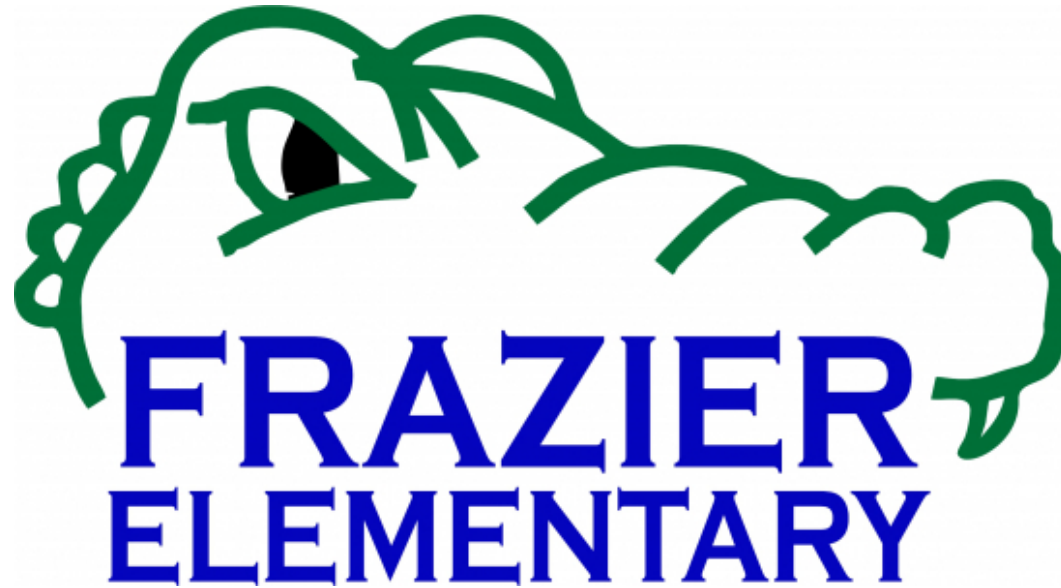


Cypress-Fairbanks Independent School District

Frazier Elementary School

2024-2025



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.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: We will focus teach ELAR strategies with small group instruction. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, and Teachers.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will plan lessons with student-centered activities, such as composing and decomposing numbers, that will support the students with content understanding. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISs, Teachers.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

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: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, APs, ISS, and Teachers.	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
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; PEAMs Teachers, I.S., and Counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: 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 Soccer Team, Run Club, Basketball Teams, and Thankful Student Thursdays. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Librarian, and Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
Strategy 6: 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: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal, AP, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: 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. Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Considerable
No Progress Accomplished Continue/Modify Discontinue			

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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: Met 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
	 Some Progress	 Considerable	 Accomplished
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
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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, AP, Instructional Specialists, & Counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
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
	 Some Progress	 Considerable	 Considerable
No Progress Accomplished Continue/Modify Discontinue			

Goal 6: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative 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. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% . Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on the Fundamental Five 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, and Counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable



No Progress



Accomplished



Continue/Modify



Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports
Summative Evaluation: Significant 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 5%. Staff Responsible for Monitoring: Principal, Assistant Principals and Admin Secretary	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Accomplished
No Progress Accomplished Continue/Modify Discontinue			

Goal 7: District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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
Master Teacher Walks
Walk-throughs
Lesson Plans/Planning Document
Mentor/ Mentee
Sibme

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, Fundamental Five, and Student Management Strategies - Teachers will receive professional development from Frazier Admin 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
	Some Progress	Considerable	Considerable
No Progress Accomplished Continue/Modify Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: 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
STAAR News,

Summative Evaluation: Met 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
	Some Progress	Considerable	Accomplished
No Progress Accomplished Continue/Modify Discontinue			

CPOC

Committee Role	Name	Position
Principal	Michael Pagano	Principal (there is only one principal)
Teacher #1	Jenny Steen	PreK
Teacher #2	Elizabeth Kohlschmidt	2nd Grade
Teacher #3	David Martinez	KG
Teacher #4	Ryan Murphy	3rd Grade
Teacher #5	Shawna Jackson	4th Grade
Teacher #6	Stacey Pennington	NAC
Teacher #7	Alexandra Vassiliadis	PEAMs
Teacher #8	Maria Castro	Resource
Paraprofessional #1	Nancy Torres	Paraprofessional #1
Paraprofessional #2	Gia Mannone	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Jennifer Grant	AP
Other School Leader (Nonteaching Professional) #2	Rena Richardson	AP
Other School Leader (Nonteaching Professional) #3	Treasure Denesse	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Maxine Rivera	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Sabrina Schmitt	Administrator (LEA) #1
Administrator (LEA) #2	Christina Cole	Administrator (LEA) #2
Parent #1	Kim Bewsher	Parent #1
Parent #2	Jennifer Ochoa-Vela	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Freddy Garcia	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2

Addendums

Campus		Frazier			
Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	37%	40%	43%	46%	49%
Masters Grade Level	14%	17%	20%	23%	26%

2024-25	Target Check
74%	Met District Strategic Target
45%	Met District Strategic Target
24%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#									
Reading	3	Frazier	ES9	All	83	63%	73%	68%	44%	54%	42%	20%	30%	9%
Reading	3	Frazier	ES9	Hispanic	65	53%	71%	69%	37%	49%	42%	13%	25%	10%
Reading	3	Frazier	ES9	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	3	Frazier	ES9	Asian	3	100%	100%	*	100%	100%	*	50%	67%	*
Reading	3	Frazier	ES9	African Am.	11	*	73%	42%	*	55%	*	*	36%	*
Reading	3	Frazier	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	Frazier	ES9	White	3	83%	100%	*	*	100%	*	*	67%	*
Reading	3	Frazier	ES9	Two or More	1	*	100%	*	*	100%	*	*	100%	*
Reading	3	Frazier	ES9	Eco. Dis.	73	59%	69%	66%	39%	49%	41%	16%	26%	8%
Reading	3	Frazier	ES9	EB	48	49%	59%	67%	31%	42%	30%	12%	23%	*
Reading	3	Frazier	ES9	At-Risk	55	54%	64%	67%	36%	45%	37%	15%	25%	*
Reading	3	Frazier	ES9	SPED	20	31%	41%	*	*	20%	*	*	10%	*
Reading	4	Frazier	ES9	All	88	85%	93%	86%	52%	67%	66%	11%	31%	28%
Reading	4	Frazier	ES9	Hispanic	63	82%	90%	83%	48%	59%	60%	9%	17%	22%
Reading	4	Frazier	ES9	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	4	Frazier	ES9	Asian	11	100%	100%	100%	100%	100%	100%	*	91%	64%
Reading	4	Frazier	ES9	African Am.	5	100%	100%	*	*	80%	*	*	40%	*
Reading	4	Frazier	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	Frazier	ES9	White	5	*	100%	*	*	80%	*	*	40%	*
Reading	4	Frazier	ES9	Two or More	3	*	100%	*	*	67%	*	*	33%	*
Reading	4	Frazier	ES9	Eco. Dis.	73	86%	90%	84%	51%	61%	60%	12%	22%	21%
Reading	4	Frazier	ES9	EB	45	82%	91%	74%	41%	41%	38%	11%	20%	*
Reading	4	Frazier	ES9	At-Risk	57	83%	89%	82%	42%	43%	56%	11%	21%	24%
Reading	4	Frazier	ES9	SPED	17	53%	65%	67%	32%	33%	61%	*	18%	*
Reading	5	Frazier	ES9	All	97	65%	77%	76%	35%	51%	55%	17%	30%	17%
Reading	5	Frazier	ES9	Hispanic	81	64%	74%	75%	36%	46%	51%	16%	26%	15%
Reading	5	Frazier	ES9	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	5	Frazier	ES9	Asian	5	*	100%	83%	*	100%	83%	*	80%	*
Reading	5	Frazier	ES9	African Am.	6	*	100%	*	*	67%	*	*	33%	*
Reading	5	Frazier	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	Frazier	ES9	White	4	71%	75%	*	*	50%	*	*	25%	*
Reading	5	Frazier	ES9	Two or More	1	*	100%	*	*	100%	*	*	100%	*
Reading	5	Frazier	ES9	Eco. Dis.	84	63%	73%	77%	33%	43%	57%	16%	26%	17%
Reading	5	Frazier	ES9	EB	54	58%	68%	64%	26%	36%	38%	9%	19%	*
Reading	5	Frazier	ES9	At-Risk	76	62%	72%	72%	32%	42%	47%	14%	24%	9%
Reading	5	Frazier	ES9	SPED	20	42%	52%	47%	*	25%	26%	*	10%	*
Math	3	Frazier	ES9	All	83	56%	66%	54%	25%	40%	26%	5%	20%	9%
Math	3	Frazier	ES9	Hispanic	65	49%	60%	56%	22%	32%	24%	*	15%	*
Math	3	Frazier	ES9	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	3	Frazier	ES9	Asian	3	100%	100%	*	67%	67%	*	*	33%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#		%	%	%	%	%	%	%	%
Math	3	Frazier	ES9	African Am.	11	*	82%	*	*	64%	*	*	36%	*
Math	3	Frazier	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Frazier	ES9	White	3	83%	100%	*	*	67%	*	*	33%	*
Math	3	Frazier	ES9	Two or More	1	*	100%	*	*	100%	*	*	100%	*
Math	3	Frazier	ES9	Eco. Dis.	73	52%	62%	54%	22%	32%	24%	*	16%	7%
Math	3	Frazier	ES9	EB	48	47%	56%	48%	18%	27%	15%	*	13%	*
Math	3	Frazier	ES9	At-Risk	55	47%	56%	49%	23%	33%	18%	*	15%	*
Math	3	Frazier	ES9	SPED	20	*	50%	*	*	25%	*	*	10%	*
Math	4	Frazier	ES9	All	88	67%	81%	69%	31%	44%	44%	9%	24%	22%
Math	4	Frazier	ES9	Hispanic	63	64%	75%	65%	27%	38%	38%	*	19%	17%
Math	4	Frazier	ES9	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	4	Frazier	ES9	Asian	11	100%	100%	100%	*	45%	91%	*	27%	73%
Math	4	Frazier	ES9	African Am.	5	71%	80%	*	*	60%	*	*	40%	*
Math	4	Frazier	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Frazier	ES9	White	5	*	100%	*	*	80%	*	*	40%	*
Math	4	Frazier	ES9	Two or More	3	*	100%	*	*	67%	*	*	33%	*
Math	4	Frazier	ES9	Eco. Dis.	73	66%	76%	67%	32%	42%	39%	8%	18%	16%
Math	4	Frazier	ES9	EB	45	61%	71%	59%	27%	37%	29%	*	13%	*
Math	4	Frazier	ES9	At-Risk	57	60%	70%	62%	23%	33%	35%	6%	16%	18%
Math	4	Frazier	ES9	SPED	17	58%	68%	44%	*	35%	*	*	18%	*
Math	5	Frazier	ES9	All	97	46%	64%	74%	18%	34%	45%	*	18%	17%
Math	5	Frazier	ES9	Hispanic	81	47%	57%	72%	17%	27%	40%	*	14%	13%
Math	5	Frazier	ES9	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	5	Frazier	ES9	Asian	5	*	100%	100%	*	80%	83%	*	40%	*
Math	5	Frazier	ES9	African Am.	6	*	100%	*	*	67%	*	*	33%	*
Math	5	Frazier	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Frazier	ES9	White	4	*	100%	*	*	50%	*	*	25%	*
Math	5	Frazier	ES9	Two or More	1	*	100%	*	*	100%	*	*	100%	*
Math	5	Frazier	ES9	Eco. Dis.	84	47%	57%	73%	17%	27%	46%	*	13%	18%
Math	5	Frazier	ES9	EB	54	47%	57%	67%	13%	22%	31%	*	11%	14%
Math	5	Frazier	ES9	At-Risk	76	44%	54%	68%	14%	24%	37%	*	12%	12%
Math	5	Frazier	ES9	SPED	20	26%	36%	44%	*	15%	*	*	5%	*
Science	5	Frazier	ES9	All	97	33%	62%	65%	9%	28%	18%	*	15%	9%
Science	5	Frazier	ES9	Hispanic	81	33%	54%	60%	8%	19%	12%	*	9%	*
Science	5	Frazier	ES9	Am. Indian	0	*	*	*	*	*	*	*	*	*
Science	5	Frazier	ES9	Asian	5	*	100%	100%	*	80%	83%	*	60%	*
Science	5	Frazier	ES9	African Am.	6	*	100%	*	*	67%	*	*	33%	*
Science	5	Frazier	ES9	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Frazier	ES9	White	4	*	100%	*	*	75%	*	*	50%	*
Science	5	Frazier	ES9	Two or More	1	*	100%	*	*	100%	*	*	100%	*
Science	5	Frazier	ES9	Eco. Dis.	84	32%	42%	66%	9%	20%	16%	*	10%	8%
Science	5	Frazier	ES9	EB	54	27%	37%	50%	*	19%	*	*	9%	*
Science	5	Frazier	ES9	At-Risk	76	31%	41%	58%	8%	20%	12%	*	9%	*
Science	5	Frazier	ES9	SPED	20	*	50%	33%	*	25%	*	*	10%	*

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.

2024-2025 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)	▪ Achieve 3000
▪ 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 and other content conversation and fluency 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, Performance Matters, 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 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.