Cypress-Fairbanks Independent School District
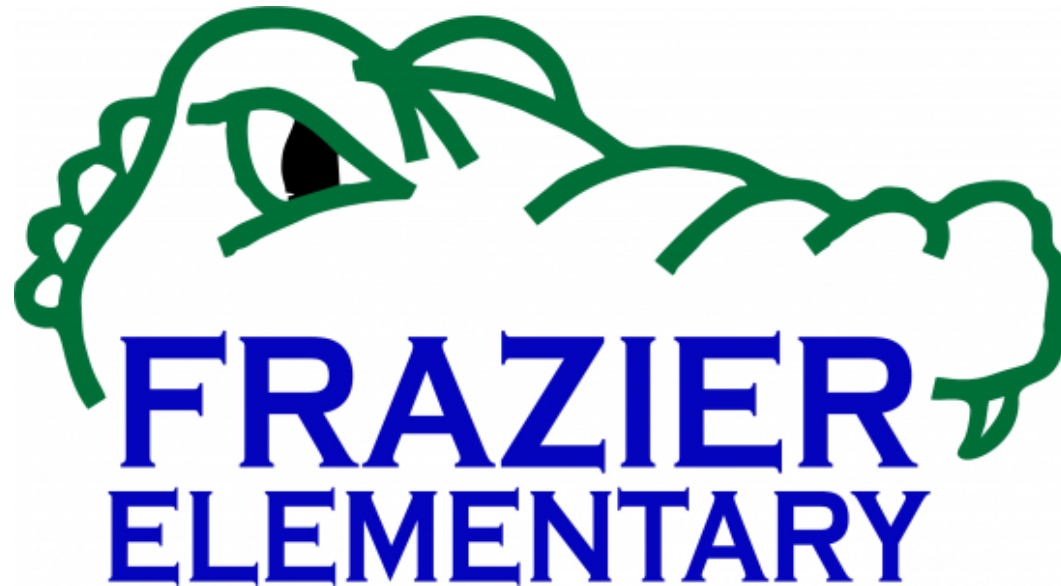
Frazier Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

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

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Our CPOC met together on to discuss the campus data. The principal provided each member a copy of all campus data. The committee went through the previous year's data and determined the needed areas of focus and the strategies needed to improve student and teacher data.

The comprehensive needs assessment was reviewed and/or revised at the beginning of the current school year.

In summary, the comprehensive needs assessment denotes the following: Our needs assessments denoted that our Hispanic and Eco. Dis. population was not performing at the levels needed for them to be successful. Strategies needed to be developed to support the students and teachers to increase the success of the campus students and training needing to be provided in Reading, Science and Math content.

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

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

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

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

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

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

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

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

Student Achievement

Student Achievement Strengths

- Our 3rd & 4th grade Eco. Dis. students performance increased in Reading within the Meets category.
- Our Sp. Ed. students performance increase in all reading grades
- Our 5th grade A.A. students increased 26% in math under the Approaches section.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Hispanic students across all grade levels had a 30% overall Meets passing rate on STAAR Reading. **Root Cause:** Reading: Teachers need to focus on teaching vocabulary and skills related to the ability to infer within a reading passage.

Problem Statement 2: Writing: Hispanic students in the 4th grade had a 34% overall passing rate on the STAAR Writing. **Root Cause:** Writing: Teachers need to connect Real Life experiences to the students' background knowledge through the writing process.

Problem Statement 3: Math: Hispanic students across all grade levels had a 30% overall Meets passing rate on STAAR Math. **Root Cause:** Math: Teachers need to use effective small group instruction to teach the appropriate TEKS within each grade.

Problem Statement 4: Science: Hispanic students across the grade level had a 71% overall passing rate on STAAR Science. **Root Cause:** Science: Teachers need to focus on teaching vocabulary and skills related to the ability to connect science TEKS to real life experience.

Problem Statement 5: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 6: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

- Breakfast and lunch were provided for free through a federal school program during the school year and during the summer months.
- Frazier staff and community members held our Frazier Express event for families in need and provided a holiday meal and gifts.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Not all students and staff are implementing the Frazier PBIS matrix **Root Cause:** School Culture and Climate: Need to focus on the Frazier PBIS matrix and provide support to our teachers on how to implement the PBIS matrix through classroom huddles.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Provide instructional materials and teaching support through the use of Title I funds.
- Provide class-size reductions for 3rd grade.
- Created a staff shout-out bulletin board
- Provided monthly G.O.A.T. staff acknowledgements

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Frazier's staff attendance rate did not show improvement from the previous year. **Root Cause:** Teacher/Paraprofessional Attendance: Admin needs to provide share data to show how staff attendance affects student performance.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Frazier Trunk-or-Treat
- November Turkey Trout and Turkey give away
- Math, Science and Reading Parent Nights
- Frazier Express
- Father and Daughter Dance
- STAAR Nights
- Monthly Frazier Parent Newsletters

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents feel they are not receiving communication from the school. **Root Cause:** Parent and Community Engagement: Teachers and Admin need to understand the importance of keeping our Frazier parents informed so they can support the school in the education process.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		

Strategy 1: Reading: Hold planning sessions with teachers and monitor mini-lessons which will incorporate vocabulary and the use of Text Clues and Schema to build Inferencing.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers and Reading Interventionists
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.4
	Formative		

	Nov	Feb	May
	30%	55%	85%
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Writing: Students will have opportunities to view and analyze student writing samples in order to identify characteristics of quality writing.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and Teachers
	Formative		

	Nov	Feb	May
	30%	60%	85%
Strategy 3 Details	**Formative Reviews**		

Strategy 3: Writing: Teachers will work with Elizabeth Martin to support students with grammar and writing strategies.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and Teachers
 	
    Funding Sources: Elizabeth Martin Virtual Meetings - Title I - $12,000
	Formative		

	Nov	Feb	May
	30%	70%	95%
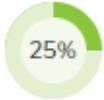
Strategy 4 Details	Formative Reviews		
Strategy 4: Math: Provide opportunities to analyze data efficiently to drive instruction in a small group setting.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Math Instructional Specialist, Teachers and Math Interventionists **Funding Sources:** - Title I - $8,000	Nov	Feb	May
	40%	60%	85%

Strategy 5 Details	Formative Reviews		
Strategy 5: Science: Provide opportunities and training for science teachers on how to analyze data for reteaching science concepts.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Science Instructional Specialist and Teachers	Nov	Feb	May
	30%	60%	85%

Strategy 6 Details	Formative Reviews		
Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Small group instruction in math and reading.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers and Reading Interventionists	Nov	Feb	May
	25%	75%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: Well-Rounded Education : The campus will provide 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, Bedtime Story Nights, PBIS Rewards and Thankful Student Thursdays.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Librarian, Behavior Specialists and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** - Title I - $15,000	Nov	Feb	May
	30%	80%	100%

Strategy 8 Details	Formative Reviews		
Strategy 8: Deepen understanding of and address specific academic needs of the Hispanic student group in an effort to address the needs of all students, particularly at-risk.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Title I Campuses: Temporary Workers will work with students performing interventions to assist in meeting attached CIP target table. Students will utilize the IXL platform as an additional intervention at school and home to assist in meeting the attached CIP target table. Student supplies will assist students in providing materials for students to complete classroom lessons and activities. Elizabeth Martin will support teachers with instructional strategies that will enable teachers to provide enriched learning activities during their writing instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers and Reading Interventionists **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** Temporary Workers to provide small group support - Title I - $15,000, IXL Platform - Title I - $14,870, Elizabeth Martin Consultant - Title I - $10,000, Supplemental instructional supplies - Title I - $48,000	30%	65%	90%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

> **Evaluation Data Sources:** STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Tutoring: Utilize RISE and Math content to increase reading and math scores.	Formative		
Strategy's Expected Result/Impact: Students attending tutoring will have a 50% increase in growth from their BOY assessment to their Mid-year assessments.	Nov	Feb	May
Staff Responsible for Monitoring: Principal **Funding Sources:** - ESSER III - $15,000	25%	50%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: Core content area interventionist: Based on data, create a reading pullout with 2nd, 3rd, 4th and 5th grade students.	Formative		
Strategy's Expected Result/Impact: Students who attend will increase reading levels by at least 3 levels.	Nov	Feb	May
Staff Responsible for Monitoring: Principal **Funding Sources:** - ESSER III - $75,000	25%	60%	85%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide additional academic support for at-risk students.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data tables	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal **Funding Sources:** Supplies and Student Materials - Special Allotment: Compensatory Education - $2,405	30%	60%	85%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 1: Student Safety: By the end of the 2021-222 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	Formative Reviews		
Strategy 1: Campus Safety: We will follow all safety protocols.	**Formative**		
Strategy's Expected Result/Impact: All safety protocols will be followed.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors and Teachers.	35%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal and Assistant Principals	40%	80%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 97%.
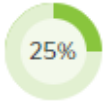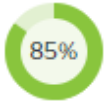
Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: The campus will recognize students with excellent attendance through class and school wide celebrations. Teachers will monitor students with excessive absences by communicating with student guardians. **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 97%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers and Registrar	**Formative**		
	Nov	**Feb**	**May**
	30%	60%	85%
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: Provide staff trainings on student de-escalation practices to support students	Formative		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist	30%	60%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions - Provide teacher training on Restorative Practices and de-escalation strategies.	Formative		
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0%	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist	25%	60%	85%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: Behavior Interventionist will work with the Assistant Principal and teachers to create behavior plans to help mitigate behavior concerns to keep students within the classroom.	Formative		
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50%.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist	30%	50%	75%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: Campus Behavior Interventionist will work with the school counselors and the classroom teachers to create behavior plans to reduce the number of discretionary placement of African American students in SOS.	Formative		
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist	40%	80%	100%

Strategy 5 Details	Formative Reviews

Strategy 5: Violence Prevention: Provide teacher training on Restorative Practices and de-escalation strategies.	Formative		
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% . **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist	**Nov**	**Feb**	**May**
	25%	80%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

    Evaluation Data Sources: Records of CSHAC plan implementation (ex: Lesson Plans etc.)

Strategy 1 Details	Formative Reviews		

Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.
    Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.
    Staff Responsible for Monitoring: CSHAC Team
	Formative		

	Nov	**Feb**	**May**
	25%	70%	95%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 10%

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Provide monthly recognition and incentives for perfect attendance.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 15%. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Admin Secretary	**Nov**	**Feb**	**May**
	30%	80%	100%
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✕ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.
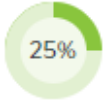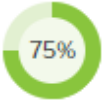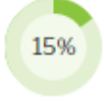
Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: PBIS Strategies, De-escalation Strategies, Content Specific staff development courses and Student Management Strategies	**Formative**		
	Nov	**Feb**	**May**
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 Interventionists **TEA Priorities:** Recruit, support, retain teachers and principals	25%	75%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 15%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Will send a monthly newsletter and hold Parent Zoom meetings to keep parents informed and engaged with student learning.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parent and family engagement will increase by 15%. **Staff Responsible for Monitoring:** Principal, Instructional Specialists and Teachers	25%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Title I Campus:	**Formative**		
Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.	Nov	Feb	May
This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Community Clubhouse. **Strategy's Expected Result/Impact:** 100% of parents and family members will have access to the Parent and Family Engagement Policy. **Schoolwide and Targeted Assistance Title I Elements:** 3.1	15%	65%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Title I Campus:	**Formative**		
Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. October	Nov	Feb	May

6th by Zoom from 5 pm to 6pm, November 5th by Zoom from 9 am to 10 am, December 7th by Zoom from 10:30 am to 11:15 am and January 12th by Zoom from 5 pm to 5:30 pm. Spring semester PAFE initiatives include events such as Math Night and Pastries with Parents.

Strategy's Expected Result/Impact: Parent and family participation will increase by 15% due to the campus offering flexible meeting dates and times.

Staff Responsible for Monitoring: Principal

Schoolwide and Targeted Assistance Title I Elements: 3.2

Funding Sources: PAFE Supplies - Title I - $3,600

20%   50%   75%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

State Compensatory

Budget for Frazier Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Personnel for Frazier Elementary School

Name	Position	FTE
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Aide Instructional	1
1 position	Core Content Area Coach	1
4 position	Core Content Area Interventionist	1
5 positions	Teacher	1

Title I Personnel

Name	Position	Program	FTE
Staff	Interventionist	Behavior	1
Staff	Paraprofessional	Classroom Aide	1

Campus Funding Summary

			ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$15,000.00
1	2	2			$75,000.00
				Sub-Total	$90,000.00
			Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Elizabeth Martin Virtual Meetings		$12,000.00
1	1	4			$8,000.00
1	1	7			$15,000.00
1	1	8	Supplemental instructional supplies		$48,000.00
1	1	8	Elizabeth Martin Consultant		$10,000.00
1	1	8	Temporary Workers to provide small group support		$15,000.00
1	1	8	IXL Platform		$14,870.00
4	1	3	PAFE Supplies		$3,600.00
				Sub-Total	$126,470.00
			Special Allotment: Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Supplies and Student Materials		$2,405.00
				Sub-Total	$2,405.00

Addendums

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Frazier	All	82	49	60%	65%	5%	81	39	48%
Math	3	Frazier	Hispanic	60	35	58%	71%	13%	65	30	46%
Math	3	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Frazier	Asian	8	6	75%	88%	13%	*	*	*
Math	3	Frazier	African Am.	5	2	40%	53%	13%	5	1	20%
Math	3	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Frazier	White	6	5	83%	90%	7%	5	2	40%
Math	3	Frazier	Two or More	*	*	*	*	*	*	*	*
Math	3	Frazier	Eco. Dis.	68	39	57%	70%	13%	73	34	47%
Math	3	Frazier	LEP Current	36	18	50%	63%	13%	40	16	40%
Math	3	Frazier	At-Risk	71	41	58%	71%	13%	69	31	45%
Math	3	Frazier	SPED	11	4	36%	50%	14%	13	4	31%
Math	4	Frazier	All	87	48	55%	68%	13%	86	57	66%
Math	4	Frazier	Hispanic	64	32	50%	63%	13%	59	39	66%
Math	4	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Frazier	Asian	7	6	86%	90%	4%	9	7	78%
Math	4	Frazier	African Am.	6	4	67%	80%	13%	9	5	56%
Math	4	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Frazier	White	7	5	71%	84%	13%	5	4	80%
Math	4	Frazier	Two or More	*	*	*	*	*	*	*	*
Math	4	Frazier	Eco. Dis.	74	37	50%	63%	13%	71	49	69%
Math	4	Frazier	LEP Current	31	8	26%	50%	24%	34	23	68%
Math	4	Frazier	At-Risk	55	29	53%	66%	13%	70	43	61%
Math	4	Frazier	SPED	9	2	22%	50%	28%	14	6	43%
Math	5	Frazier	All	90	65	72%	85%	13%	92	65	71%
Math	5	Frazier	Hispanic	70	46	66%	79%	13%	68	46	68%
Math	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Frazier	Asian	7	7	100%	100%	0%	7	7	100%
Math	5	Frazier	African Am.	6	5	83%	90%	7%	6	5	83%
Math	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Frazier	White	*	*	*	*	*	7	5	71%
Math	5	Frazier	Two or More	*	*	*	*	*	*	*	*
Math	5	Frazier	Eco. Dis.	76	53	70%	83%	13%	76	51	67%
Math	5	Frazier	LEP Current	32	19	59%	72%	13%	35	23	66%
Math	5	Frazier	At-Risk	71	47	66%	79%	13%	78	51	65%
Math	5	Frazier	SPED	11	2	18%	50%	32%	9	2	22%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Frazier	All	82	51	62%	75%	13%	81	57	70%
Reading	3	Frazier	Hispanic	60	35	58%	71%	13%	65	46	71%
Reading	3	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Frazier	Asian	8	6	75%	88%	13%	*	*	*
Reading	3	Frazier	African Am.	5	3	60%	73%	13%	5	3	60%
Reading	3	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Frazier	White	6	4	67%	80%	13%	5	3	60%
Reading	3	Frazier	Two or More	*	*	*	*	*	*	*	*
Reading	3	Frazier	Eco. Dis.	68	42	62%	75%	13%	73	51	70%
Reading	3	Frazier	LEP Current	36	16	44%	57%	13%	40	27	68%
Reading	3	Frazier	At-Risk	71	41	58%	71%	13%	69	46	67%
Reading	3	Frazier	SPED	11	5	45%	58%	13%	13	7	54%
Reading	4	Frazier	All	87	50	57%	70%	13%	86	68	79%
Reading	4	Frazier	Hispanic	64	30	47%	60%	13%	59	46	78%
Reading	4	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Frazier	Asian	7	7	100%	100%	0%	9	9	100%
Reading	4	Frazier	African Am.	6	5	83%	90%	7%	9	6	67%
Reading	4	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Frazier	White	7	6	86%	90%	4%	5	4	80%
Reading	4	Frazier	Two or More	*	*	*	*	*	*	*	*
Reading	4	Frazier	Eco. Dis.	74	39	53%	66%	13%	71	54	76%
Reading	4	Frazier	LEP Current	31	9	29%	50%	21%	34	24	71%
Reading	4	Frazier	At-Risk	55	27	49%	62%	13%	70	53	76%
Reading	4	Frazier	SPED	9	1	11%	50%	39%	14	6	43%
Reading	5	Frazier	All	90	68	76%	81%	5%	92	72	78%
Reading	5	Frazier	Hispanic	70	50	71%	84%	13%	68	51	75%
Reading	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Frazier	Asian	7	7	100%	100%	0%	7	7	100%
Reading	5	Frazier	African Am.	6	4	67%	80%	13%	6	5	83%
Reading	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Frazier	White	*	*	*	*	*	7	6	86%
Reading	5	Frazier	Two or More	*	*	*	*	*	*	*	*
Reading	5	Frazier	Eco. Dis.	76	57	75%	88%	13%	76	57	75%
Reading	5	Frazier	LEP Current	32	22	69%	82%	13%	35	24	69%
Reading	5	Frazier	At-Risk	71	50	70%	83%	13%	78	58	74%
Reading	5	Frazier	SPED	11	2	18%	50%	32%	9	2	22%

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Frazier	All	90	64	71%	84%	13%	92	66	72%
Science	5	Frazier	Hispanic	70	47	67%	80%	13%	68	48	71%
Science	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Frazier	Asian	7	6	86%	90%	4%	7	7	100%
Science	5	Frazier	African Am.	6	5	83%	90%	7%	6	4	67%
Science	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Frazier	White	*	*	*	*	*	7	5	71%
Science	5	Frazier	Two or More	*	*	*	*	*	*	*	*
Science	5	Frazier	Eco. Dis.	76	53	70%	83%	13%	76	53	70%
Science	5	Frazier	LEP Current	32	19	59%	72%	13%	35	23	66%
Science	5	Frazier	At-Risk	71	48	68%	81%	13%	78	53	68%
Science	5	Frazier	SPED	11	0	0%	50%	50%	9	2	22%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Frazier	All	87	29	33%	46%	13%	86	30	35%
Math	4	Frazier	Hispanic	64	18	28%	41%	13%	59	19	32%
Math	4	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Frazier	Asian	7	6	86%	90%	4%	9	7	78%
Math	4	Frazier	African Am.	6	1	17%	40%	23%	9	2	22%
Math	4	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Frazier	White	7	3	43%	56%	13%	5	1	20%
Math	4	Frazier	Two or More	*	*	*	*	*	*	*	*
Math	4	Frazier	Eco. Dis.	74	19	26%	40%	14%	71	25	35%
Math	4	Frazier	LEP Current	31	2	6%	40%	34%	34	10	29%
Math	4	Frazier	At-Risk	55	17	31%	44%	13%	70	22	31%
Math	4	Frazier	SPED	9	1	11%	40%	29%	14	2	14%
Math	5	Frazier	All	90	46	51%	64%	13%	92	41	45%
Math	5	Frazier	Hispanic	70	31	44%	57%	13%	68	28	41%
Math	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Frazier	Asian	7	7	100%	100%	0%	7	5	71%
Math	5	Frazier	African Am.	6	4	67%	80%	13%	6	2	33%
Math	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Frazier	White	*	*	*	*	*	7	5	71%
Math	5	Frazier	Two or More	*	*	*	*	*	*	*	*
Math	5	Frazier	Eco. Dis.	76	36	47%	60%	13%	76	30	39%
Math	5	Frazier	LEP Current	32	14	44%	57%	13%	35	8	23%
Math	5	Frazier	At-Risk	71	32	45%	58%	13%	78	30	38%
Math	5	Frazier	SPED	11	1	9%	40%	31%	9	1	11%
Reading	4	Frazier	All	87	30	34%	47%	13%	86	48	56%
Reading	4	Frazier	Hispanic	64	17	27%	40%	13%	59	30	51%
Reading	4	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Frazier	Asian	7	3	43%	56%	13%	9	8	89%
Reading	4	Frazier	African Am.	6	5	83%	93%	10%	9	5	56%
Reading	4	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Frazier	White	7	3	43%	56%	13%	5	3	60%
Reading	4	Frazier	Two or More	*	*	*	*	*	*	*	*
Reading	4	Frazier	Eco. Dis.	74	23	31%	44%	13%	71	37	52%
Reading	4	Frazier	LEP Current	31	5	16%	40%	24%	34	14	41%
Reading	4	Frazier	At-Risk	55	14	25%	40%	15%	70	34	49%
Reading	4	Frazier	SPED	9	1	11%	40%	29%	14	3	21%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Frazier	All	90	35	39%	44%	5%	92	49	53%
Reading	5	Frazier	Hispanic	70	25	36%	49%	13%	68	31	46%
Reading	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Frazier	Asian	7	3	43%	56%	13%	7	5	71%
Reading	5	Frazier	African Am.	6	3	50%	63%	13%	6	5	83%
Reading	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Frazier	White	*	*	*	*	*	7	6	86%
Reading	5	Frazier	Two or More	*	*	*	*	*	*	*	*
Reading	5	Frazier	Eco. Dis.	76	27	36%	49%	13%	76	38	50%
Reading	5	Frazier	LEP Current	32	6	19%	40%	21%	35	8	23%
Reading	5	Frazier	At-Risk	71	24	34%	47%	13%	78	35	45%
Reading	5	Frazier	SPED	11	0	0%	40%	40%	9	1	11%
Science	5	Frazier	All	90	30	33%	46%	13%	92	40	43%
Science	5	Frazier	Hispanic	70	20	29%	42%	13%	68	26	38%
Science	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Frazier	Asian	7	3	43%	56%	13%	7	4	57%
Science	5	Frazier	African Am.	6	3	50%	63%	13%	6	3	50%
Science	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Frazier	White	*	*	*	*	*	7	5	71%
Science	5	Frazier	Two or More	*	*	*	*	*	*	*	*
Science	5	Frazier	Eco. Dis.	76	24	32%	45%	13%	76	30	39%
Science	5	Frazier	LEP Current	32	3	9%	40%	31%	35	6	17%
Science	5	Frazier	At-Risk	71	19	27%	40%	13%	78	28	36%
Science	5	Frazier	SPED	11	0	0%	40%	40%	9	1	11%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters #	2021 Masters %	2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters #	2022 Masters %
Math	3	Frazier	All	82	10	12%	25%	13%	81	2	2%
Math	3	Frazier	Hispanic	60	4	7%	20%	13%	65	1	2%
Math	3	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Frazier	Asian	8	5	63%	76%	13%	*	*	*
Math	3	Frazier	African Am.	5	0	0%	20%	20%	5	0	0%
Math	3	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Frazier	White	6	0	0%	20%	20%	5	0	0%
Math	3	Frazier	Two or More	*	*	*	*	*	*	*	*
Math	3	Frazier	Eco. Dis.	68	6	9%	22%	13%	73	1	1%
Math	3	Frazier	LEP Current	36	0	0%	20%	20%	40	0	0%
Math	3	Frazier	At-Risk	71	9	13%	26%	13%	69	1	1%
Math	3	Frazier	SPED	11	0	0%	20%	20%	13	0	0%
Math	4	Frazier	All	87	19	22%	35%	13%	86	16	19%
Math	4	Frazier	Hispanic	64	9	14%	27%	13%	59	9	15%
Math	4	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Frazier	Asian	7	5	71%	84%	13%	9	5	56%
Math	4	Frazier	African Am.	6	1	17%	30%	13%	9	1	11%
Math	4	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Frazier	White	7	3	43%	56%	13%	5	1	20%
Math	4	Frazier	Two or More	*	*	*	*	*	*	*	*
Math	4	Frazier	Eco. Dis.	74	11	15%	28%	13%	71	13	18%
Math	4	Frazier	LEP Current	31	2	6%	20%	14%	34	3	9%
Math	4	Frazier	At-Risk	55	11	20%	33%	13%	70	12	17%
Math	4	Frazier	SPED	9	1	11%	24%	13%	14	1	7%
Math	5	Frazier	All	90	17	19%	32%	13%	92	23	25%
Math	5	Frazier	Hispanic	70	11	16%	29%	13%	68	13	19%
Math	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Frazier	Asian	7	4	57%	70%	13%	7	5	71%
Math	5	Frazier	African Am.	6	0	0%	20%	20%	6	1	17%
Math	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Frazier	White	*	*	*	*	*	7	3	43%
Math	5	Frazier	Two or More	*	*	*	*	*	*	*	*
Math	5	Frazier	Eco. Dis.	76	16	21%	34%	13%	76	16	21%
Math	5	Frazier	LEP Current	32	6	19%	32%	13%	35	2	6%
Math	5	Frazier	At-Risk	71	14	20%	33%	13%	78	14	18%
Math	5	Frazier	SPED	11	1	9%	22%	13%	9	1	11%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Frazier	All	82	14	17%	30%	13%	81	11	14%
Reading	3	Frazier	Hispanic	60	10	17%	30%	13%	65	9	14%
Reading	3	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Frazier	Asian	8	3	38%	51%	13%	*	*	*
Reading	3	Frazier	African Am.	5	0	0%	20%	20%	5	0	0%
Reading	3	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Frazier	White	6	0	0%	20%	20%	5	0	0%
Reading	3	Frazier	Two or More	*	*	*	*	*	*	*	*
Reading	3	Frazier	Eco. Dis.	68	9	13%	26%	13%	73	8	11%
Reading	3	Frazier	LEP Current	36	1	3%	20%	17%	40	3	8%
Reading	3	Frazier	At-Risk	71	9	13%	26%	13%	69	7	10%
Reading	3	Frazier	SPED	11	1	9%	22%	13%	13	0	0%
Reading	4	Frazier	All	87	14	16%	29%	13%	86	27	31%
Reading	4	Frazier	Hispanic	64	8	13%	26%	13%	59	17	29%
Reading	4	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Frazier	Asian	7	2	29%	42%	13%	9	6	67%
Reading	4	Frazier	African Am.	6	1	17%	30%	13%	9	2	22%
Reading	4	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Frazier	White	7	2	29%	42%	13%	5	1	20%
Reading	4	Frazier	Two or More	*	*	*	*	*	*	*	*
Reading	4	Frazier	Eco. Dis.	74	10	14%	27%	13%	71	22	31%
Reading	4	Frazier	LEP Current	31	0	0%	20%	20%	34	8	24%
Reading	4	Frazier	At-Risk	55	5	9%	22%	13%	70	19	27%
Reading	4	Frazier	SPED	9	1	11%	24%	13%	14	2	14%
Reading	5	Frazier	All	90	17	19%	32%	13%	92	31	34%
Reading	5	Frazier	Hispanic	70	13	19%	32%	13%	68	19	28%
Reading	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Frazier	Asian	7	1	14%	27%	13%	7	4	57%
Reading	5	Frazier	African Am.	6	2	33%	46%	13%	6	3	50%
Reading	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Frazier	White	*	*	*	*	*	7	4	57%
Reading	5	Frazier	Two or More	*	*	*	*	*	*	*	*
Reading	5	Frazier	Eco. Dis.	76	13	17%	30%	13%	76	24	32%
Reading	5	Frazier	LEP Current	32	2	6%	20%	14%	35	3	9%
Reading	5	Frazier	At-Risk	71	10	14%	27%	13%	78	21	27%
Reading	5	Frazier	SPED	11	0	0%	20%	20%	9	1	11%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Frazier	All	90	9	10%	23%	13%	92	14	15%
Science	5	Frazier	Hispanic	70	7	10%	23%	13%	68	9	13%
Science	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Frazier	Asian	7	1	14%	27%	13%	7	1	14%
Science	5	Frazier	African Am.	6	0	0%	20%	20%	6	2	33%
Science	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Frazier	White	*	*	*	*	*	7	2	29%
Science	5	Frazier	Two or More	*	*	*	*	*	*	*	*
Science	5	Frazier	Eco. Dis.	76	7	9%	22%	13%	76	11	14%
Science	5	Frazier	LEP Current	32	0	0%	20%	20%	35	3	9%
Science	5	Frazier	At-Risk	71	7	10%	23%	13%	78	9	12%
Science	5	Frazier	SPED	11	0	0%	20%	20%	9	1	11%

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 23% to 33% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
23%	25%	27%	30%	33%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		19%							22%		20%	23%	
2022	NA	21%	NA	NA	NA	NA	NA	NA	24%	NA	22%	25%	NA
2023	NA	23%	NA	NA	NA	NA	NA	NA	26%	NA	24%	27%	NA
2024	NA	26%	NA	NA	NA	NA	NA	NA	29%	NA	27%	30%	NA
2025	NA	29%	NA	NA	NA	NA	NA	NA	32%	NA	30%	33%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 52% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	44%	46%	49%	52%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		35%							43%		46%	44%	
2022	NA	37%	NA	NA	NA	NA	NA	NA	45%	NA	48%	46%	NA
2023	NA	39%	NA	NA	NA	NA	NA	NA	47%	NA	50%	48%	NA
2024	NA	42%	NA	NA	NA	NA	NA	NA	50%	NA	53%	51%	NA
2025	NA	45%	NA	NA	NA	NA	NA	NA	53%	NA	56%	54%	NA

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Updated July 2020 / HB

Elementary Content Area
Standard Expectations

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

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

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

Elementary Physical Education/Health (K-5)
- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)
- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.