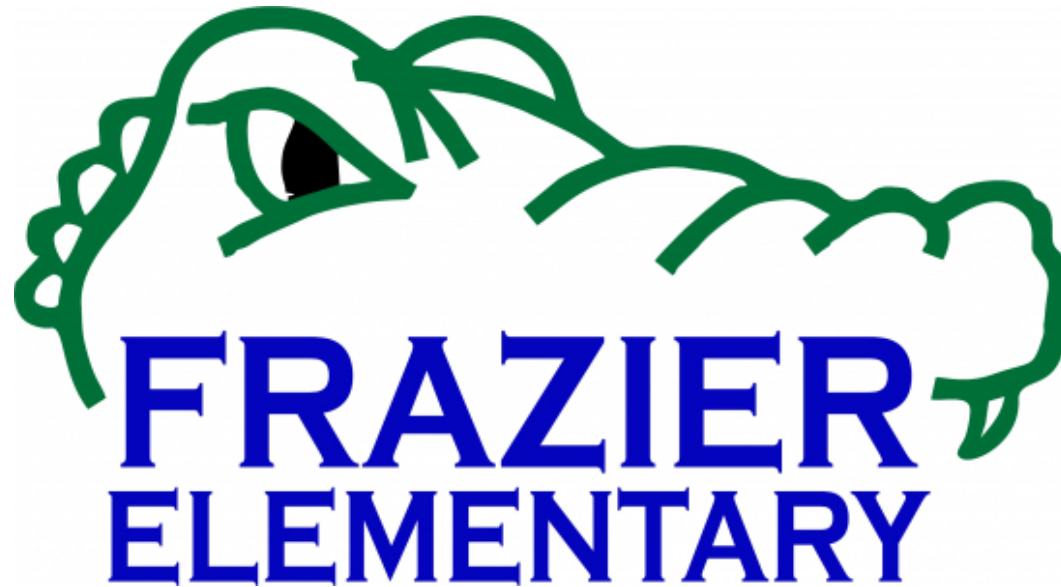


Cypress-Fairbanks Independent School District

Frazier Elementary School

2023-2024



Mission Statement

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

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

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Frazier Elementary is a campus in Houston, Texas. Frazier Elementary opened its doors in 1982. Frazier Elementary is projected to serve 725 students in grades Pre-K to 5th Grade during the 2023-2024 school year, which is an increase from the previous year of 690.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Frazier's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- * State Assessments
- * STAAR Assessment Results
- * Race and Ethnicity Data
- * Special Program Data
- * Economically Performance Data
- * EB Performance Data
- * Attendance Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 15, 2023 and again on September 13, 2023 and on September 25, 2023 to develop and finalize the CNA. The meetings were held in the cafeteria and the library at 4:15 p.m.

At the first meeting on May 15, 2023, principal Michael Pagano discussed Frazier's Strategies growth, Frazier's Title I budget, and our state testing situation.

At the second meetings on September 13, 2023 and September 25, 2023, the CPOC completed the Needs Assessment using Frazier's data.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically our Hispanic students across all grades levels had a 37% overall Meets passing rate on the Reading STAAR Assessment. Through the root cause analysis process, we identified the students are lacking in ELAR strategies, such as identification of genres and CSRP.

Our second identified priority problem is in the area of student achievement, specifically our Hispanic students across all grades levels had a 28% overall Meets passing rate on the Math STAAR assessment. Through the root cause analysis process, we identified teachers need to use student-centered activities that have relevant embedded questions.

Our third identified priority problem is in the area of teacher/paraprofessional attendance, specifically teachers taking personal days for situations that could be taken care of with a half-day. Through the root cause analysis process, we identified that teachers do not understand the impact of multiple absences on our students.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Our 3rd grade math students met their target Approaches goals in the All, Hispanic, Eco. Dis., Emergent Bilingual, and At-Risk categories.

Our 3rd grade math Eco. Dis. students out perform the district in the Meets category.

Our 3rd grade reading students out performed the district in the Eco. Dis., Emergent Bilingual, Sp. Ed., and At-Risk in the Approaches categories.

Our 5th grade reading Sp. Ed. students met their approaches target and out perform the district.

Our 5th grade AA student group met their target and out perform the district in the Masters category.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our Hispanic students across all grades levels had a 37% overall Meets passing rate on the Reading STAAR Assessment. **Root Cause:** RLA: The Students are lacking in ELAR strategies, such as identification of genres and CSPP.

Problem Statement 2: Math: Our Hispanic students across all grades levels had a 28% overall Meets passing rate on the Math STAAR Assessment. **Root Cause:** Math: Teachers need to use student-centered activities that have relevant embedded questions.

Problem Statement 3: Science: Our Hispanic students across the 5th grade had a 19% overall Meets passing rate on the Science STAAR Assessment. **Root Cause:** Science: Teachers need to use hands-on lessons that are enriched with science vocabulary.

Problem Statement 4: Students are beginning the 2023-24 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 5: 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

The following are strengths of the campus in regard to school culture and climate.

- Breakfast and lunch were provided for free through a federal school program during the school year.
- Frazier staff and community members held our Frazier Express event for Frazier families in need and provided a holiday meal and gifts.
- During the 2022-2023, we increased our participation in PBIS activities which increased our students' positive behaviors.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Only 32 staff members completed the Frazier PBIS staff survey during the 2022-2023 school year. **Root Cause:** Teachers did not have time through the school day to complete the district survey.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

- 91% of staff members felt they have opportunities for them to think for themselves
- 84% of the staff members felt they had opportunities for them to professional grow

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers are taking whole personal days for situations that could be taken care with a half-day. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers do not understand the impact of multiple absences on our students.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

- We held a weekend book fair for all community members
- We had Bedtime Stories twice a month at 7 pm
- Math, Reading, Science Nights
- Father and Daughter Dance
- Frazier Express
- Had a Frazier Baseball team, a basketball league, and a morning student run club

Problem Statements Identifying Parent and Community Engagement Needs







Problem Statement 1: Parents feel they are not receiving communication from our classroom teachers. **Root Cause:** Teachers are not sending monthly newsletters that help update our parents with Frazier and classroom information.













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 the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: We will focus teach ELAR strategies with small group instruction. Strategy's Expected Result/Impact: Our Hispanic students will meet the STAAR performance targets in the Meets category. Staff Responsible for Monitoring: Principal, APs, ISs, and Teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will plan lessons with student-centered activities that have rigor questions embedded within the lesson. Strategy's Expected Result/Impact: Our Hispanic students will increase their Meets level of performance on the Math STAAR assessment. Staff Responsible for Monitoring: Principal, APs, ISs, Teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: We will increase the rigor within our lessons by using hands-on lessons that are enriched in science vocabulary. Strategy's Expected Result/Impact: Our Hispanic students will meet the STAAR performance targets in the Meets category. Staff Responsible for Monitoring: Principal, APs, ISs, and Teachers.</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Small group instruction in math and reading.</p> <p>-Closing the Gap is from 9:00 to 9:25 a.m.</p> <p>-Teachers will use BOY assessments to compose small groups</p> <p>-Teachers will address students' gaps from assessments given</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers and Reading & Math Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Will provide Reading Nights, Math Nights, Tutoring, Content Camps, Bedtime Story Nights, Frazier Baseball Team, Run Club, Basketball Teams, and Thankful Student Thursdays.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Librarian, Behavior Specialists and Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
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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 current 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		
<p>Strategy 1: Before/After School Program: Students will receive instruction during before and after school tutoring sessions.</p> <p>Strategy's Expected Result/Impact: At least 60% of the students will perform at the Approaches, Meets or Master on the content STAAR assessment. We will hold student data meetings every 9 weeks to discuss student/teacher data and provide student/teacher intervention in areas of need and regroup student interventions.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: At least 60% of the students will perform at the Approaches, Meets or Master on the content STAAR assessment. We will hold student data meetings every 9 weeks to discuss student/teacher data and provide student/teacher intervention in areas of need and regroup student interventions.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Class Size Reduction Teacher in 5th grade will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: At least 60% of the students will perform at the Approaches, Meets or Master on the content STAAR assessment. We will hold student data meetings every 9 weeks to discuss student/teacher data and provide student/teacher intervention in areas of need and regroup student interventions.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
No Progress 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 current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

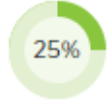







Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 current school year, 100% of the district's safety policies will be implemented.



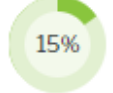





Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All Frazier's staff will work on developing strong relationships with each other and our community through the implementation of PBIS strategies, BOTB, restorative circle and huddles, and community activities here at our school. All staff will follow all safety protocols.</p> <p>Strategy's Expected Result/Impact: All safety protocols will be followed.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors and Teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 current school year, student attendance will be at 95% or higher.

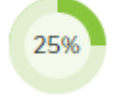







Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  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: The campus will use restorative discipline practices.







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Provide teacher training on Restorative Practices and de-escalation strategies.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0% .</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS, Character Education from our counselors, BOTB, Gator Store and lunch bunch.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors and Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 current school year, teacher/paraprofessional attendance will increase by 10%







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Provide monthly recognition and incentives for perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Principal, Assistant Principals and Admin Secretary</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 current 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		
<p>Strategy 1: High-Quality Professional Development: Staff will receive professional development from campus based opportunities for professional learning on PBIS Strategies, De-escalation Strategies, Content Specific staff development courses, and Student Management Strategies</p> <p>- Teachers will receive professional development from N2 Learning and ASCD</p> <p>Strategy's Expected Result/Impact: A decrease in student office referrals, In-School Suspension, Out-of-School Suspensions, SOS Placement and an increase in Reading and Math performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers, Counselors and Reading/Math Interventionists</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 current 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		
<p>Strategy 1: Parent and Family Engagement: Will send a monthly newsletter and hold Parent informational meetings to keep parents informed and engaged with student learning.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 15%.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists and Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Michael Pagano	Principal
Teacher #1	Kathy Tran	Teacher #1
Teacher #2	Elizabeth Kohlschmidt	Teacher #2
Teacher #3	Breiana Syzdek	Teacher #3
Teacher #4	Ryan Murphy	Teacher #4
Teacher #5	Jeremiah Short	Teacher #5
Teacher #6	Vanessa Pena	Teacher #6
Teacher #7	Yadira Munoz	Teacher #7
Teacher #8	Chloe Trejo	Teacher #8
Other School Leader (Nonteaching Professional) #1	Terra Lozano	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Leneilia Johnson	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Sabrina Schmitt	Administrator (LEA) #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Parent #1	Kim Bewsher	Parent #1
Parent #2	Danielle Houston	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Freddy Garcia	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Paraprofessional #1	Nancy Torres #1	Paraprofessional #1
Paraprofessional #2	Jocelyne Garza	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Treasure Denesse	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Maxine Rivera	Other School Leader (Nonteaching Professional) #4

Addendums

