

**Team Frazier...No
Limits...Just Do It!**



**2009-2010
Campus Improvement Plan
for
Frazier Elementary**

Cypress-Fairbanks Independent School District

Mission Statements

Cypress-Fairbanks Independent School District Mission Statement

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator;
- Competent Problem-solver;
 - Self-directed Learner;
- Responsible Citizen; and
 - Quality Producer.

Frazier Elementary 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.

Frazier Elementary 2009-2010 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 2009-2010 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 2009 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 2009-2010 school year including: African American students in 3rd grade math (65%), 4th and 5th grade reading (71% and 67% respectively) and 5th grade science (74%); Hispanic students in 3rd grade math (73%); students who are economically disadvantaged in 3rd grade math (68%), 4th grade reading (72%). 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 2009-2010 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.

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	3 rd grade 90% 5 th grade 84%	
		Writing	Writer's Workshop across all grade levels	4 th grade from 76% to 86%	
		Math	Math training, coaches, helping teachers	4 th grade 85% ro 88%	
		Science	Science helping teacher, training, Science coach	5 th grade 90% passing	
		Social Studies			
		Other			
	Subgroups	All			
		AA			
		H	Focus on vocabulary, Saturday camps, teacher training		
		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		

Area of Focus: Campus Culture

District Priority:

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

Frazier is an educational community dedicated to producing successful, engaged learners who are fully prepared for and committed to the post-secondary educational endeavors needed to succeed in today's society.

Formative Evaluation:

Surveys, College & Career Center data

STP	Strategies		Target Group	Person(s) Responsible	Resources	Timeline
Students	1					
	2					
Teachers	1					
Parents	1	Use paraprofessionals to provide childcare during registration to help parents feel comfortable. Also use paraprofessionals to expedite the registration process by translating and assisting with IPT testing.	All New Students and Parents	Paraprofessionals, Registrar	Title 1 funds	Aug. 11, 12, 14, 18, 19
	2					
	3					
	4					

Area of Focus: Student Safety, Attendance, and Health

District Priority:

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

Health: Ensure that students understand their responsibility to behave in ways that cause them to be physically fit emotionally healthy, and drug free.

Attendance: For 2009-2010, the ADA for students will be at or above 98%

Attendance

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

Campus Performance Objective:

Safety: For 2009-2010, 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	396	252

Health: For 2009-2010, the campus will provide a coordinated school health and physical activity program in which 100% of the students participate.

Formative Evaluation:

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

Health: Fitnessgram Reports and Student Survey

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	Ongoing

Students Cont'd	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, administra tors, IS, BS	State Attendance Data	Ongoing
	4	Students will know how to evacuate and follow emergency procedures.	AR CE	All students	Frazier staff	Crisis Plan PBIS Matrix	Ongoing
	5	Model appropriate behavior through PBIS.	AR CE VP	All students	Frazier staff	PBIS Matrix	Ongoing
	6	Kindergarten students and parents will attend an orientation to familiarize them with campus procedures, etc.	CE	All Kindergarten Students	Frazier staff	Title 1 funds, Kindergarten curriculum	August 20, 2009
	7	Health: Participate in CATCH program	AR	All	Teachers	CATCH Materials	Ongoing
Teachers	1	PBIS developed expectations according to campus needs	AR CE VP	Frazier Staff	PBIS Leadershi p Team, BS	Jane Flinn, BS, Frazier administration	Ongoing
	2	Attend campus and district training to effectively utilize PBIS matrix on campus. T1-4	SD	Frazier Staff	PBIS Leadershi p Team, administra tion	BS	As recommended by PBIS Leadership Team
	3	Practice appropriate safety drills for fire drills, threats, and emergencies.	SD	Frazier staff	PBIS Leadershi p Team, BS, administra tion	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	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
	6	Health: Present CATCH lessons to students.	AR	All	Teachers	CATCH Materials	Ongoing

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, administra tion, teachers, parents	Discipline data, PBIS matrix	Ongoing

Area of Focus: Science

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
5	All	127	88	38	150	82	40	89
5	AA	19	74	26	16	75	25	79
5	Hispanic	89	89	34	99	79	32	89
5	White	7	100	57	11	100	82	100
5	Eco. Dis.	93	87	38	106	78	33	88
5	SpEd	6	50	33	12	42	8	75
5	LEP	30	70	10	26	42	12	77
5	LEP M1	31	97	32	--	--	--	98
5	LEP M2	13	100	54	53	87	30	100

District Priority:

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

Campus Performance Objective:

By May, 2010 we will increase the percentage (by amounts noted at right) of students demonstrating proficiency on TAKS science.

AA- +5%

H- +1%

ED- +3%

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 Friday during lunch. T1-9	AR	All Students	Teachers	Instructional Specialist, Study Guide, Curriculum Guide	On-going

Students Cont'd	2	Provide support during supplemental instruction time focusing on targeted student populations.	AR CE	Identified groups	IS, Science Helping Teacher	Student Data	On-going
	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 monthly 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 Ongoing
	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	6 times a year
	9	Utilize observation guides and science journals, warm ups (Gr. 3-5) to increase comprehension.	AR	All students	Science teachers	Observation guides, science journals	On-going
	10	Students will be provided content area literature.	AR T	All students	Teachers	Literacy Library, National Geographic Publication	On-going
	11	Consultant Amanda Collins will work with groups of 3, 4, and 5 th grade students in small groups to address areas of need in science.	AR	Identified Students	Amanda Collins, Science Teachers, IS	Amanda Collins, Science Curriculum and Data, Title 1 funds	Two days each week.
Teachers	1	Attend district training to improve the quality of instruction.	AR SD	Science Teachers	Teachers, ISC	Barbara Cobaugh	On-going
	2	Analyze student benchmarks, checkpoints, 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	IS, science coach, curriculum guides	Weekly
	4	Provide model lessons for new teachers.	AR SD	New Science teachers	IS, Helping Teacher	IS	On-going
	5	Utilization of observation guides, warm ups (Gr. 3-5) and science journals to increase comprehension.	AR	All students	Science teachers	Observation guides, science journals	On-going
	6	Implement Quantum Learning strategies specific to science (Failure...Success, Experience before learning, VAK)	AR SD	Science Teachers	Science Teachers, IS, APs	Quantum Learning consultant; G:Drive	Ongoing
	7	Implement Fundamental Five strategies specific to science (critical writing, framing, power zone). Sean Cain from Lead Your School will be hired as a consultant to train staff.	SD AR CE	Science Teachers	Science Teachers, IS, APs	Jump Start Your Classroom study guide	Ongoing
	8	Amanda Collins will work with all science teachers to plan an effective curriculum for students.	AR	Science Teachers	IS, Teachers, AP, Principal	Title 1 funds, Science Curriculum	Once weekly
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

Area of Focus: Mathematics

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	163	73	27	133	77	23	79
3	AA	17	65	12	19	74	11	75
3	Hispanic	106	73	29	79	70	14	79
3	White	13	62	38	13	85	46	75
3	Eco. Dis.	104	68	21	91	73	23	75
3	SpEd	11	36	--	--	--	--	75
3	LEP	82	68	15	56	71	14	75
3	LEP M1	24	100	63	20	95	40	100
3	LEP M2	--	--	--	--	--	--	--
4	All	145	88	42	116	85	31	89
4	AA	25	92	12	15	73	20	95
4	Hispanic	88	83	38	85	86	27	85
4	White	12	92	75	--	--	--	95
4	Eco. Dis.	102	86	38	87	87	25	87
4	SpEd	--	--	--	--	--	--	--
4	LEP	45	76	27	60	83	25	81
4	LEP M1	16	94	69	12	100	50	96
4	LEP M2	18	100	78	8	100	75	100
5	All	126	91	33	153	87	32	94
5	AA	18	78	17	17	76	18	82
5	Hispanic	88	92	31	101	87	28	95
5	White	7	100	57	11	82	27	100
5	Eco. Dis.	92	90	30	108	82	27	93
5	SpEd	--	--	--	13	46	--	--
5	LEP	30	80	13	28	75	14	83
5	LEP M1	31	100	26	--	--	--	100
5	LEP M2	13	92	54	53	92	30	95

District Priority:

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

By May 2010 we will increase the percentage (by amounts noted below) of students demonstrating proficiency on TAKS Math test.

Campus Performance Objective:

#	Grade	3	4	5
	AA	+10	+3	+4
	H	+7	+2	+3
	ED	+7	+4	+3

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

Formative/Summative Evaluation:

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 progress toward IEP goals as appropriate..	AR	All Students	Instructional specialist, teachers,	Gradebook Benchmark data checkpoints	Following benchmarks, CBA, quizzes
	3	District quizzes based on content taught.	AR	All Students	Teachers	TEKS, Educaide,	Monthly
	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, ST Math for gr. 2-4). T1-2	AR T	Targeted Students	Teachers	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	5 times a year
	7	Teachers will practice model drawing with the students.	AR CE	All Students	Teachers	Teachers, IS, Helping	On-going

						Teacher	
Teachers	1	Schedule math coach to work with 1 - 5 grade levels on modifying lessons to target identified struggling learners	SD	1 st – 5 th grade math teachers	Instructional Specialist math coach	District math coach	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
	4	Implement Quantum Learning strategies (keys, call backs, VAK)	AR SD CE	Math Teachers	Math Teachers, APs, IS	Quantum Learning consultant, G:Drive	Ongoing
	5	Implement Fundamental Five strategies (power zone and framing the lesson are the focus). Sean Cain from Lead Your School will be used as a consultant to train staff and monitor implementation.	SD AR SE	Math Teachers	Math Teachers, APs, IS	Title 1 funds, Study Guide	Ongoing
	6	Hold achievement meetings to analyze student data and target areas of needed improvement.	AR	Identified groups	Principal, AP, IS, Teachers	Student Assessment Data	Following Benchmarks and CBA
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

Area of Focus: Reading

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	160	90	28	132	90	18	93
3	AA	16	94	31	19	95	11	96
3	Hispanic	106	89	26	79	85	14	89
3	White	13	85	23	13	100	46	87
3	Eco. Dis.	101	87	21	90	88	16	88
3	SpEd	7	71	--	--	--	--	77
3	LEP	80	85	14	56	84	4	87
3	LEP M1	24	100	58	20	100	40	100
3	LEP M2	--	--	--	--	--	--	--
4	All	144	74	22	116	73	11	79
4	AA	24	71	17	15	47	13	77
4	Hispanic	88	72	15	85	75	7	78
4	White	12	83	58	--	--	--	85
4	Eco. Dis.	102	72	16	87	69	8	78
4	SpEd	--	--	--	--	--	--	--
4	LEP	45	64	4	60	67	5	75
4	LEP M1	16	94	19	12	100	17	96
4	LEP M2	18	83	39	8	100	25	85
5	All	125	84	17	149	84	16	86
5	AA	18	67	18	16	81	27	75
5	Hispanic	87	85	13	100	80	10	87
5	White	7	86	50	10	100	33	87
5	Eco. Dis.	91	81	16	105	78	10	84
5	SpEd	--	--	--	8	38	--	--
5	LEP	29	62	--	25	44	--	75
5	LEP M1	30	97	14	--	--	--	98
5	LEP M2	14	100	29	53	89	6	100

District Priority:

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

By May 2010 we will increase the percentage (by amounts noted at right) of students demonstrating proficiency on TAKS Reading test.

Campus Performance Objective:

#	Grade	3	4	5
	AA	+2	+6	+8
	H	+1	+6	+2
	ED	+3	+6	+3

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 appropriate.	AR CE	Groups listed	Instructional specialist, teachers, dyslexia teacher	Gradebook Benchmark data 3 week checkpoints	Every 3 weeks
	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. K, 1 & 2 students will participate in I-Station based on grade level criteria. 	AR	Groups listed	Teachers	Gradebook Benchmark data Achieve 3000 Read 180 3 week checkpoints, I Station	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	Every 3 weeks

						3 week checkpoints	
	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,	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, SpEd teachers	Title One	On-going
	7	Provide a variety of books to expose students to text across the curriculum.	AR CE	All Students	Title 1, Teachers, Librarian	Title One funds	On-going
	8	Using materials such as Time for Kids, A to Z Readers, and National Geographic subscriptions to help familiarize students to non-fiction reading.	AR CE	All students	Teachers, Title 1 teachers	Title 1 funds	On-going
	9	Consultant Paige Thakkar will work with groups of at-risk 1 st and 3 rd bilingual students in reading. Paige will instruct the students in various aspects of balanced literacy. She will work with 2-4 students at a time.	AR	Identified students	Teachers, Title 1	Title 1 funds	Twice weekly for 6 hours.
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
	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, Read 180 helping teacher, District helping teacher	Benchmarks Checkpoints CBA	On-going
	4	Send new K-2 reading teachers to Becky Koesel training on Guided Reading on September 26, 2009 from 8:00-	SD	New K-2 Reading	Teachers, Principal	Becky Koesel, Title	September 26, 2009,

		4:00. Teachers will have follow up training at Frazier with Becky Koesel focusing on reading strategies and reading workshop.		Teachers		1 funds	Ongoing
	5	Consultant Paige Thakkar will work with 1 st and 3 rd bilingual reading teachers to design a program to help meet the needs of the students.	SD	1 st and 3 rd bilingual teachers	1 st and 3 rd teachers, AP, IS, Principal	Paige Thakkar, Reading Curriculum, Title 1 funds	Two times weekly for 2 hours each day.
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,	Gradebook, Communication cards	On-going, curriculum night Terrific Tuesdays
	2	Attend a parent university/camp to learn strategies and ways to help students.	PI	Parents	Teachers, IS, AP	Staff Title One	TBD (1 date)
	3	Provide time to read and share with students nightly.	PI	Parents	Teachers, IS, AP	Library, On line readers	Ongoing

Area of Focus: Writing

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
4	All	145	86	12	116	76	10	87
4	AA	25	88	8	16	44	6	89
4	Hispanic	87	83	10	85	81	8	85
4	White	13	92	31	--	--	--	95
4	Eco. Dis.	101	86	9	88	73	7	87
4	SpEd	--	--	--	7	--	--	--
4	LEP	46	76	4	60	77	--	81
4	LEP M1	16	100	13	12	83	25	100
4	LEP M2	17	94	29	8	100	50	96

District Priority:

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

By May 2010 we will increase the percentage (by amounts noted above) of students demonstrating proficiency on TAKS Writing.

Campus Performance Objective:

_____ 4th
 AA +2
 H +2
 ED +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 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	On-going

	3	Set goals for benchmark tests and TAKS tests Conference with teachers regarding goals on a regular basis.	AR	Gr. 3-5 students	teachers	Gradebook Benchmark data 3 week checkpoints	Every 3 weeks
	4	Attend Writing Club or Reading 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	ISs, Scope and Sequence	Weekly
	2	Continue to attend training and implement effective writing strategies, such as writing workshop, and other balanced literacy methods workshops. All new 4 th grade teachers will attend TAKS scoring training. T1-5	SD CE	LA teachers	Teachers, IS,	Curriculum Support, Staff Development Office	On-going
	3	Plan differentiated instruction with the IS to focus on effective balanced literacy methods, targeting identified areas of concern from assessment.	AR SD	LA teachers	IS, teachers	IS, Marzano's, Differentiated Instruction	Weekly
	4	Teachers will attend a fall and spring extended planning session to map out the curriculum using grade level TEKS and a variety of resources.	AR SD	All LA Teachers	Teachers, IS	Title One, AP	Once per semester
	5	Fourth grade teachers will conduct a two week writing camp to focus on specific skills	CE AR	Teachers	Teachers, IS	Title One	Fall and Spring semesters
	6	Reading/writing checkpoints. Teachers will use and analyze data to plan instruction	CE	Teachers	Teachers, IS	Title One	Every 3 weeks
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	Gradebook, Communication cards	On-going, curriculum nights

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 2010, 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 Performance 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 Ensure students with low achievement are assigned to teachers with high success, Allow for regrouping as necessary to match students with instructional practices.	AR CE	Identified Students	AP's. Principal	Last years benchmark, class lists	Prior to first day of school
	2 Monitor each student's progress in learning the critical TEKS by examining the results of teacher-made tests and district assessments.	AR CE	Groups listed	Teacher, AP's Liaisons	Grade-books, benchmark data	Each 4 weeks for Gradebook 3 times per year for Benchmarks
Teachers	1 Engage in District and Campus Staff development to align instruction with TEKS.	SD	3 rd / 5th Grade Social Studies	Teachers, APs	Social Studies Helping Teacher	Once a nine weeks
	2 Involve District helping teachers to improve instruction.	CE	2nd - 5th Grade Social Studies	Social Studies Liaisons, Principal and Assistants	Social Studies Helping Teacher	Once a nine weeks
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

***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.

CIP PART II: ASSURANCE ADDENDUM

Frazier Elementary School
Jeffrey LaCoke
2009-2010
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.
X	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.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	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.
X	Included goals and methods for violence prevention and intervention on campus.
X	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).
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.
X	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)
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.

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X	IDEA Part B and IDEA Preschool Stimulus Funds – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities and lowering preschool LRE.
X	The use and implementation of Stimulus money will be monitored monthly.

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Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Jeffrey LaCoke	Principal:
Stacy Brock	Teacher 1:
Shannon Moore	Teacher 2:
Kay Wingate	Teacher 3:
Dinora Trevino	Teacher 4:
Christine Matula	Teacher 5:
Stacy Brock	Teacher 6:
Dinora Trevino	Teacher 7:
Tonya Meredith	Teacher 8:
Candice Davis	Teacher 9:
Susan Burr	Non-teaching professional 1:
Monica Schmidt	Non-teaching professional 2:
Edward Torres	Parent 1:
Nancy Torres	Parent 2:
Paulann Alleman	Community resident 1:
	Community resident 2:
Gail Murphy	Business representative 1:
	Business representative 2:

CPOC Meetings* for '09 – '10			
#	Date	Time	Location
1	Sept. 15, 2009	7:25 – 8:25 am	Room 16, Frazier Elementary
2	Nov. 10, 2009	7:25 – 8:25 am	Room 16, Frazier Elementary
3	Jan. 19, 2010	7:25 – 8:25 am	Room 16, Frazier Elementary
4	March 9, 2010	7:25 – 8:25 am	Room 16, Frazier Elementary
5	May 10, 2010	7:25 – 8:25 am	Room 16, Frazier Elementary

* 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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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 2009-2010, 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.
X	2) TAKS Commended Performance	For 2009-2010, 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 2009-2010, 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 2009-2010, 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 2009-2010, the discipline referrals for offenses will be reduced	Each grading period the discipline referrals will be reviewed to determine the	At the end of the school year, the discipline referrals will be reviewed	Implement and monitor the school-wide safety and security plan.

CIP PART II: ASSURANCE ADDENDUM

		by 25% from the previous school year.	percent of referrals.	to determine the percent of referrals for all students .	
X	6) Special Education	For 2009-2010, 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 2009-2010, the percent of highly qualified teachers in the core academic areas will be at 100% .	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 2009-2010, 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 2009-2010 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 2009-2010 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 2009-2010, 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 programs.
	11) High School AEIS – Advanced Courses and	For 2009-2010, the percent of students who	Each semester, the number and percent of	At the end of the school year, the percent of	Inform parents and students about

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	Dual Credit	have completed at least one advanced course will be at or above XX% .	students enrolled in at least one advanced course will be reviewed.	students completing at least one advanced course in high school will be reviewed to see if the objective was met.	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 2009-2010, 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 2009-2010, 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 2009-2010, 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.

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 infosrvweb 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.

CIP PART II: ASSURANCE ADDENDUM

Frazier Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2009-2010			
Date	Audience	Responsible for Planning	Purpose/Content
August 3	Leadership Conference (8-10)	District Administrative Staff	
August 3	GLT/AMS (10-4)	District Administrative Staff	
August 4	Legal Conference (8-10)	District Administrative Staff	
August 11	Department Chair & Team Leader	Secondary Curriculum Staff	
August 13 & 14	New Staff Orientation	District & Campus Administrative Staff	
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	
August 19	Secondary Campus	Campus Administrative Staff	
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	
August 20	Secondary District	Secondary Curriculum Staff	
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	
August 21	Elementary and Secondary Campus	Campus Administrative Staff	
October 12	Elementary Parent Conferences	Campus Administrative Staff	
October 12	Secondary District	Secondary Curriculum Staff	
January 4	Elementary District	Elementary Curriculum Staff	
January 4	**Secondary Campus	Campus Administrative Staff	
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	

* Inclement Weather Days MAY NOT BE USED AS CTE.

** A campus may choose a maximum of two Campus Time Equivalency Days. No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.