks to discuss student/teacher data and provide student/teacher intervention in areas of need and regroup student interventions. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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: Significant progress made toward meeting Objective

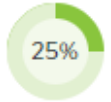


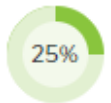






Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 1: Student Safety: By the end of the current 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: Exceeded Objective


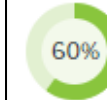
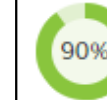
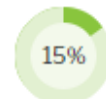
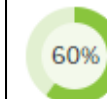
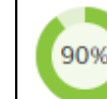




Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: All Frazier's staff will work on developing strong relationships with each other and our community through the implementation of PBIS strategies, BOTB, restorative circle and huddles, and community activities here at our school. All staff 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.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> 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 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

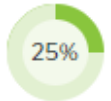









Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Provide teacher training on Restorative Practices and de-escalation strategies. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% . Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS, Character Education from our counselors, BOTB, Gator Store and lunch bunch. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist	Formative		
	Nov	Feb	May
			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 current school year, teacher/paraprofessional attendance will increase by 10%

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: No progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Provide monthly recognition and incentives for perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal, Assistant Principals and Admin Secretary	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 current 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		
Strategy 1: High-Quality Professional Development: Staff will receive professional development from campus based opportunities for professional learning on PBIS Strategies, De-escalation Strategies, Content Specific staff development courses, and Student Management Strategies - Teachers will receive professional development from N2 Learning and ASCD 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. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers, Counselors and Reading/Math Interventionists	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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 current school year, parent and family engagement will increase by 15%.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Parent and family engagement will increase by 15%. Staff Responsible for Monitoring: Principal, Instructional Specialists and Teachers	Formative		
	Nov	Feb	May
	 25%	 60%	 100%
<div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Maxine Rivera	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Treasure Denesse	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Jocelyne Garza	Paraprofessional #2
Paraprofessional #1	Nancy Torres #1	Paraprofessional #1
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Freddy Garcia	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Danielle Houston	Parent #2
Parent #1	Kim Bewsher	Parent #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Administrator (LEA) #1	Sabrina Schmitt	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Leneilia Johnson	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Terra Lozano	Other School Leader (Nonteaching Professional) #1
Teacher #8	Chloe Trejo	Teacher #8
Teacher #7	Yadira Munoz	Teacher #7
Teacher #6	Vanessa Pena	Teacher #6
Teacher #5	Jeremiah Short	Teacher #5
Teacher #4	Ryan Murphy	Teacher #4
Teacher #3	Breiana Syzdek	Teacher #3
Teacher #2	Elizabeth Kohlschmidt	Teacher #2
Teacher #1	Kathy Tran	Teacher #1
Principal	Michael Pagano	Principal

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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	3	Frazier	ES 9	All	103	72	70%	75%	56%	36	35%	40%	25%	9	9%	14%	5%
Math	3	Frazier	ES 9	Hispanic	85	57	67%	72%	49%	26	31%	36%	22%	*	*	*	*
Math	3	Frazier	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Frazier	ES 9	Asian	6	6	100%	100%	100%	6	100%	100%	67%	5	83%	88%	*
Math	3	Frazier	ES 9	African Am.	7	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Frazier	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Frazier	ES 9	White	4	*	*	*	83%	*	*	*	*	*	*	*	*
Math	3	Frazier	ES 9	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Frazier	ES 9	Eco. Dis.	95	65	68%	73%	52%	34	36%	41%	22%	8	8%	13%	*
Math	3	Frazier	ES 9	Emergent Bilingual	57	41	72%	75%	47%	20	35%	40%	18%	*	*	*	*
Math	3	Frazier	ES 9	At-Risk	70	48	69%	74%	47%	21	30%	35%	23%	*	*	*	*
Math	3	Frazier	ES 9	SPED	17	7	41%	46%	*	*	*	*	*	*	*	*	*
Math	4	Frazier	ES 9	All	90	44	49%	54%	67%	23	26%	31%	31%	7	8%	13%	9%
Math	4	Frazier	ES 9	Hispanic	71	36	51%	56%	64%	18	25%	30%	27%	5	7%	12%	*
Math	4	Frazier	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Frazier	ES 9	Asian	4	*	*	*	100%	*	*	*	*	*	*	*	*
Math	4	Frazier	ES 9	African Am.	5	*	*	*	71%	*	*	*	*	*	*	*	*
Math	4	Frazier	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Frazier	ES 9	White	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Frazier	ES 9	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Frazier	ES 9	Eco. Dis.	85	42	49%	54%	66%	22	26%	31%	32%	6	7%	12%	8%
Math	4	Frazier	ES 9	Emergent Bilingual	48	20	42%	47%	61%	6	13%	18%	27%	*	*	*	*
Math	4	Frazier	ES 9	At-Risk	71	32	45%	50%	60%	15	21%	26%	23%	5	7%	12%	6%
Math	4	Frazier	ES 9	SPED	13	*	*	*	58%	*	*	*	*	*	*	*	*
Math	5	Frazier	ES 9	All	94	65	69%	74%	46%	31	33%	38%	18%	14	15%	20%	*
Math	5	Frazier	ES 9	Hispanic	69	48	70%	75%	47%	20	29%	34%	17%	8	12%	17%	*
Math	5	Frazier	ES 9	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Frazier	ES 9	Asian	8	7	88%	93%	*	6	75%	80%	*	*	*	*	*
Math	5	Frazier	ES 9	African Am.	8	5	63%	68%	*	*	*	*	*	*	*	*	*
Math	5	Frazier	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Frazier	ES 9	White	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Frazier	ES 9	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Frazier	ES 9	Eco. Dis.	77	49	64%	69%	47%	21	27%	32%	17%	10	13%	18%	*
Math	5	Frazier	ES 9	Emergent Bilingual	39	22	56%	61%	47%	7	18%	23%	13%	*	*	*	*
Math	5	Frazier	ES 9	At-Risk	75	46	61%	66%	44%	19	25%	30%	14%	10	13%	18%	*

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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	5	Frazier	ES 9	SPED	14	8	57%	62%	26%	*	*	*	*	*	*	*	*
Reading	3	Frazier	ES 9	All	102	79	77%	82%	63%	44	43%	48%	44%	10	10%	20%	20%
Reading	3	Frazier	ES 9	Hispanic	84	63	75%	80%	53%	30	36%	41%	37%	5	6%	11%	13%
Reading	3	Frazier	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Frazier	ES 9	Asian	6	6	100%	100%	100%	6	100%	100%	100%	*	*	*	50%
Reading	3	Frazier	ES 9	African Am.	7	5	71%	76%	*	*	*	*	*	*	*	*	*
Reading	3	Frazier	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Frazier	ES 9	White	4	*	*	*	83%	*	*	*	*	*	*	*	*
Reading	3	Frazier	ES 9	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Frazier	ES 9	Eco. Dis.	94	73	78%	83%	59%	40	43%	48%	39%	10	11%	16%	16%
Reading	3	Frazier	ES 9	Emergent Bilingual	56	41	73%	78%	49%	18	32%	37%	31%	*	*	*	12%
Reading	3	Frazier	ES 9	At-Risk	69	52	75%	80%	54%	23	33%	38%	36%	*	*	*	15%
Reading	3	Frazier	ES 9	SPED	17	9	53%	58%	31%	*	*	*	*	*	*	*	*
Reading	4	Frazier	ES 9	All	90	48	53%	63%	85%	22	24%	30%	52%	9	10%	20%	11%
Reading	4	Frazier	ES 9	Hispanic	71	39	55%	60%	82%	18	25%	30%	48%	6	8%	13%	9%
Reading	4	Frazier	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Frazier	ES 9	Asian	4	*	*	*	100%	*	*	*	100%	*	*	*	*
Reading	4	Frazier	ES 9	African Am.	5	*	*	*	100%	*	*	*	*	*	*	*	*
Reading	4	Frazier	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Frazier	ES 9	White	6	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Frazier	ES 9	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Frazier	ES 9	Eco. Dis.	85	46	54%	60%	86%	21	25%	35%	51%	8	9%	14%	12%
Reading	4	Frazier	ES 9	Emergent Bilingual	48	20	42%	47%	82%	10	21%	30%	41%	*	*	*	11%
Reading	4	Frazier	ES 9	At-Risk	71	36	51%	56%	83%	17	24%	30%	42%	6	8%	13%	11%
Reading	4	Frazier	ES 9	SPED	13	6	46%	51%	53%	*	*	*	32%	*	*	*	*
Reading	5	Frazier	ES 9	All	94	68	72%	77%	65%	48	51%	56%	35%	22	23%	28%	17%
Reading	5	Frazier	ES 9	Hispanic	69	50	72%	77%	64%	35	51%	56%	36%	14	20%	25%	16%
Reading	5	Frazier	ES 9	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Frazier	ES 9	Asian	8	7	88%	93%	*	7	88%	93%	*	6	75%	80%	*
Reading	5	Frazier	ES 9	African Am.	8	5	63%	68%	*	*	*	*	*	*	*	*	*
Reading	5	Frazier	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Frazier	ES 9	White	5	*	*	*	71%	*	*	*	*	*	*	*	*
Reading	5	Frazier	ES 9	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Frazier	ES 9	Eco. Dis.	77	53	69%	74%	63%	36	47%	52%	33%	15	19%	24%	16%
Reading	5	Frazier	ES 9	Emergent Bilingual	39	25	64%	69%	58%	15	38%	43%	26%	*	*	*	9%

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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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 literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in 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 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 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 the reading and writing block.
- 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	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 nd -5 th)	▪ Library Resources
▪ Boost Reading	▪ 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
 - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, 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 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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 pitched and unpitched 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.