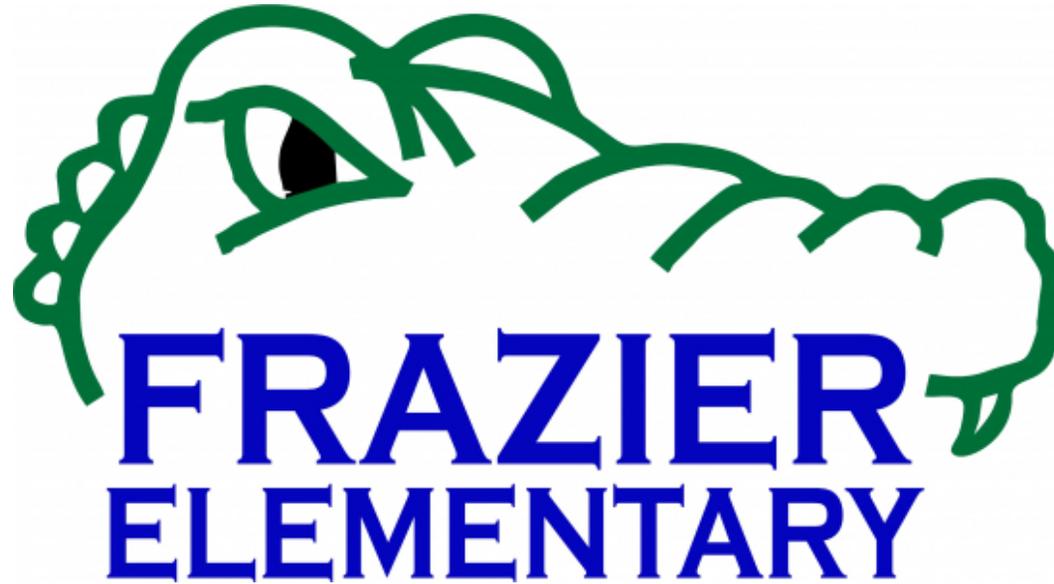


Cypress-Fairbanks Independent School District

Frazier Elementary School

2025-2026



Mission Statement

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

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

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Frazier Elementary is a campus in Houston, Texas. Frazier Elementary is projected to serve 600 students in grades Pre-K, KG, 1st, 2nd, 3rd, 4th, and 5th during the 2025-26 school year, which is a decrease from the previous year of 601.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Frazier Elementary's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 15, 2025, and again on September 29, 2025. The meetings were held in the library of Frazier Elementary. We plan to meet again on November 17, 2025, February 23, 2026, and May 19, 2026 to review and revise the CNA as needed.

At the first meeting on May 15, 2025:

Data was reviewed with the committee in the areas of Reading, Math and Science. The committee was broken into 2 groups and the two groups created their contributing factors lists and narrowed it down to the root cause. The committee discussed the growth in reading and how the students moved closer to our 30:60:90 growth goal. It was discussed how the students showed strength in comprehension and their ECR. The committee discussed the growth in math compared to others within our cluster. The committee discussed the need for our students to use supplemental aids, especially our SpEd students. The committee also discussed the need to have better first instruction and the need to provide better professional development for our math teachers. The committee discussed the data for science and how our 4th grade students have shown growth. The committee discussed the need to focus on real life experiences and science vocabulary. Questions need to have more rigor and look to

possibly have a science lab. The committee discussed the growth of our students with attendance and how we received 2 distinctions from the district due to an increase in our student attendance rate. The committee discussed the need to follow back up with our original plan this school year with reaching out to the parents and having parent conferences at certain attendance levels.

The following data were evaluated from the 2024-25 school year:

- STAAR Data
- Attendance
- DPMs and BMs
- Title I Budget

At the second meeting on September 29, 2025, the CPOC:

Pagano reviewed the purpose of our CPOC committee. A Powerpoint was shown. Pagano discussed the Needs Assessment. The committee finalized the Comprehensive Needs Assessment. Next, Pagano reviewed the CIP strategies. The committee discussed the strategies and feedback was given. Committee members voted on the CIP strategies after the feedback was given. Pagano repeated the voted CIP strategies.

Pagano reviewed our Parent Engagement policy and the committee discussed the social media strategy. The members discussed the new policy and the ability to accomplish our new goals. Several teachers shared their input posting. The committee also discussed how we could involve more parents for our VIPs. After the VIPs discussion, Pagano shared the Title I funds and the balance of those funds. The committee discussed the needs of the campus and where the remaining funds should be allocated to support the needs of the students.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is our 3rd grade students' performance in math was below the district and cluster averages. Through the root cause analysis process, we identified our teachers capacity to use higher level question strategies in everyday lessons.

Our second identified priority problem in the area of **student achievement** is our 5th grade students performance in science was below the district averages. Through the root cause analysis process, we identified Our first instruction did not support the students' vocabulary foundation for the curriculum rigor.

Our third identified priority problem is in the area of our students are experiencing gaps in foundational skills across grade levels in math and science due to attendance. Through the root cause analysis process, we identified students are not mastering basic math and science content skills, which is causing a vertical alignment issue, as these skills are built upon one another.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Focus: Strengthening first-time instruction in all subjects through a book study that targets the power explanations and explicit teaching.</p> <p>Strategy: Higher level questioning with explicit teaching will occur in every classroom. Teacher explanations of content will be discussed within grade level planning.</p> <p>Strategy's Expected Result/Impact: First-instruction will be clear and focused in every classroom.</p> <p>Staff Responsible for Monitoring: ISs, APs, and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished	 Accomplished		
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.</p> <p>Strategy: Students will participate in differentiated small group instruction. Teachers will include these groups in their monitoring notebooks each week.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal; PEAMs Teachers, I.S., and Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 4 Details	Reviews			
<p>Strategy 4: 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: 3rd - 5th grade choir, music memory, run club, 2nd - 5th baseball teams, basketball club, Gems/Jewels, Field Trips, and Men of Honor.</p> <p>Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			

Strategy 5 Details	Reviews			
<p>Strategy 5: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: 1. Salaries - The 2 class-size reduction teachers in 2nd grade math and 4th grade ELAR. Will assist with meeting our students' goals in all content areas.</p> <p>2. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.</p> <p>3 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.</p> <p>4. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.</p> <p>5. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.</p> <p>6. Extra Duty Pay - Staff members will be paid for having 6 or more students in tutorials after school that supports our instructional goals as specified in the CIP.</p> <p>7. Parent Involvement - We will increase parent involvement throughout the year with events like Reading Night, Open House, Curriculum Night, Math/Science Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.</p> <p>8. Frazier Garden - We will increase student science understanding through our hands on garden.</p> <p>9. Student Supplies - We will decrease the need for supplies to develop stronger reading/math strategies and comprehension assisting in meeting instructional targets and goals.</p> <p>10. Field Trips - We will develop stronger reading strategies and comprehension and build science vocabulary which will assist us in meeting instructional targets and goals.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	<div data-bbox="1444 207 1549 311" style="text-align: center;"> </div> <p data-bbox="1444 328 1549 393" style="text-align: center;">Some Progress</p>			

Strategy 6 Details	Reviews			
<p>Strategy 6: Improving Student Engagement: Throughout the current school year, we will hold different sports activities (baseball, soccer, run club, and basketball) to increase team work and school spirit.</p> <p>Strategy's Expected Result/Impact: Student discipline office referrals will decrease by 5%</p> <p>Staff Responsible for Monitoring: Principals, APs, and PBIS committee</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 7 Details	Reviews			
<p>Strategy 7: Improving Student Engagement: Throughout the current school year, we will hold different student after school meetings (Men of Honor, Gems, and Jewels) to increase team work and school spirit.</p> <p>Strategy's Expected Result/Impact: Student discipline office referrals will decrease by 5%</p> <p>Staff Responsible for Monitoring: Principals, APs, and PBIS committee</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, APs, ISs, Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Increased reading proficiency Staff Responsible for Monitoring: Principal, APs, ISs, Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will complete 30 - 60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Principals, APs, ISS, Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Foundational TEKs will be taught daily utilizing HMH Structured Literacy lessons.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Principals, APs, ISS, Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will compete 30-60 minutes per week within the AMIRA program, and teachers will utilize the sara to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Principals, APs, ISs, Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Foundational TEKS will be taught daily through district provided curriculum.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Principals, APs, ISs, Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased math proficiency</p> <p>Staff Responsible for Monitoring: Principals, APs, ISs, Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will model and expect students to use a problem solving process.</p> <p>Strategy's Expected Result/Impact: Increased math proficiency</p> <p>Staff Responsible for Monitoring: Principals, APs, ISs, Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Math teachers will incorporate small group instruction to meet the needs of individual learners.</p> <p>Strategy's Expected Result/Impact: Increased math proficiency</p> <p>Staff Responsible for Monitoring: Principals, APs, ISs, Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a campus attendance action plan and tracking system that supports incremental growth toward a 95% overall attendance rate.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Specialists, Teachers & Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0% .</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Behavior Management: Staff will be trained on the Fundamental Five and Just Tell Them 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.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.</p> <p>Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s)</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy 1 Details	Reviews			
<p>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</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy 1 Details	Reviews			
<p>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, Just Tell Them Book Study, and Student Management Strategies</p> <p>- Teachers will receive professional development from Frazier Admin, ISs, and teachers.</p> <p>Strategy's Expected Result/Impact: A decrease in student office referrals, In-School Suspension, Out-of-School Suspensions, SOS Placement and an increase in Reading and Math performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers, Counselors and Reading/Math Interventionists</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 5%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improving Social Media Presence: We will encourage our parents to join our school's social media accounts. Strategy's Expected Result/Impact: Parents will receive information regarding upcoming events and photos of the great things taking place at Frazier Elementary. Staff Responsible for Monitoring: Principal, APs, ISs, and teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving Social Media Presence: We will post at least once a week from our school's social media accounts. Strategy's Expected Result/Impact: Our community will see the wonderful things taking place at Frazier and how their students are growing through hands on activities. Staff Responsible for Monitoring: Principal, APs, ISs, and teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Improving Parent and Community Engagement: We will encourage our parents to join our new VIPs organization Strategy's Expected Result/Impact: Parents will have a greater impact in supporting their students at Frazier Elementary Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Improving Parent and Community Engagement: We will use social media to post all school related events and activities.</p> <p>Strategy's Expected Result/Impact: Our community will see first-hand the impact our parents, teachers, and community members have on our students.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISs, and Teachers</p>	Formative			Summative
	Nov	Feb	May	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

CPOC

Committee Role	Name	Position
Principal	Michael Pagano	Principal (there is only one principal)
Teacher #1	Christine Hughes	PreK
Teacher #2	Vanessa Pena	KG
Teacher #3	Stacey Pennington	1st Grade
Teacher #4	Elizabeth Kohlschmidt	2nd Grade
Teacher #5	Oscar Pena	3rd Grade
Teacher #6	Christina Spoden	4th Grade
Teacher #7	Natalia Dovzak	NAC
Teacher #8	Deanna Hataway	PEAMs
Other School Leader (Nonteaching Professional) #1	Rena Richardson	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Jennifer Grant	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Maxine Rivera	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Treasure Denesse	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Nancy Torres	Paraprofessional #1
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
Administrator (LEA) #1	Sabrina Schmitt	Administrator (LEA) #1
Administrator (LEA) #2	Roxanne Covarrubias	Administrator (LEA) #2
Parent #1	Crystal Smallwood	Parent #1
Parent #2	Call Ana	Parent #2
Community Member #1	Community Member 1	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Alex Soler	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

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%

2025-26	Target Check
81%	Met District Strategic Target
59%	Met District Strategic Target
30%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	41%	43%			
African Am.	25%	27%			
Hispanic	41%	43%			
Eco. Dis.	39%	41%			
EB	27%	29%			
SPED	0%	2%			
Highly Mobile	0%	2%			
High Focus	38%	40%			

2025-26	Target Check
53%	Met Reading Board Outcome Target
57%	Met Reading Board Outcome Target
50%	Met Reading Board Outcome Target
49%	Met Reading Board Outcome Target
45%	Met Reading Board Outcome Target
33%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
51%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	26%	28%			
African Am.	17%	19%			
Hispanic	24%	26%			
Eco. Dis.	24%	26%			
EB	15%	17%			
SPED	0%	2%			
Highly Mobile	0%	2%			
High Focus	23%	25%			

2025-26	Target Check
51%	Met Math Board Outcome Target
43%	Met Math Board Outcome Target
53%	Met Math Board Outcome Target
44%	Met Math Board Outcome Target
34%	Met Math Board Outcome Target
28%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
38%	Met Math Board Outcome Target

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

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated	2025	2026	2026	2025	2026	2026 Meets	2025	2026	2026 Masters
					Student Count	Approaches	Approaches	Approaches	Meets	Meets	Meets	Masters	Masters	Masters
					2026	or Above	or Above	Target	or Above	or Above	Target	Grade Level	Grade Level	Target
#	%	#	%	#	%	#	%	%	%	#	%	#	%	
Reading	3	Frazier	ES9	All	85	68%	68	80%	41%	45	53%	9%	20	24%
Reading	3	Frazier	ES9	Hispanic	66	69%	52	79%	41%	33	50%	10%	14	21%
Reading	3	Frazier	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Frazier	ES9	Asian	5	*	5	100%	*	4	80%	*	2	40%
Reading	3	Frazier	ES9	African Am.	7	42%	5	71%	*	4	57%	*	2	29%
Reading	3	Frazier	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Frazier	ES9	White	4	*	3	75%	*	2	50%	*	1	25%
Reading	3	Frazier	ES9	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Reading	3	Frazier	ES9	Eco. Dis.	68	66%	53	78%	39%	33	49%	8%	15	22%
Reading	3	Frazier	ES9	EB	44	67%	34	77%	27%	20	45%	*	10	23%
Reading	3	Frazier	ES9	At-Risk	47	67%	37	79%	35%	24	51%	*	10	21%
Reading	3	Frazier	ES9	SPED	18	*	9	50%	*	6	33%	*	1	6%
Reading	3	Frazier	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Frazier	ES9	High Focus	79	67%	62	78%	38%	40	51%	8%	18	23%
Reading	4	Frazier	ES9	All	82	86%	73	89%	66%	56	68%	28%	29	35%
Reading	4	Frazier	ES9	Hispanic	62	83%	56	90%	60%	44	71%	22%	22	35%
Reading	4	Frazier	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Frazier	ES9	Asian	3	100%	3	100%	100%	3	100%	64%	2	67%
Reading	4	Frazier	ES9	African Am.	12	*	10	83%	*	6	50%	*	3	25%
Reading	4	Frazier	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Frazier	ES9	White	4	*	3	75%	*	2	50%	*	1	25%
Reading	4	Frazier	ES9	Two or More	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Frazier	ES9	Eco. Dis.	65	84%	59	91%	60%	42	65%	21%	21	32%
Reading	4	Frazier	ES9	EB	46	74%	40	87%	38%	28	61%	*	14	30%
Reading	4	Frazier	ES9	At-Risk	48	82%	43	90%	56%	30	63%	24%	15	31%
Reading	4	Frazier	ES9	SPED	20	67%	14	70%	61%	14	70%	*	5	25%
Reading	5	Frazier	ES9	All	85	76%	70	82%	55%	57	67%	17%	28	33%
Reading	5	Frazier	ES9	Hispanic	61	75%	50	82%	51%	40	66%	15%	20	33%
Reading	5	Frazier	ES9	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Frazier	ES9	Asian	10	83%	9	90%	83%	9	90%	*	4	40%
Reading	5	Frazier	ES9	African Am.	5	*	4	80%	*	3	60%	*	1	20%
Reading	5	Frazier	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Frazier	ES9	White	5	*	4	80%	*	3	60%	*	1	20%
Reading	5	Frazier	ES9	Two or More	3	*	2	67%	*	1	33%	*	1	33%
Reading	5	Frazier	ES9	Eco. Dis.	61	77%	50	82%	57%	39	64%	17%	18	30%
Reading	5	Frazier	ES9	EB	49	64%	35	71%	38%	26	53%	*	15	31%
Reading	5	Frazier	ES9	At-Risk	63	72%	50	79%	47%	40	63%	9%	19	30%
Reading	5	Frazier	ES9	SPED	21	47%	12	57%	26%	8	38%	*	2	10%
Math	3	Frazier	ES9	All	85	54%	59	69%	26%	43	51%	9%	20	24%
Math	3	Frazier	ES9	Hispanic	66	56%	46	70%	24%	35	53%	*	15	23%
Math	3	Frazier	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Frazier	ES9	Asian	5	*	3	60%	*	2	40%	*	1	20%
Math	3	Frazier	ES9	African Am.	7	*	5	71%	*	3	43%	*	2	29%
Math	3	Frazier	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Frazier	ES9	White	4	*	3	75%	*	2	50%	*	1	25%
Math	3	Frazier	ES9	Two or More	3	*	2	67%	*	1	33%	*	1	33%
Math	3	Frazier	ES9	Eco. Dis.	68	54%	48	71%	24%	30	44%	7%	15	22%
Math	3	Frazier	ES9	EB	44	48%	27	61%	15%	15	34%	*	10	23%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
Math	3	Frazier	ES9	At-Risk	47	49%	28	60%	18%	15	32%	*	10	21%
Math	3	Frazier	ES9	SPED	18	*	9	50%	*	5	28%	*	2	11%
Math	3	Frazier	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Frazier	ES9	High Focus	79	52%	55	70%	23%	30	38%	7%	20	25%
Math	4	Frazier	ES9	All	82	69%	66	80%	44%	49	60%	22%	30	37%
Math	4	Frazier	ES9	Hispanic	62	65%	49	79%	38%	35	56%	17%	20	32%
Math	4	Frazier	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Frazier	ES9	Asian	3	100%	3	100%	91%	3	100%	73%	3	100%
Math	4	Frazier	ES9	African Am.	12	*	9	75%	*	7	58%	*	4	33%
Math	4	Frazier	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Frazier	ES9	White	4	*	4	100%	*	3	75%	*	2	50%
Math	4	Frazier	ES9	Two or More	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Frazier	ES9	Eco. Dis.	65	67%	50	77%	39%	35	54%	16%	23	35%
Math	4	Frazier	ES9	EB	46	59%	35	76%	29%	25	54%	*	10	22%
Math	4	Frazier	ES9	At-Risk	48	62%	35	73%	35%	25	52%	18%	13	27%
Math	4	Frazier	ES9	SPED	20	44%	11	55%	*	6	30%	*	2	10%
Math	5	Frazier	ES9	All	85	74%	72	85%	45%	49	58%	17%	28	33%
Math	5	Frazier	ES9	Hispanic	61	72%	50	82%	40%	32	52%	13%	18	30%
Math	5	Frazier	ES9	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Frazier	ES9	Asian	10	100%	10	100%	83%	9	90%	*	5	50%
Math	5	Frazier	ES9	African Am.	5	*	4	80%	*	2	40%	*	1	20%
Math	5	Frazier	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Frazier	ES9	White	5	*	4	80%	*	3	60%	*	2	40%
Math	5	Frazier	ES9	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Math	5	Frazier	ES9	Eco. Dis.	61	73%	50	82%	46%	37	61%	18%	20	33%
Math	5	Frazier	ES9	EB	49	67%	39	80%	31%	25	51%	14%	15	31%
Math	5	Frazier	ES9	At-Risk	63	68%	53	84%	37%	35	56%	12%	15	24%
Math	5	Frazier	ES9	SPED	21	44%	15	71%	*	10	48%	*	4	19%
Science	5	Frazier	ES9	All	85	65%	67	79%	18%	46	54%	9%	24	28%
Science	5	Frazier	ES9	Hispanic	61	60%	45	74%	12%	30	49%	*	15	25%
Science	5	Frazier	ES9	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Science	5	Frazier	ES9	Asian	10	100%	10	100%	83%	9	90%	*	5	50%
Science	5	Frazier	ES9	African Am.	5	*	4	80%	*	2	40%	*	1	20%
Science	5	Frazier	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Frazier	ES9	White	5	*	4	80%	*	2	40%	*	1	20%
Science	5	Frazier	ES9	Two or More	3	*	3	100%	*	2	67%	*	1	33%
Science	5	Frazier	ES9	Eco. Dis.	61	66%	45	74%	16%	30	49%	8%	15	25%
Science	5	Frazier	ES9	EB	49	50%	30	61%	*	25	51%	*	15	31%
Science	5	Frazier	ES9	At-Risk	63	58%	45	71%	12%	35	56%	*	15	24%
Science	5	Frazier	ES9	SPED	21	33%	11	52%	*	5	24%	*	2	10%

2025-2026 Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- 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
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Achieve 3000
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics

- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- 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.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and 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, Performance Matters, 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
 - Use district-approved 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 an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and 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
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
 - Communicate and share conclusions using digital tools

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
- Utilize technology to encourage music composition as appropriate
- 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.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.