

Learning: Your Passport to the World



2008-2009 Campus Improvement Plan for Frazier Elementary

Cypress-Fairbanks Independent School District

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Frazier Elementary
2008-09 Comprehensive Needs Assessment Summary

The staff at Frazier Elementary includes 81 teachers, 30 paraprofessionals, and 3 administrators. The student population is 7% White, 11% African American, 66% Hispanic, 16% Asian, and .1% Native American. Sixty-nine percent of students who attend Frazier Elementary qualify for free or reduced lunch. The mobility rate for students at Frazier Elementary is 14.3%.

In accordance with Texas state legislative requirements, the staff at Frazier Elementary conducted a comprehensive needs assessment for the 2008-09 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2008 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than seventy-five percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, several priority areas were identified that will be addressed in the 2008-09 school year including: African American students in 3rd and 4th grade math (74% and 73% respectively), 4th grade reading (47%), and 4th grade writing (44%); Hispanic students in 3rd grade math (70%); students who are economically disadvantaged in 3rd grade math (73%), 4th grade reading (69%), and 4th grade writing (73%); and White students in 4th grade writing (67%). Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Frazier Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2008-09 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96.1%), Hispanic (96.8%), White (95.7%), and students who are economically disadvantaged (96.8%). Efforts will also be made to increase teacher retention at Frazier Elementary.

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Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success	
Students	Subjects	Reading/ELA	Reader's Workshop/Balanced Literacy across all grade levels	All grades 80% to 84%; 5 th grade 74% to 84%	
		Writing	Writer's Workshop across all grade levels		
		Math	Math training, coaches, helping teachers	4 th grade 81% to 85%	
		Science	Science helping teacher, training, Science coach	5 th grade 73% to 82%	
		Social Studies			
		Other			
	Subgroups	All			
		AA			
		H	Focus on vocabulary, Saturday camps, teacher training	5 th grade Science 64% to 79%, 4 th grade Math 74% to 86%, 5 th grade Math 82% to 87%, 5 th grade Reading 66% to 80%	
		W			
		ED		5 th grade Reading 68% to 78%, 4 th grade Math 76% to 87%, 5 th grade Science 69% to 78%	
		LEP SE			
	Social/ Emotional	Discipline			
		Extracurricular			
		Other			
Teacher	Professional Development		Connect and Reflect Writer's Workshop training	Improved writing in primary grade levels	
	Qualifications				
New Staff					
Retention					
Parent			Good attendance at Parent Nights		
			Meet the Teacher day was well attended		

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Area of Focus: Student Safety and Attendance

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

For 2008-09, the ADA for students will be at or above 98%

Attendance

AA	98%	+2%
W	98%	+3%
H	98%	+2%
ED	98%	+2%

Campus Objective:

#

For 2008-09, the discipline referrals will be reduced by **25%** from the previous school year to achieve the amount listed over 3 years.

Year	2006-2007	2007-2008	2008-2009	2009-2010
Office Referrals	796	597	398	199

Formative Evaluation:

District-developed Reports, AEIS Report, Discipline Data/PEIMS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	PBIS developed expectations according to campus needs. Celebrate success for achieved goals in attendance and behavior	AR CE VP	All Students	Frazier staff	Campus Data	Ongoing
	2	Motivate students to attend school daily by creating an engaging and supportive environment. (PBIS)	AR CE	All Students	Frazier staff	AEIS and Campus Data	Once a six-weeks
	3	Address problems- implement an action plan of targeted strategies such as flexible scheduling, incentive plans, and enhanced communication with parents, community, and health professionals.	AR VP	All Students	Teachers, administrators, IS, BS	State Attendance Data	Ongoing
	4	Students will know how to evacuate and follow emergency	AR	All	Frazier staff	Crisis Plan	Ongoing

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		procedures by use of PBIS matrix and practice.	CE	students		PBIS Matrix	
	5	Model appropriate behavior through PBIS.	AR CE VP	All students	Frazier staff	PBIS Matrix	Ongoing
Teachers	1	PBIS developed expectations according to campus needs	AR CE VP	Frazier Staff	PBIS Leadership Team, BS	Jane Flinn, BS, Frazier administration	Once a six weeks
	2	Attend campus and district training to effectively utilize PBIS matrix on campus. T1-4	SD	Frazier Staff	PBIS Leadership Team, administration	BBR consultant, BS	As recommended by PBIS Leadership Team
	3	Practice appropriate safety drills for fire drills, threats, and emergencies.	SD	Frazier staff	PBIS Leadership Team, BS, administration	Cy-fair safety standards, campus crisis plan	Monthly
	4	Analyze data concerning alternative placements and students with Behavior Plans. Communicate with district personnel concerning alternative placement. T1-8	AR VP	Teachers w/ identified students	Admin, teachers, BS	BBR, office, BS	As needed
	5	Share and analyze data at regular staff meetings and PBIS Committee meetings. T1-8	SD VP	Frazier staff	PBIS LT, BS, Admin.	BBR office, BS, Jane Flinn	Once a six weeks
Parents	1	Increase awareness and understanding of the <i>Student Code of Conduct</i> with students, parents, teachers, and community members.	PI	Parents Students	Frazier staff	Behavior Specialist	Curriculum Night, parent conferences
	2	Share PBIS matrix with parents.	PI	Parents	Teachers	PBIS matrix	Curriculum Night, parent conferences, Newsletter
	3	Develop and implement alternative discipline strategies that increase parent involvement and improve student behavior. (PBIS)	AR PI	Parents	BS, administration, teachers, parents	Discipline data, PBIS matrix	Ongoing

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Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	76	81	75	90	80
All	73	79	82	90	85
Eco.Dis.	69	76	78	90	82
Hispanic	64	75	79	90	83
LEP	11	75	42	90	75
LEP M1	83	85	--	--	--
LEP M2	81	84	87	90	88
Spec.Ed.	43	75	42	90	75
White	93	95	100	100	100

District Priority:

1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Objective:

By May, 2009 we will increase the percentage (by amounts noted at right) of students demonstrating proficiency on TAKS science.

AA- +5%

H- +6%

ED- +5%

District-developed Tests, 3 week checkpoints, and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Implement strategies for students to increase science vocabulary, such as science suitcase, vocabulary posted in halls and cafeteria, etc. Participate in Science Bowl each Wednesday during lunch. T1-9	AR	All Students	Teachers	Instructional Specialist, Study Guide, Curriculum Guide	On-going
	2	Provide support during supplemental instruction time focusing on targeted student populations.	AR, CE	Identified groups	IS, Science Helping Teacher	Student Data	On-going

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	3	Hold achievement meetings to analyze student data and target areas of needed improvement. T1-8	AR, T1	Identified groups	Principal, AP, IS, Teachers	Student Assessment Data	Following Benchmarks and CBA
	4	Assess level of achievement on specific TEKS using bi-weekly checkpoints given to students.	AR	All Students	Teachers, IS	Quizzes	Bi-weekly
	5	Increase the opportunities for students to use technology and tools (such as Smartboard, software, Distance Learning, etc.). T1-2	AR, SD T	All Students	Teachers	Science Equipment, technology tools	On-going
	6	Include 2-3 hands-on activities to engage students. Purchase science equipment.	AR, SD	All Students	Teachers	Science Equipment Title One	Weekly
	7	Practice vocabulary in other areas outside of content such as PE, Art, and Music.	AR	All Students	Large group teachers	Teachers Science TEK	On-going
	8	Students will participate in Science Camps. T1-9	AR	Identified groups	Teachers, IS	Student Data	3-5 times a year
	9	Utilize observation guides and science journals to increase comprehension.	AR	All students	Science teachers	Observation guides, science journals	On-going
	10	Students will be provided content area literature.		All students	Teachers	Literacy Library, National Geographic Publication	On-going
Teachers	1	Attend district training to improve the quality of instruction.	AR, SD	Science Teachers	Teachers, ISC	Barbara Cobaugh	On-going
	2	Analyze student benchmark and CBA data, breaking down by sub-group. Teachers will turn in results to administration. T1-8	AR, SD	Science Teachers	Teachers, IS, Principal, AP	Student data	Following benchmarks and CBA.
	3	Attend weekly planning with instructional specialist and science coach.	AR, SD	Science Teachers	Teachers, IS		Weekly
Teachers	4	Provide model lessons for new teachers.	AR, SD	New Science teachers	IS, Helping Teacher	IS	On-going

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Teachers	5.	Utilization of observation guides and science journals to increase comprehension.	AR	All students	Science teachers	Observation guides, science journals	On-going
Parents	1	Attend Family Science Night to provide parents with a better understanding of science curriculum. T1-6	AR, PI, CE T1	Parents	IS, teachers Grant coordinator	Science materials, hands-on activities	At least once during the year
	2	Bring their child (as invited) to participate in early morning Science Club, or after school Science Club.	AR, PI, CE	Targeted student population	IS, Helping Teacher	Science materials, hands-on activities	Weekly, starting the 5 th week of school

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Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	72	78	74	90	79	83	85	73	90	79	90	93	76	90	81
All	79	83	77	90	81	81	84	85	90	87	88	89	87	90	88
Eco.Dis.	79	83	73	90	79	76	81	87	90	88	85	87	82	90	85
Hispanic	77	81	70	90	77	74	79	86	90	87	82	85	87	90	88
LEP	75	80	71	90	77	46	75	83	90	85	50	75	75	90	80
LEP M1	100	100	95	100	97	78	82	100	100	100	100	100	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	95	97	92	100	95
Spec.Ed.	--	--	--	--	--	56	75	--	--	--	50	75	46	90	75
White	100	100	85	90	87	100	100	--	--	--	100	100	82	90	85

District Priority:

1A

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Objective:	#	By May, 2009 we will increase the percentage (by amounts noted below) of students demonstrating proficiency on TAKS Math test.			
			3	4	5
		AA	+6	+6	+5
		H	+7	+1	+1
		ED	+6	+1	+3

Formative/Summative Evaluation:

District-developed Tests, quizzes, checkpoints, and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Provide math helping teachers to provide extra instruction in targeted areas during instructional class time.	AR CE	Identified students	Principal, APs, math helping teachers	Student data	On-going
	2	Monitor each student's progress in learning the critical TEKS by examining results of district quizzes, daily work, and district benchmarks through achievement meetings or	AR	All Students	Instructional specialist, teachers,	Gradebook Benchmark data	Following benchmarks, CBA

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		progress toward IEP goals as appropriate..				checkpoints	
	3	District quizzes based on content taught.	AR	All Students	Teachers	TEKS, Educaide,	Weekly
	4	Practice vocabulary in large group classes (PE, Art, Music).	AR CE	All Students	Large group teachers	Teachers, Math TEKS	On-going
	5	Increase opportunities to work in cooperative groups, as well as, in pairs, increase the opportunities for students to use technology and tools (such as Smartboard, software, Educaide, etc.). T1-2	AR T	Targeted Students	Teachers Grant coordinator	Teachers, IS technology tools Math & Music (targeted students)	On-going
	6	Students will participate in Saturday Math Camps.	AR	Targeted Students	Teachers, IS, AP	Student Data	3 times a year
	7	Teachers will practice model drawing with the students.	AR CE	All Students	Teachers	Teachers, IS, Helping Teacher	On-going
Teachers	1	Schedule math coach to work with 1 - 5 grade levels on modifying lessons to target identified struggling learners	SD	3 rd , 4 th , 5 th grade math teachers	Instructional Specialist math coach	District mathcoach	Bi-weekly
	2	Attend weekly planning session with Instructional Specialist.	AR SD	Math Teachers	Teachers, IS	IS	Weekly
	3	Attend district staff development focusing on targeted areas.	AR SD CE	Math Teachers	Teachers, district support staff	District support staff	On-going
Parents	1	Attend Family Math Night to learn strategies to use at home. T1-6	AR PI T1	Parents	Teachers, IS, Principal, Math helping teachers, AP	Teachers, IS, Math helping teachers	Once a year Terrific Tuesdays
	2						

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Area of Focus: Reading

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	89	89	95	100	97	71	77	47	90	75	83	85	81	90	84
All	92	95	90	100	93	78	82	73	90	79	74	79	84	90	86
Eco.Dis.	93	95	88	90	89	77	81	69	90	76	68	75	78	90	82
Hispanic	92	95	85	90	87	72	78	75	90	80	66	75	80	90	83
LEP	91	94	84	90	86	33	75	67	90	75	19	75	44	90	75
LEP M1	100	100	100	100	100	78	82	100	100	100	83	85	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	65	75	89	90	89
Spec.Ed.	--	--	--	--	--	57	75	--	--	--	--	--	38	90	75
White	86	87	100	100	100	100	100	--	--	--	93	95	100	100	100

District Priority:

1A

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

By May, 2009 we will increase the percentage (by amounts noted at right) of students demonstrating proficiency on TAKS Reading test.

Campus Objective:

#

	3	4	5
AA	+2	+28	+3
H	+2	+5	+3
ED	+1	+7	+4

Formative/Summative Evaluation:

District-developed Tests, checkpoints, and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Check rosters to ensure that each struggling student has been assigned to a teacher whose experience will ensure and maximize student's learning and achievement potential.	AR CE	Identified students	Principal and APs	Class rosters AMS data	Prior to the first day of school
	2	Monitor each student's progress in learning the critical TEKS by examining results of checkpoint quizzes and district benchmarks or progress toward IEP goals as	AR CE	Groups listed	Instructional specialist, teachers,	Gradebook Benchmark data	Every 3 weeks

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		appropriate.			dyslexia teacher	3 week checkpoints	
	3	<ul style="list-style-type: none"> Apply reading workshop strategies to understand text and improve comprehension and enhance vocabulary. Increase opportunities to utilize technology tools and software. Use Achieve 3000 Kidbiz program at least 2 times a week during independent reading for students in grades 3, 4, and 5. 	AR	Groups listed	Teachers	Gradebook Benchmark data Achieve 3000 Read 180 3 week checkpoints	Weekly
	4	Set goals for benchmark tests, TAKS tests, and conference with teachers regarding goals on a regular basis.	AR	All students	teachers	Gradebook Benchmark data 3 week checkpoints	Every 3 weeks
	5	Attend extended day tutoring (early morning, after school, Saturday camps) to master required skills for success on assessments and to meet promotion criteria. T1-9	AR CE	Identified Groups listed	Teachers	Title One funds, grant funds	After the first 4 weeks of school and on-going
	6	Participate in supplemental programs such as Read Naturally, I Station, Touch Phonics, Six Types of Syllables, and Spalding Phonics to improve reading skills.	AR CE	Identified groups	Title 1 teachers	Title One	On-going
	7	Provide a variety of books to expose students to text across the curriculum.				Title One funds	
	8	Using materials such as Time for Kids, A to Z Readers, and National Geographic subscriptions to help familiarize students to non-fiction reading.		All students	Teachers, Title 1 teachers		On-going
Teachers	1	Schedule reading coach or instructional specialist to work with grade levels on modifying lessons. T1-4	AR SD	All grades, language arts team	Instructional Specialist reading coach Read 180 helping teacher, District helping teacher	District reading coach, IS	Weekly
	2	Continue to attend trainings and implement effective reading strategies, such as reading workshop and balanced literacy. T1-4	SD	Reading teachers	Teachers	Reading team, District staff	On-going

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	3	Lesson planning with the IS or reading coach to focus on effective balanced literacy methods, targeting identified areas of concern from assessments.	SD	Reading Teachers	Instructional specialist, teachers, literacy coach Read 180 helping teacher, District helping teacher	Benchmarks Checkpoints CBA	On-going
Parents	1	Work closely with the teachers to ensure their children know the expectations and that parents support the curriculum (National Geographic, Library, Literacy Library, etc.). T1-6	PI	Parents	Teachers, Grant coordinator	Gradebook, Communication cards	On-going, curriculum night Terrific Tuesdays
	2	Attend a parent university/camp on a Saturday to learn strategies and ways to help students.	PI	Parents	Teachers, IS, AP	Staff Title One	TBD (1 date)

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Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	75	80	44	90	75
All	81	84	76	90	81
Eco.Dis.	79	83	73	90	79
Hispanic	77	81	81	90	84
LEP	40	75	77	90	81
LEP M1	79	83	83	90	85
LEP M2	100	100	100	100	100
Spec.Ed.	67	75	0	90	75
White	92	95	--	--	--

District Priority:

1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

By May, 2009 we will increase the percentage (by amounts noted at right) of students demonstrating proficiency on TAKS Writing.

Campus Objective:

4th
 AA +31
 H +3
 ED +7

Formative/Summative Evaluation:

District-developed Tests, checkpoints, and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Check rosters to ensure that each struggling student has been assigned to a teacher who has a proven track record of accelerating students' achievement.	AR CE	Identified students	Principal and APs	Class rosters AMS data	Prior to the first day of school
	2	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks or progress toward IEP goals as appropriate.	AR CE	Groups listed	Instructional specialist, teachers,	Gradebook Benchmark data 3 week checkpoints	Every 3 weeks

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	3	Set goals for benchmark tests and TAKS tests Conference with teachers regarding goals on a regular basis.	AR	All students	teachers	Gradebook Benchmark data 3 week checkpoints	Every 3 weeks
	4	Attend Writing Club with instructional specialist to improve writing skills.	AR CE	Identified groups	IS	IS	Weekly after first CBA
Teachers	1	Schedule instructional specialist to work with 3rd, 4th, and 5th grade levels on modifying lessons to target identified struggling learners.	SD	3 rd , 4 th , 5 th grade LA teachers	Instructional Specialist, Reading Coach, teachers		Weekly
	2	Continue to attend training and implement effective writing strategies, such as writing workshop, CaR, or other balanced literacy methods workshops. T1-5	SD CE	LA teachers	Teachers, IS, Terri Bealer		On-going
	3	Plan differentiated instruction with the IS or reading coach to focus on effective balanced literacy methods, targeting identified areas of concern from assessment.	AR SD	LA teachers	IS, teachers		Weekly
	4	Attend Lucy Caulkins writing training. T1-5, T1-4	AR SD	4 th grade LA Teachers	Teachers, IS, AP	Title 1 Funds	October 2008
	5	Teachers will attend a fall and spring extended planning session to map out the curriculum using grade level TEKS and a variety of resources.			Teachers, IS	Title One, AP	Once per semester
	6	Fourth grade teachers will conduct a two week writing camp to focus on specific skills			Teachers, IS	Title One	Fall semester
	7	Reading/writing checkpoints – Data					
Parents	1	Work closely with the teachers to ensure their children know the expectations and that parents support the curriculum. T1-6	PI	Parents	Teachers, grant coordinator	Gradebook, Communication cards	On-going, curriculum night, Terrific Tuesdays

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Area of Focus: Social Studies

District Priority:

1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

By May 2009, we will increase the percentage each year (by the amounts to the right) of students demonstrating proficiency in Social Studies to achieve 90% by 2010.

Campus Objective:

#

Grade	1	2	3	4	5
AA	+1	+2	+3	+2	+18
H	+1	+1	+2	+2	+8
ED	+1	+1	+2	+2	+8

Formative/Summative Evaluation:

District-developed Tests and Teacher-developed assessments

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	AR/CE	Identified Students	AP's. Principal	Last years benchmark, class lists	Prior to first day of school
	2	AR/CE	Groups listed	Teacher, AP's Liaisons	Grade-books, benchmark data	Each 3 weeks for Gradebook 3 times per year for Benchmarks
	3					
	4					
	5					
Teachers	1	SD	3 rd - 5th Grade Social Studies	Teachers, APs	Social Studies Helping Teacher	Once a six weeks
	2	CE	1 st - 5th Grade Social Studies	Social Studies Liaisons, Principal and Assistants	Social Studies Helping Teacher	Once a six weeks
	3					

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Parents	1	Keep parents informed with regular contact using e-mail, written correspondence, and telephone calls. T1-6	PI	Parents of all Students	SS Teachers	Samples of Student Works/Grade book	Weekly
	2						

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***Legend:**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	The needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	Initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	Students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	Training needs of teachers and other staff.
T	Technology	Tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	Federal mandates for school-wide Title I programs.
VP	Violence Prevention	Prevention and intervention plans for improving student behavior.

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CIP PART II: ASSURANCE ADDENDUM

Frazier Elementary

Jeff LaCoke

2008 – 2009

Campus Improvement Plan

Cypress-Fairbanks Independent School District

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Frazier Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team). T1-10
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

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CIP PART II: ASSURANCE ADDENDUM

X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7

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CIP PART II: ASSURANCE ADDENDUM

Section B

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Jeff LaCoke	Principal:
Paula Walton	Teacher 1:
Peggy Gioacchini	Teacher 2:
Sarah Diacon	Teacher 3:
Kay Wingate	Teacher 4:
Andrea Gooch	Teacher 5:
Ashley Miller	Teacher 6:
Marcus McGriff	Teacher 7:
Lynette Redford	Teacher 8:
Joann Montgomery	Non-teaching professional 1:
Gretchen Sawyer	Non-teaching professional 2:
Edward Torres	Parent 1:
Nancy Torres	Parent 2:
Paulann Alleman	Community resident 1:
	Community resident 2:
Gayle Murphy (Amegy Bank)	Business representative 1:
Winner's Pizza	Business representative 2:

CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	9-9-08	4:00	Frazier Art Room
2	11-11-08	4:00	Frazier Art Room
3	1-20-09	4:00	Frazier Art Room
4	3-10-09	4:00	Frazier Art Room
5	5-19-09	4:00	Frazier Art Room

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

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CIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
x	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
x	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 10% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
x	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
x	5) Violence Prevention	For 2008-2009, the	Each grading period the	At the end of the school	Implement and monitor

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CIP PART II: ASSURANCE ADDENDUM

		discipline referrals for offenses will be reduced by 25% from the previous school year.	discipline referrals will be reviewed to determine the percent of referrals.	year, the discipline referrals will be reviewed to determine the percent of referrals for 2008-09 .	the school-wide safety and security plan.
x	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 80% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
x	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% . T1-3	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be XX% or less with no student group exceeding XX% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and

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CIP PART II: ASSURANCE ADDENDUM

					programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above XX %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above XX %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above XX %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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CIP PART II: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

- 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
- 3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
- 5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
- 7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
- 8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
- 9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
- 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

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CIP PART II: ASSURANCE ADDENDUM

Frazier Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	

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