

Cypress-Fairbanks Independent School District

Frazier Elementary School

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	13
Family and Community Involvement	14
School Context and Organization	17
Technology	19
Comprehensive Needs Assessment Data Documentation	20
Goals	22
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.	22
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.	35
Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.	39
State System Safeguard Strategies	40
Federal System Safeguard Strategies	43
Title I Personnel	45
2015-2016 Campus Performance Objectives Committee	46
Campus Funding Summary	47
Addendums	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Frazier Elementary School include 57 teachers, 19 paraprofessionals, and 3 administrators.

The student population as of September 2015 is: 73% Hispanic, 1% American Indian, 9% Asian, 10% African American, 0% Pacific Islander, 5% White, and 2% Multi-Racial. Additionally, the campus serves 30% Bilingual, 14% English as Second Language, 5% Special Education, and 78% economically disadvantaged students.

2014-15 attendance rates include: 96.8% Hispanic, 96.4% African American, 95.9% White, and 96.8% economically disadvantaged.

The most current data indicate the campus has a 13.8% mobility rate.

Source:

Personnel (campus data)

Demographics (eSchool)

Attendance (Cognos AMS)

Mobility (2015 Accountability Reports)

Demographics Strengths

Frazier welcomed 13 teachers new to the staff. We have 2 math interventionists, and 4 literacy support coaches/interventionists.

Frazier demographics are diverse; however, relatively consistent throughout the past years. The consistency in demographics has enabled Frazier to set a school culture that positively impacts our families.

Demographics Needs

The following needs have been identified and are listed in priority order:

1. Writing achievement increase for all students in the following sub-pops: ELLs, Eco Dis, Hispanic based on final school goal data
2. Math achievement increase for all students in the following sub-pops: ELLs, Eco Dis, Hispanic based on final school data
3. Reading level increase for students in PK-2

Student Achievement

Student Achievement Summary

In the state/federal accountability system safeguard system, Frazier missed the following system safeguards:

Performance Rates- State (60%):

Writing (ELL)

Participation Rates- State/Federal (95%):

NA

Performance Rates - Federal (83%):

Reading (All, AA, Hispanic, ED, ELL)

Math (All, AA, Hispanic, ED, ELL)

A campus intervention/leadership was formed to address these areas. The team members included:

- 8 teachers: Stephanie Gibson, Tonya Koops, Jessica Cardenas, Jennifer Gonzales, Cynthia Solgere, Paula Walton, Carol Troner, Lee Ann Evans
- 4 non-teaching professionals (non-classroom teachers): Stephanie Hunt, Gretchen Claus, Kimberley Tribbett, Julie Clements
- 1 district-level professional: Sabrina Schmitt
- Other representatives:
 - 2 parents: Rebecca Owens and Jaffar Milledge
 - 2 community residents: Nancy Torres and Mary Peña
 - 2 business representatives: Allegiance Bank and Jo Ann Montgomery

The team met on the following date(s):

- September 23, 2015 (State)

- October 7, 2015 (State, Federal [pending official notification])

A data analysis was conducted and revealed the following:

- Federal System Safeguards were missed in the following areas:

Reading (All) 75% (AA) 66% (Hispanic) 76% (ED) 73% (ELL) 69%

Math (All) 74% (AA) 51% (Hispanic) 74% (ED) 72% (ELL) 70%

Writing (State only) for ELL (53%)

- Frazier has shown incremental growth in reading and writing. There was a ten-point gain from 2014 to 2015 for our ELL students in writing. Additionally, there was an eight-point gain for our Hispanic students in reading.
- There was a significant decline in science performance. We dropped 13 points overall from 2014 to 2015. There was a 22-point loss for our ELL students and an 11-point loss for our ED students in science.

Areas of need are addressed in the "Student Achievement Needs" section below.

Strategies to address the needs and missed system safeguards, along with the Critical Success Factors, are denoted in the "Goals" section of the CIP. The strategies are directly related to meeting the performance objectives/targets as outlined in the "goals" section of the CIP. The strategies will be monitored three times a year (November, February, and May).

Student Achievement Strengths

Frazier received an Academic Distinction in the area of Science.

Frazier presented growth in the following areas:

3rd

Grade 75%64%+11

Reading

4th

Grade 68%66%+2

Reading

Student Achievement Needs

According to the 2015 System Safeguards Status Report, Frazier Elementary missed the following **state (target 60%) and federal (target 83%)** safeguards:

- Writing - Current and Monitored ELL students (state)
- Reading (All, AA, Hispanic, ED, ELL) (federal)
- Math (All, AA, Hispanic, ED, ELL) (federal)

Need 1: Teachers will continue to receive planning support in order to ensure effective first instruction in the core subject areas, including science.

[Writing - Current and Monitored ELL students (state), Reading (All, AA, Hispanic, ED, ELL) (federal), Math (All, AA, Hispanic, ED, ELL) (federal)]

Need 2: Teachers will receive campus staff development in the area of Balanced Literacy in order to strengthen reading and writing deficits.

[Writing - Current and Monitored ELL students (state), Reading (All, AA, Hispanic, ED, ELL) (federal)]

Need 3: We will increase teacher collaboration vertically in order to increase consistency with science hands-on instruction and effective first instruction in math.

[Science (All, Hispanic, ED,ELL), Math (All, AA, Hispanic, ED, ELL) (federal)]

Need 4: We will increase the number of math (grades 3-5) and science (grade 5) camps.

[Math (All, AA, Hispanic, ED, ELL) (federal)], [Science (All, Hispanic, ED,ELL)]

School Culture and Climate

School Culture and Climate Summary

The following data were reviewed in relation to School Culture, Climate, and Organization:

2014-2015 Parent Title 1 Survey

2014-2015 Employee Perception Survey

2014-2015 EBS (PBIS Survey)

CPOC Meetings

2015 Accountability Report

School Culture and Climate Strengths

Frazier's strengths in school culture and climate are as follows:

- Mentors meet weekly with students during the school day to be a positive role model and to develop an additional positive adult relationship.
- Staff members participate/lead after school clubs for students so that students have a positive extracurricular activity (Morning Movement, Art Club, Young Men's Club)
- Snacks are provided for Morning Magic school tutoring and Saturday camps to encourage attendance.
- Breakfast, lunch, snacks, and treats are provided for the staff to keep them motivated and to feel appreciated through monthly "Fiesta Fridays".
- Frazier organizes an annual Frazier Express event for families in need (turkeys, food, gifts).
- PBIS Level 2 campus
- NEU Campus
- 100% teachers/staff feel quality work is expected of them and in turn, they expect quality work from their students (EPS).
- End of Year Staff Recognition Awards

School Culture and Climate Needs

- According to the 2015-2016 Employee Perception Survey, 74% of staff feel there are opportunities to provide input, 81% feel feedback is provided to help improve job performance, and 80% feel staff recognition is built into the school culture.
- Overall average of 50% of staff (32 responses) feel help is needed in the area of data management of student discipline data
- Number of office referrals by African American and Hispanic boys is disproportionate to those of other ethnic groups

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Frazier welcomed 13 teachers new to the staff. We have 2 math interventionists, and 4 literacy support coaches/interventionists.

Results from EPS (Employee Perception Survey) were reviewed.

Staff Quality, Recruitment, and Retention Strengths

- High Qualified Teachers and Paraprofessionals
- New Teacher Mentor Program with Support
- Monthly Staff Recognitions (Great Gator Staff)
- Monthly campus staff development opportunities
- Model Classroom Project (MCP) Teacher Leader Group
- End of Year Staff Awards

Staff Quality, Recruitment, and Retention Needs

According to the 2015-2016 Employee Perception Survey:

- 74% of staff feel there are opportunities to provide input,
- 81% feel feedback is provided to help improve job performance, and
- 80% feel staff recognition is built into the school culture

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Student data from Benchmarks, DPM's, checkpoints, district quizzes, and teacher generated assessments are analyzed to drive instruction.

- Some assessments are district mandated, and some are teacher selected and created.
- Assessment data is used to analyze student achievement and teaching practices through achievement meetings.
- Assessments are aligned with district and state rigor.
- We use the assessments and the data to meet as teams. The data is interpreted and used to discuss best instructional practices for future lessons.
 - Student progress is monitored to determine if interventions are appropriate for each student.
- The learning needs of most students are being met. Our ELL and Eco Dis students are areas of needed improvement.
 - Different needs are being met through LLI, Reading Enrichment, Read 180, Kid Biz, iStation, instructional paraprofessional support, etc.
 - Students are being challenged through state standardized testing and district assessments.
- Students are selected for interventions by using previous year STAAR and benchmark data and current data.
- Student progress is monitored through analyzing assessment reports, using running record information and continuous data collection.
- Instructional strategies, programs and activities are selected based on student needs as discussed in Student Achievement Meetings.
 - Data collection is used to monitor student progress.
- Teachers and students utilize goal setting meetings. Students and teachers keep tracking forms.
 - Students monitor their academic progress by using student tracking form.

Curriculum, Instruction, and Assessment Strengths

- Small group instruction and Morning Magic tutorials are offered to help students' academic achievement
- Participate in school-wide mentor program
- Employ additional personnel to allow for ongoing, small group academic interventions
- Collaborate in achievement meetings and data digs to target specific student needs
- Elizabeth Martin training for grades 2 -5

Curriculum, Instruction, and Assessment Needs

- Writing training (Elizabeth Martin)
- Balanced Literacy Training

Family and Community Involvement

Family and Community Involvement Summary

The following data were reviewed in relation to Family and Community Involvement:

- Parent Survey
- Parent Feedback
- Parent attendance at events
- Title 1 Parent Survey

Family and Community Involvement Strengths

- 90% of Frazier parents feel it is easy to communicate with their child's teacher
- 97% of Frazier parents feel welcomed at school
- 84% of parents will participate in after school events when their child is performing
- 86% of parents have attended parent/teacher conferences
- Frazier is a true community school where parents feel ownership of the campus and seek to ensure it remains a positive hub of the Carriage Lane community

Family and Community Involvement Needs

42% of parents participated in activities to help their child learn

- Increase parent involvement opportunities (offer Family Learning Nights each semester)
- Offer Parent Camps for each content to help parents learn about current academic practices

40% state they have been offered an opportunity to volunteer at school

- Monthly Coffee with the Principals meetings

Monthly Parent Newsletters

An increase in community involvement in decision making bodies such as CPOC

An increase in community involvement in opportunities to provide feedback such as the Title I Parent Survey and the Principal Advisory Committee

School Context and Organization

School Context and Organization Summary

Frazier students are eager to learn. They come to school full of energy and work hard everyday. Class schedules maximize instruction time and are organized in such a way that allows for smooth delivery of instruction for each grade level with appropriate breaks for the age of the students.

The A-Team works on the schedules during the summer and follows the district guidelines and recommendations for instruction time for each content area. Teachers plan with their content areas weekly. They also serve on multi-level content committees, including Collaboratives, CPOC, FAC, and Technology.

A Balanced Literacy Model is followed in Language Arts classes, PreK-5, with a balanced amount of time spent in Reading and Writing Workshop. A focus on improved small-group reading instruction is designed to increase students' reading skills so that they are reading on or above-level by the end of the school year.

Math and Science are provided equal amounts of time in the master schedule in order for students to have ample time in direct instruction, hands-on activities, small group instruction, and independent problem solving practice.

School Context and Organization Strengths

- Subject-specific instructional schedules are displayed in classrooms and teachers have been trained on individual components.
- Protected instructional time
- Duty schedules for all paraprofessionals to ensure that their time is maximized to support instruction.
- Common PBIS language and expectations as a PBIS campus.
- Achievement meetings are scheduled every three weeks for data discussion.
- At-Risk/SITS are scheduled monthly for teacher discussion of intense interventions that are happening with academically/emotionally fragile students. Teachers are provided with strategies to use with struggling students and data-driven decisions are made in conjunction with the assistant principals, instructional specialists and interventionists.
- Collaborative vertical team planning monthly by subject areas; teams are created to support teachers' needs and areas of expertise. Each team has four to six members.
- Weekly common planning time for each content area
- CPOC as an integral part of the decision-making on campus-wide initiatives
- Goal-setting schedules for teachers and staff member reflection time
- Student achievement is highlighted through "Superhero Spotlight" every two weeks

School Context and Organization Needs

- Ensure that a monitoring system is in place for data digs with an emphasis on Hispanic, ELL and ED students
- Utilize Collaborative Vertical Team planning meetings as opportunities to monitor and support students' growth at all levels
- Develop a student survey to obtain student perceptions
- Increase the number of parents completing the annual Title I parent survey
- Involve the community in our campus activities

Technology

Technology Summary

- Technology is available for students through computer stations in each classroom/instructional area.
- Laptop carts are provided for student use in all grade levels.
- Kindles are used in Math and Science classrooms.
- Kindles are used for independent reading in all Language Arts classes.
- Most classrooms have a SMART interactive white board.
- All classrooms are equipped with a document camera and projector.
- Students use technology for math fact fluency, Math Moodle lessons, Gizmos (Science), Brain Pop, iStation, Kid Biz, and research/projects.

Technology Strengths

- Kindles available to all classes
- SMART Boards available for teachers
- I-station, Kid Biz, FASTT math software
- Computer Lab available for student/class rotation use
- iXplore training provided for teacher support

Technology Needs

- Continue training and support for teachers in iXplore
- Weak bandwidth prevents successful implementation of technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

Goals












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

Performance Objective 1: Science: By May 2016, increase performance of each student group on STAAR Science by the amounts noted on the attached CIP Data Table.

Summative Evaluation: STAAR Science

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Students will participate in an Academic Bowl every 3 weeks during their lunch period.</p>	1, 2, 3, 9	All teachers	Increase in percent of students meeting passing standards on checkpoints and DPMs.			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide science tutoring focused on at-risk student populations.</p>	1, 2, 3, 9, 10	Teachers	Increase in percent of students meeting passing standards on checkpoints and DPMs.			
Funding Sources: 211 - Title 1 - \$6500.00						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Hold Gator Quest meetings to analyze ELL, Eco Dis, and Hispanic student data and target areas of needed improvement.</p>	1, 2, 8, 9, 10	Principal, Assistant Principals, IS, Teachers	Increase in percent of students meeting passing standards on checkpoints and DPMs.			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Practice vocabulary in other areas outside of the content such as Art, PE, and Music.</p>	1, 2, 3, 9	Large Group Teachers	Increase in percent of students meeting passing standards on checkpoints and DPMs.			
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Fifth grade students will participate in Science Camps.</p>	1, 2, 3, 9	Science Teachers	Increase in percent of students meeting passing standards on checkpoints and DPMs.			
Funding Sources: 211 - Title 1 - \$1000.00						

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) Implement the use of Kindle Fire devices to be used for hands-on activities and small group instruction.</p>	1, 2, 3, 5, 9	All staff	Increase in percent of students meeting passing standards on checkpoints and DPMS.			
Funding Sources: 199 - General Funds - \$1000.00						
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) Students will maintain a school garden and participate in lessons facilitated by Alicia Rodenberger.</p>	1, 2, 3, 9	Third Grade Teachers	Increase in percent of students meeting passing standards on checkpoints and DPMS.			
Funding Sources: 211 - Title 1 - \$4500.00						
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>8) Staff support for science classes especially identified with ELLs, Eco Dis and Hispanic students.</p>	1, 2, 3, 9	Paras, IS, and Teachers	Increase in percent of students meeting passing standards on checkpoints and DPMS.			
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) Attend weekly planning with instructional specialist.</p>	1, 2, 3, 5, 8	IS, Helping Teacher	Highly active and engaging science lessons			
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>10) Provide model lessons for new teachers.</p>	1, 2, 3, 4, 5, 9	Science Teachers	Highly active and engaging science lessons			
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>11) Implement Fundamental Five strategies specific to science (critical writing, framing, power zone).</p>	1, 2, 3, 4, 5, 9	Science Teachers, IS, APs	Highly active and engaging science lessons			
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>12) Implement the use of TPOs (Three Part Objective) and closing questions.</p>	1, 2, 9	Teachers, IS, APs	Highly active and engaging science lessons			
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>13) Participate in Model Classroom Project training centered on TPO, closing questions, and questioning strategies</p>	1, 2, 3, 4, 9	MCP Training Team	Highly active and engaging science lessons yielding an increase in student scores on science DPMS and checkpoints.			
Funding Sources: 211 - Title 1 - \$8000.00						

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>14) Teachers conference with administrator following 5-10 mega monitoring data walks. Areas of strength and needed improvement will be discussed.</p>	1, 2, 9	Principal, APs, IS's	Highly active and engaging science lessons yielding an increase in student scores on science DPMs and checkpoints			
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5</p> <p>15) Attend Family Academic Night to provide parents with a better understanding of the science curriculum.</p>	1, 2, 6, 9	IS's, Teachers	Agenda, sign-in sheets, overall increase in student scores on science DPMs and checkpoints.			
<p>Funding Sources: 211 - Title 1 - \$500.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Mathematics: By May 2016, increase performance of each student group on STAAR Math by the amounts noted on the attached CIP Data Table.

Summative Evaluation: STAAR Math

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Monitor ELLs, Eco Dis, and Hispanic students' progress in learning the critical TEKS by analyzing results of district quizzes, daily work, DPMs, and checkpoints (every 3 weeks) through achievement meetings or progress towards IEP goals as appropriate.</p>	1, 2, 8, 9	Principal, APs, IS, teachers	Student data			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Practice math vocabulary in large group classes (PE, Art, Music).</p>	1, 2, 3, 9	Large Group Teachers	Student data			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Increase opportunities to work in cooperative groups, as well as in pairs; increase the opportunities for students to use technology and tools (such as Smart Board, software, FASTT Math for gr. 2-5).</p>	1, 2, 3, 5, 9	Teachers	Student increase in math scores			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Students will participate in math camps.</p>	1, 2, 3, 9	Teachers, IS, APs	Student increase in math scores			
Funding Sources: 211 - Title 1 - \$1000.00						

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Provide school tutoring for students in grades PK-5.</p>	1, 2, 3, 9	Teachers, administrators, IS	Increase in student scores			
Funding Sources: 211 - Title 1 - \$6500.00						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Add Title I math tutor to the staff to provide support for ELLs, Eco Dis and Hispanic students.</p>	1, 2, 9, 10	IS, APs	Increase in students' math scores			
Funding Sources: 211 - Title 1 - \$35000.00						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>7) Add an additional teacher to reduce the number of students in classes with ELLs. Eco Dis, or Hispanic students.</p>	1, 2, 3, 5, 9, 10	Principal	Increase in students' math scores			
Funding Sources: 211 - Title 1 - \$60000.00						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Attend weekly planning sessions with the instructional specialist and focus on "HOW (as opposed to WHAT) we will teach".</p>	1, 2, 4, 5, 8, 9	Teachers, IS	Increase in students' math scores; highly effective and engaging math lessons.			
<p align="center">Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>9) Implement Fundamental Five strategies (focus: power zone and framing).</p>	1, 2, 3, 9	Math Teachers, IS, APs	Increase in students' math scores; highly effective and engaging math lessons.			
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>10) Hold Gator Quest meetings every 3 weeks to analyze data for ELLs, Eco Dis, and Hispanic students and target areas for needed improvement.</p>	1, 2, 8, 9	Math Teachers, APs, and IS	Increase in students' math scores; highly effective and engaging math lessons			

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>11) Participate in Curriculum Project training focused on TPOs (three-part objectives), closing questions, and questioning strategies; implement the use of each.</p>	1, 2, 3, 4, 5, 9	Teachers, IS, APs	Increase in students' math scores; highly effective and engaging math lessons			
Funding Sources: 211 - Title 1 - \$8000.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>12) Attend training on small group instruction (Deb Diller, Interactive Math Notebooks, and Workstations for K-3, BER Guided Math). Teachers will receive ongoing training on the implementation of small groups.</p>	1, 2, 4, 5, 9	Teachers, IS, AP	Increase in students' math scores; highly effective and engaging math lessons			
Funding Sources: 211 - Title 1 - \$3000.00, 211 - Title 1 - \$1000.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>13) Work with small groups of students three times per week on a consistent basis.</p>	1, 2, 3, 9	IS and AP	Increase in students' math scores;			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>14) Attend Family Academic Night to learn math strategies to use with students at home.</p>	1, 2, 6, 9	Principal, Teachers, IS, APs, Math Helping Teachers,	Agenda, sign-in sheets, overall increase in student scores on math DPMs and checkpoints			
Funding Sources: 211 - Title 1 - \$500.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						









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

Performance Objective 3: Reading/ELA: By May 2016, increase performance of each student group on STAAR Reading/ELA by the amounts noted on the attached CIP Data Table.

Summative Evaluation: STAAR Reading/ELA

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Monitor ELLs, Eco Dis, and Hispanic students' progress in learning the critical TEKS by analyzing results of district quizzes, daily work, DPMs, and checkpoints (every 3 weeks) through achievement meetings or progress towards IEP goals as appropriate. Attend TELPAS monitored calibration sessions.</p>	1, 2, 3, 4, 8, 9	IS, Reading Enrichment Teachers, Teachers, APs, At-Risk Specialist	Increase in students' reading levels and scores on DPMs and checkpoints. Increase in students' English acquisition.			
Funding Sources: 211 - Title 1 - \$2500.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide school tutoring for students in grades PK-5.</p>	1, 2, 3, 7, 9	IS, Reading Enrichment Teachers, Teachers, APs, At-Risk Specialist	Increase in students' reading levels and scores on DPMs and checkpoints			
Funding Sources: 211 - Title 1 - \$6500.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>3) ELL, Eco Dis, and Hispanic students will receive interventions and participate in supplemental programs such as Read Naturally and LLI in order to improve reading skills.</p>	2, 3, 9	IS, Reading Enrichment Teachers, Teachers, APs, At-Risk Specialist	Increase in students' reading levels and scores on DPMs and checkpoints.			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Provide a variety of books to expose students to text across the curriculum.</p>	1, 2, 5, 7	IS, Reading Enrichment Teachers, Teachers, APs, At-Risk Specialist	Increase in students' reading levels and scores on DPMs and checkpoints.			
Funding Sources: 211 - Title 1 - \$2000.00, 211 - Title 1 - \$13500.00						

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Attend weekly planning sessions with the instructional specialist and focus on improving reading comprehension and effective balanced literacy methods (Balanced Literacy Boot Camp).</p>	1, 2, 4, 9	Teachers, IS	Increase in students' reading levels; highly effective lessons targeting reading comprehension.			
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Add Comp Ed reading specialist to the staff to provide support for ELLs, Eco Dis and Hispanic students.</p>	1, 2, 3, 5, 9	Principal	Increase in students' reading levels; highly effective lessons targeting reading comprehension.			
Funding Sources: State Compensatory Education - \$50000.00						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>7) Implement the use of Kindle Fire devices to be used for hands-on activities and small group instruction.</p>	1, 2, 9	All Teachers	Increase in students' reading levels; highly effective lessons with small groups of students.			
Funding Sources: 199 - General Funds - \$500.00						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) Teachers will attend workshops provided by Becky Keosel and the reading IS on balanced literacy and reader's workshop practices.</p>	1, 2, 3, 4, 5, 9	IS and APs	Increase in students' reading levels; highly effective lessons with evidence of balanced literacy and reading workshop practices.			
Funding Sources: 211 - Title 1 - \$1500.00						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>9) Teachers will participate in Curriculum Project training focused on TPOs (three-part objectives), closing questions, and questioning strategies; implement the use of each.</p>	1, 2, 3, 4, 5, 9	Teachers, IS, APs	Highly effective R/ELA lessons with evidence of Curriculum Project areas of focus.			
Funding Sources: 211 - Title 1 - \$8000.00						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>10) Attend Family Academic Night to learn reading strategies to use with students at home.</p>	1, 2, 3, 6, 7, 9	All Teachers	Agenda, sign-in sheets, overall increase in students' reading levels, DPMs and checkpoints.			
Funding Sources: 211 - Title 1 - \$500.00						















State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 11) Add Title I reading tutor to the staff to provide support for ELLs, Eco Dis and Hispanic students.	1, 9, 10	Principal, APs, IS	Increase in students' reading levels and benchmark scores			
	Funding Sources: 211 - Title 1 - \$20000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: Writing: By May 2016, increase performance of each student group on STAAR Writing by the amounts noted on the attached CIP Data Table.

Summative Evaluation: STAAR Writing

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Monitor ELLs, Eco Dis, and Hispanic students' progress in learning the critical TEKS by analyzing results of district quizzes, daily work, DPMs, and checkpoints (every 3 weeks) through Gator Quest meetings or progress towards IEP goals as appropriate.</p>	1, 2, 8, 9	Teachers, IS, APs, At-Risk Specialist	Increase in students' writing scores on DPMs and checkpoints.			
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will be given the opportunity to attend a monthly Teacher's Writing Staff Development in order to learn writing techniques and ideas.</p>	4, 5, 9	IS, APs, At-Risk Specialist	Agendas and sign-in sheets; increase in students' writing scores on DPMs and checkpoints.			
Funding Sources: 211 - Title 1 - \$500.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Implement the use of Kindle Fire devices to be used for hands-on activities and small group instruction.</p>	1, 2, 3, 5, 9	All Teachers, IS, APs, At-Risk Specialist	Increase in students' writing scores; highly effective lessons with small groups of students.			
Funding Sources: 211 - Title 1 - \$2000.00						
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Provide after school tutoring and writing camp for ELL, Eco Dis, and Hispanic students.</p>	1, 2, 3, 5, 9	Teachers, IS, APs, At-Risk Specialist	Increase in students' writing scores			
Funding Sources: 211 - Title 1 - \$12000.00, 211 - Title 1 - \$6500.00						

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>5) Second - fourth grade teachers will attend Elizabeth Martin training sessions throughout the year.</p>	<p>1, 2, 3, 4, 5, 9</p>	<p>Writing teachers, IS, APs, At-Risk Specialist</p>	<p>Agendas; increase in students' writing scores on DPMs and checkpoints; evidence of work in lesson plans</p>			
<p>Funding Sources: 211 - Title 1 - \$5250.00</p>						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>6) Teachers will participate in Curriculum Project training focused on TPOs (three-part objectives), closing questions, and questioning strategies; implement the use of each.</p>	<p>1, 2, 3, 4, 5, 9</p>	<p>IS, APs, At-Risk Specialist</p>	<p>Highly effective Writing lessons with evidence of Curriculum Project areas of focus.</p>			
<p>Funding Sources: 211 - Title 1 - \$8000.00</p>						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 6</p> <p>7) Attend Family Academic Night to learn writing strategies to use with students at home.</p>	<p>1, 2, 3, 6, 7, 9</p>	<p>Teachers, IS, APs, At-Risk Specialist</p>	<p>Agenda, sign-in sheets, overall increase in students' writing scores on DPMs and checkpoints.</p>			
<p>Funding Sources: 211 - Title 1 - \$500.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 5: Cross-Curricular: By May 2016, increase performance of each student group on all STAAR content areas by the amounts noted on the attached CIP Data Tables.












Summative Evaluation: STAAR Scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will implement the Model Classroom Project components initiated by John Samara, our campus consultant. He will visit the campus for MCP coaching three times this year. The model will support classroom activities and enhance the rigor of classroom teaching and align the delivery of instruction</p>	1, 2, 3, 4, 5, 8, 9, 10	Principal, APs, ISS	Fast Walks, collaborative conversations during planning meetings, collaborative planning sessions utilizing new MCP techniques, John Samara consulting review notes from teacher observations			
Funding Sources: 211 - Title 1 - \$8000.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) K-5 teachers will participate in collaborative planning session 2 times per week for content areas indicated: Reading/Writing and Math/Science.</p>	1, 2, 3, 8, 9	Principal, APs, ISS	Planning calendar by grade level and content, lesson activities, walk throughs, CFPDAS observations, and team engagement during review of data meetings			
<p>3) Teachers will engage in a book study of Pete Halls' Teach, Reflect, Learn and Engaging Students with Poverty in Mind by Eric Jensen to improve reflective practices and quality first time instruction.</p>	2, 4, 9	Principal, APs, ISS	Participation in book study Increase in reflective practices			
Funding Sources: 211 - Title 1 - \$1500.00						
<p>4) Attend staff development, workshops, seminars on increasing achievement of students of at-risk populations.</p>	4	Principal	Staff development notes, agendas, increase in student scores			
Funding Sources: 211 - Title 1 - \$2000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 6: College and Career Readiness: Create a culture that prepares all students for a full-range of postsecondary options through motivational and experiential college and career experiences.









Summative Evaluation: Offering of college and career activities

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Students in all grade levels will be encouraged to plan for and set goals for academic achievement through high school and for attendance at post-secondary college or career readiness institution through activities that will enable them to learn more about future opportunities in the career and higher education fields. The "No Excuses University" format will be used as the framework for our campus program.	1, 2, 3, 5, 9	All Teachers, APs, IS's, Principal	Overall increase in student achievement and decrease in discipline referrals			
2) Attend No Excuses University seminars and conferences in order to maintain college and career awareness.	2, 4, 10	Principal	No Excuses philosophy implementation, increase in student achievement, decrease in student discipline referrals.			
Funding Sources: 211 - Title 1 - \$1000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: Attracting and Retaining Highly Qualified Teachers: 100% of the teachers on the campus are highly qualified.

Summative Evaluation: Highly Qualified Teacher Compliance report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) In the event that we have to place a non-Highly Qualified teacher in a core academic classroom, we will notify parents, develop an individualized plan to make certain the teacher becomes highly qualified, or place a highly qualified teacher in the classroom. Additionally, we will implement the strategies in the district Highly Qualified Teacher Continuous Improvement Plan.	5	Principal	Highly Qualified Teacher Compliance report			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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: Campus Culture: Build a strong and supportive environment, for both academic and personal growth, conducive to student learning.

Summative Evaluation: Surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Students in all grade levels will be encouraged to plan for and set goals for academic achievement through high school and for attendance at post-secondary college or career readiness institution through activities that will enable them to learn more about future opportunities in the career and higher education fields. The "No Excuses University" format will be used as the framework for our campus program.	1, 2, 3, 5, 9	Principal and APs	Overall increase in student achievement and decrease in discipline referrals			
2) New Student Orientation	1, 2, 6, 7, 9, 10	Behavior Interventionist	Decrease number of student office referrals and/or counselor assistance calls			
3) Kindergarten Orientation; Parents will be provided with a literacy home packet	1, 2, 6, 7	APs	Increase in students' reading levels and overall achievement			
Funding Sources: 211 - Title 1 - \$500.00						
4) Young Men's Club (boys' club)	1, 2, 6, 9	Behavior Interventionist and Staff	Overall increase in student achievement and decrease in discipline referrals			
5) Maintain a supportive campus culture through celebrations, providing recognitions and reinforcing effort. Students and teachers will be given the opportunity to earn "Gator Bucks" or "V-Bucks", respectively. They can spend/save their money for different levels of items/celebrations.	2, 5	Principal, AP's, Leadership Team	PBIS meeting minutes, number of students participating in celebrations/receiving recognition for efforts, number of teachers participating in celebrations/receiving recognition for efforts			
= Accomplished = Considerable = Some Progress = No Progress = 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: Safe and Healthy Environment: Reduce overall discipline referrals by 5% from the previous school year. Provide a coordinated school health and physical activity program in which 100% of the students participate.

Summative Evaluation: District-developed discipline reports, Fitnessgram

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Coordinated School Health Strategies: Students will participate in CATCH lessons and Fitnessgram.		Physical Education Teachers	Students will make healthy choices and meet fitnessgram goals.			
2) PBIS-developed expectations according to campus needs. Celebrate success for achieved goals in attendance and behavior on a monthly basis. Attendance goal is 98%	1, 2	Behavior Interventionist	Decreased number of office referrals, clean and orderly school facilities, and increased student attendance.			
Funding Sources: 211 - Title 1 - \$2000.00						
3) PBIS will serve as the campus-wide classroom-based behavior management system. Staff members will consistently review the matrix with students; and students will learn and practice school appropriate behaviors as noted in the matrix.	1, 2, 3, 5	Behavior Interventionist, Principal, APs, PBIS Leadership Team	Decreased number of office referrals, positive results on parent survey at the end of the year			
4) All K-5 students will engage in a Project Safety lesson each month during their Social Studies class. Project Safety is a bullying protection / drug awareness program offered by the District.	1, 2	Assistant Principals, Behavior Interventionist, Counselor	Decrease in number of bullying office referrals			
5) Students will participate in the annual Cy-Fair Sam presentation to review the district Code of Conduct. The Tip Line will also be reviewed so that students know how to complete an anonymous report.	1, 2	Leadership Team and Counselor	Attendance rosters The Tip Line will be monitored on a regular basis and responded to within 24 hours.			
6) Emergency Operating Procedures (EOP): Staff and students will be trained and participate in monthly fire drills and at least four crisis drills per semester. Staff will also be trained and participate in procedures relating to evacuation/relocation and student reunification.	2	Principal, APs, Campus Leadership Team	Staff training agenda and attendance rosters. District drill completion report. High percentage of employee feeling safe on Employee Perception Survey			
7) Address homelessness by ensuring personnel (teachers, counselors, paraprofessionals, administrators) can quickly identify homeless students and provide the necessary services to support student success.	9, 10	Registrar, EASE Counselor	Timely identification and service to homeless students			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 4: Attendance/Dropout Prevention: Average daily attendance will be at or above 98% or higher.












Summative Evaluation: Attendance reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Motivate students to attend school daily by creating an engaging and supportive environment.	1, 2, 10	Principal and APs	Student attendance rates at 98% or higher			
Funding Sources: 211 - Title 1 - \$2000.00						
2) Teachers will take attendance daily in an accurate and timely manner and will make an effort to contact parents about excessive tardies, early dismissals or absences that may have a negative impact on learning.	6	AP's, registrar, all homeroom teachers	Increased number of calls home after absences (teacher log)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 1: Parent Involvement and Communication: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Summative Evaluation: Parent participation numbers, parent surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Develop and implement strategies to increase parent involvement (Donuts for Dad, Muffins for Mom, Book Fair Night, Academic Night)	1, 2, 6	Counselor	Increased levels of parent involvement and higher % of parents stating they feel welcome at school (parent survey)			
				Funding Sources: 211 - Title 1 - \$3200.00		
2) Offer parent workshop opportunities in order to increase parent knowledge and support in the content areas (Math Academy, Reading Academy, Achieve Boost Meetings, Coffee with the Principal)	1, 2, 6	Principal, APs, IS, Counselor	Increased levels of parent involvement and higher % of parents stating they feel school support with home-school connections (parent survey).			
				Funding Sources: 211 - Title 1 - \$1000.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will participate in an Academic Bowl every 3 weeks during their lunch period.
1	1	2	Provide science tutoring focused on at-risk student populations.
1	1	3	Hold Gator Quest meetings to analyze ELL, Eco Dis, and Hispanic student data and target areas of needed improvement.
1	1	4	Practice vocabulary in other areas outside of the content such as Art, PE, and Music.
1	1	5	Fifth grade students will participate in Science Camps.
1	1	6	Implement the use of Kindle Fire devices to be used for hands-on activities and small group instruction.
1	1	7	Students will maintain a school garden and participate in lessons facilitated by Alicia Rodenberger.
1	1	8	Staff support for science classes especially identified with ELLs, Eco Dis and Hispanic students.
1	1	9	Attend weekly planning with instructional specialist.
1	1	10	Provide model lessons for new teachers.
1	1	11	Implement Fundamental Five strategies specific to science (critical writing, framing, power zone).
1	1	12	Implement the use of TPOs (Three Part Objective) and closing questions.
1	1	13	Participate in Model Classroom Project training centered on TPO, closing questions, and questioning strategies
1	1	14	Teachers conference with administrator following 5-10 mega monitoring data walks. Areas of strength and needed improvement will be discussed.
1	1	15	Attend Family Academic Night to provide parents with a better understanding of the science curriculum.
1	2	1	Monitor ELLs, Eco Dis, and Hispanic students' progress in learning the critical TEKS by analyzing results of district quizzes, daily work, DPMs, and checkpoints (every 3 weeks) through achievement meetings or progress towards IEP goals as appropriate.
1	2	2	Practice math vocabulary in large group classes (PE, Art, Music).
1	2	3	Increase opportunities to work in cooperative groups, as well as in pairs; increase the opportunities for students to use technology and tools (such as Smart Board, software, FASTT Math for gr. 2-5).
1	2	4	Students will participate in math camps.
1	2	5	Provide school tutoring for students in grades PK-5.
1	2	6	Add Title I math tutor to the staff to provide support for ELLs, Eco Dis and Hispanic students.
1	2	7	Add an additional teacher to reduce the number of students in classes with ELLs. Eco Dis, or Hispanic students.

Goal	Objective	Strategy	Description
1	2	8	Attend weekly planning sessions with the instructional specialist and focus on "HOW (as opposed to WHAT) we will teach".
1	2	10	Hold Gator Quest meetings every 3 weeks to analyze data for ELLs, Eco Dis, and Hispanic students and target areas for needed improvement.
1	2	11	Participate in Curriculum Project training focused on TPOs (three-part objectives), closing questions, and questioning strategies; implement the use of each.
1	2	12	Attend training on small group instruction (Deb Diller, Interactive Math Notebooks, and Workstations for K-3, BER Guided Math). Teachers will receive ongoing training on the implementation of small groups.
1	2	13	Work with small groups of students three times per week on a consistent basis.
1	2	14	Attend Family Academic Night to learn math strategies to use with students at home.
1	3	1	Monitor ELLs, Eco Dis, and Hispanic students' progress in learning the critical TEKS by analyzing results of district quizzes, daily work, DPMs, and checkpoints (every 3 weeks) through achievement meetings or progress towards IEP goals as appropriate. Attend TELPAS monitored calibration sessions.
1	3	2	Provide school tutoring for students in grades PK-5.
1	3	3	ELL, Eco Dis, and Hispanic students will receive interventions and participate in supplemental programs such as Read Naturally and LLI in order to improve reading skills.
1	3	4	Provide a variety of books to expose students to text across the curriculum.
1	3	5	Attend weekly planning sessions with the instructional specialist and focus on improving reading comprehension and effective balanced literacy methods (Balanced Literacy Boot Camp).
1	3	6	Add Comp Ed reading specialist to the staff to provide support for ELLs, Eco Dis and Hispanic students.
1	3	7	Implement the use of Kindle Fire devices to be used for hands-on activities and small group instruction.
1	3	8	Teachers will attend workshops provided by Becky Keosel and the reading IS on balanced literacy and reader's workshop practices.
1	3	9	Teachers will participate in Curriculum Project training focused on TPOs (three-part objectives), closing questions, and questioning strategies; implement the use of each.
1	3	10	Attend Family Academic Night to learn reading strategies to use with students at home.
1	3	11	Add Title I reading tutor to the staff to provide support for ELLs, Eco Dis and Hispanic students.
1	4	1	Monitor ELLs, Eco Dis, and Hispanic students' progress in learning the critical TEKS by analyzing results of district quizzes, daily work, DPMs, and checkpoints (every 3 weeks) through Gator Quest meetings or progress towards IEP goals as appropriate.

Goal	Objective	Strategy	Description
1	4	2	Teachers will be given the opportunity to attend a monthly Teacher's Writing Staff Development in order to learn writing techniques and ideas.
1	4	3	Implement the use of Kindle Fire devices to be used for hands-on activities and small group instruction.
1	4	4	Provide after school tutoring and writing camp for ELL, Eco Dis, and Hispanic students.
1	4	5	Second - fourth grade teachers will attend Elizabeth Martin training sessions throughout the year.
1	4	6	Teachers will participate in Curriculum Project training focused on TPOs (three-part objectives), closing questions, and questioning strategies; implement the use of each.
1	4	7	Attend Family Academic Night to learn writing strategies to use with students at home.
1	5	1	Teachers will implement the Model Classroom Project components initiated by John Samara, our campus consultant. He will visit the campus for MCP coaching three times this year. The model will support classroom activities and enhance the rigor of classroom teaching and align the delivery of instruction
1	5	2	K-5 teachers will participate in collaborative planning session 2 times per week for content areas indicated: Reading/Writing and Math/Science.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Monitor ELLs, Eco Dis, and Hispanic students' progress in learning the critical TEKS by analyzing results of district quizzes, daily work, DPMS, and checkpoints (every 3 weeks) through achievement meetings or progress towards IEP goals as appropriate.
1	2	2	Practice math vocabulary in large group classes (PE, Art, Music).
1	2	3	Increase opportunities to work in cooperative groups, as well as in pairs; increase the opportunities for students to use technology and tools (such as Smart Board, software, FASTT Math for gr. 2-5).
1	2	4	Students will participate in math camps.
1	2	5	Provide school tutoring for students in grades PK-5.
1	2	6	Add Title I math tutor to the staff to provide support for ELLs, Eco Dis and Hispanic students.
1	2	7	Add an additional teacher to reduce the number of students in classes with ELLs, Eco Dis, or Hispanic students.
1	2	8	Attend weekly planning sessions with the instructional specialist and focus on "HOW (as opposed to WHAT) we will teach".
1	2	9	Implement Fundamental Five strategies (focus: power zone and framing).
1	2	10	Hold Gator Quest meetings every 3 weeks to analyze data for ELLs, Eco Dis, and Hispanic students and target areas for needed improvement.
1	2	11	Participate in Curriculum Project training focused on TPOs (three-part objectives), closing questions, and questioning strategies; implement the use of each.
1	2	12	Attend training on small group instruction (Deb Diller, Interactive Math Notebooks, and Workstations for K-3, BER Guided Math). Teachers will receive ongoing training on the implementation of small groups.
1	2	13	Work with small groups of students three times per week on a consistent basis.
1	2	14	Attend Family Academic Night to learn math strategies to use with students at home.
1	3	1	Monitor ELLs, Eco Dis, and Hispanic students' progress in learning the critical TEKS by analyzing results of district quizzes, daily work, DPMS, and checkpoints (every 3 weeks) through achievement meetings or progress towards IEP goals as appropriate. Attend TELPAS monitored calibration sessions.
1	3	2	Provide school tutoring for students in grades PK-5.
1	3	3	ELL, Eco Dis, and Hispanic students will receive interventions and participate in supplemental programs such as Read Naturally and LLI in order to improve reading skills.
1	3	4	Provide a variety of books to expose students to text across the curriculum.

Goal	Objective	Strategy	Description
1	3	5	Attend weekly planning sessions with the instructional specialist and focus on improving reading comprehension and effective balanced literacy methods (Balanced Literacy Boot Camp).
1	3	6	Add Comp Ed reading specialist to the staff to provide support for ELLs, Eco Dis and Hispanic students.
1	3	7	Implement the use of Kindle Fire devices to be used for hands-on activities and small group instruction.
1	3	8	Teachers will attend workshops provided by Becky Keosel and the reading IS on balanced literacy and reader's workshop practices.
1	3	9	Teachers will participate in Curriculum Project training focused on TPOs (three-part objectives), closing questions, and questioning strategies; implement the use of each.
1	3	10	Attend Family Academic Night to learn reading strategies to use with students at home.
1	3	11	Add Title I reading tutor to the staff to provide support for ELLs, Eco Dis and Hispanic students.
1	5	1	Teachers will implement the Model Classroom Project components initiated by John Samara, our campus consultant. He will visit the campus for MCP coaching three times this year. The model will support classroom activities and enhance the rigor of classroom teaching and align the delivery of instruction
1	5	2	K-5 teachers will participate in collaborative planning session 2 times per week for content areas indicated: Reading/Writing and Math/Science.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brittany Witt-Keaton	1st Grade		1.0

2015-2016 Campus Performance Objectives Committee

Committee Role	Name	Position
Administrator	Gloria Vasquez	Principal
Business Representative	Linda Humphries	Allegiance Bank
Business Representative	Jo Ann Montgomery	Harris County Fire Department
Classroom Teacher	Jessica Cardenas	First Grade Bilingual
Classroom Teacher	Lee Ann Evans	Second Grade
Classroom Teacher	Stephanie Gibson	Pre-Kindergarten
Classroom Teacher	Jennifer Gonzales	Third Grade ESL
Classroom Teacher	Tonya Koops	Physical Education
Classroom Teacher	Cynthia Solgere	4th Grade ESL
Classroom Teacher	Carol Troner	New Arrival Center
Classroom Teacher	Paula Walton	5th Grade
Community Representative	Mary Pena	
Community Representative	Nancy Torres	
District-level Professional	Sabrina Schmitt	Special Education
Non-classroom Professional	Gretchen Claus	Interventionist
Non-classroom Professional	Julie Clements	Assistant Principal
Non-classroom Professional	Stephanie Hunt	Special Education
Non-classroom Professional	Kimberley Tribbett	Assistant Principal
Parent	Jaffar Milledge	
Parent	Rebecca Owens	

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	apps, e-books		\$1,000.00
1	3	7	e-books		\$500.00
Sub-Total					\$1,500.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutoring		\$6,500.00
1	1	5	Extra Duty		\$1,000.00
1	1	7	Garden equipment, program fees		\$4,500.00
1	1	13	John Samara Curriculum Project		\$8,000.00
1	1	15	Refreshments, activities		\$500.00
1	2	4	Extra Duty		\$1,000.00
1	2	5	Extra duty		\$6,500.00
1	2	6	Tutor salary		\$35,000.00
1	2	7	1 classroom reduction teacher salaries		\$60,000.00
1	2	11	Curriculum Project (John Samara) consultant fees		\$8,000.00
1	2	12	Cost of Staff development, teacher resource books, and some math manipulatives		\$3,000.00
1	2	12	Staff Travel		\$1,000.00
1	2	14	Refreshments and supplies		\$500.00
1	3	1			\$2,500.00
1	3	2	Extra Duty		\$6,500.00
1	3	4	Cost of additional books including A-Z Readers		\$2,000.00
1	3	4	Library Books		\$13,500.00
1	3	8	Cost of workshops		\$1,500.00

1	3	9	Cost of consultant John Samara		\$8,000.00
1	3	10	Refreshments and supplies		\$500.00
1	3	11	Tutor salary		\$20,000.00
1	4	2	Refreshments and supplies; teacher resource books		\$500.00
1	4	3	e-books, apps		\$2,000.00
1	4	4	Refreshments, supplies for lessons		\$12,000.00
1	4	4	Extra Duty		\$6,500.00
1	4	5	Cost of Elizabeth Martin (consultant)		\$5,250.00
1	4	6	Cost of John Samara (Consultant)		\$8,000.00
1	4	7	Refreshments and supplies		\$500.00
1	5	1	John Samara Resources		\$8,000.00
1	5	3	Teacher Books		\$1,500.00
1	5	4	Staff travel		\$2,000.00
1	6	2	Staff Travel		\$1,000.00
2	2	3	literacy materials (books, manipulatives)		\$500.00
2	3	2	Cost of incentives		\$2,000.00
2	4	1	Incentives		\$2,000.00
3	1	1	Refreshments		\$3,200.00
3	1	2	Parent training materials, refreshments		\$1,000.00
Sub-Total					\$245,950.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Specialist's salary		\$50,000.00
Sub-Total					\$50,000.00
Grand Total					\$297,450.00

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

English Language Arts/Reading

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Ensure that students read and write every day and teach/re-teach the reading and writing processes throughout the entire school year.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts and allow students to select from among varied genres and reading levels in classroom libraries.
- Post and use anchor charts in English language arts/reading classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies and best practices to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences and small group guided reading or strategy group instruction.
- Integrate social studies and theater arts TEKS in English language arts/reading classes.

Mathematics

- Model and expect students to use the 4-step Problem Solving Process with all math problems.
- Post and use student-made anchor charts in math classrooms.
- Teach fact fluency for 10-15 minutes daily during math instruction.
- Use FASTT math to assist students with fact fluency.
- Use math manipulatives and provide hands-on experiences to help students develop concept understandings.
- Teach using District suggested best-practice strategies. Do not use "tricks" as they do not provide students with a mathematical explanation or understanding.
- Use Interactive Math Notebooks and send them home daily in 2nd- 5th grade.

Science

Engage students with 5E lessons that

- are hands-on, inquiry-based lessons that require students to design and conduct experiments according to grade level TEKS expectations (K-1 = 80% of time, 2nd-3rd = 60% of time, 4th-5th = 50% of time);
- have students collect, analyze, and represent data in a variety of ways (graphic organizers, tables, charts, diagrams, infographics, foldables);
- have students communicate results orally and/or in writing;
- cause critical reasoning and thinking to find relevant solutions to classroom-based problems and real world applications;
- integrate technology applications such as web 2.0 resources, Explore Learning, National Geographic, and Houghton Mifflin Harcourt Science Fusion; and
- facilitate an understanding of science vocabulary using note booking and communication skills (listening, speaking, and writing).

CPOC Meeting Dates 2015-16

Public Hearing

Campus	Date	Time	Location
<i>Frazier Elementary</i>	<i>September 14, 2015</i>	<i>5:30 p.m.</i>	<i>Library</i>
<i>Frazier Elementary</i>	<i>September 21, 2015</i>	<i>5:30 p.m.</i>	<i>Library</i>
Frazier Elementary	September 22, 2015	7:45 a.m.	Library
<i>Frazier Elementary</i>	<i>September 29, 2015</i>	<i>9:15 a.m.</i>	<i>Library</i>
Frazier Elementary	December 2, 2015	7:45 a.m.	Library
Frazier Elementary	February 17, 2016	7:45 a.m.	Library
Frazier Elementary	May 18, 2016	7:45 a.m.	Library

Cypress-Fairbanks Independent School District
Department of School Improvement and Accountability

Evaluation of 2016 CIP Targets

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

2015 and 2016 English STAAR (Does not include Spanish, L, A, or Alternate 2) (SSI #1 data 07-14-16 and STAAR 3-8 data 07-11-16)													
Content	Level	Grade	Campus	Student Group	2015 # Tested	2015 Data at 2016 Standard		% Growth Needed	2016 Incremental Growth Target	2016 Results	Difference from 2016 Target	Difference from Previous Year	2016 Evaluation
						Met	%						
Reading	ES	3	Frazier	All	116	75	65%	8%	73%	68%	-5%	3%	Did Not Meet
Reading	ES	3	Frazier	Hispanic	83	53	64%	8%	72%	64%	-8%	0%	Did Not Meet
Reading	ES	3	Frazier	Am. Indian	*	*	*	*	*	*	*	*	*
Reading	ES	3	Frazier	Asian	10	7	70%	7%	77%	100%	23%	30%	Exceeded
Reading	ES	3	Frazier	African Am.	17	10	59%	11%	70%	60%	-10%	1%	Did Not Meet
Reading	ES	3	Frazier	Pac. Islander	*	*	*	*	*	*	*	*	*
Reading	ES	3	Frazier	White	*	*	*	*	*	83%	*	*	*
Reading	ES	3	Frazier	Two or More	*	*	*	*	*	*	*	*	*
Reading	ES	3	Frazier	Eco. Dis.	97	59	61%	9%	70%	65%	-5%	4%	Did Not Meet
Reading	ES	3	Frazier	LEP Current	40	19	48%	22%	70%	49%	-21%	1%	Did Not Meet
Reading	ES	3	Frazier	LEP M1	22	16	73%	6%	79%	89%	10%	16%	Exceeded
Reading	ES	3	Frazier	LEP M2	16	15	94%	3%	97%	95%	-2%	1%	Did Not Meet
Reading	ES	3	Frazier	SPED	8	1	13%	37%	50%	40%	-10%	27%	Did Not Meet
Reading	ES	4	Frazier	All	98	60	61%	10%	71%	73%	2%	12%	Exceeded
Reading	ES	4	Frazier	Hispanic	68	41	60%	10%	70%	74%	4%	14%	Exceeded
Reading	ES	4	Frazier	Am. Indian	*	*	*	*	*	*	*	*	*
Reading	ES	4	Frazier	Asian	10	8	80%	5%	85%	67%	-18%	-13%	Did Not Meet
Reading	ES	4	Frazier	African Am.	13	8	62%	9%	71%	67%	-4%	5%	Did Not Meet
Reading	ES	4	Frazier	Pac. Islander	*	*	*	*	*	*	*	*	*
Reading	ES	4	Frazier	White	*	*	*	*	*	*	*	*	*
Reading	ES	4	Frazier	Two or More	*	*	*	*	*	*	*	*	*
Reading	ES	4	Frazier	Eco. Dis.	75	45	60%	15%	75%	70%	-5%	10%	Did Not Meet
Reading	ES	4	Frazier	LEP Current	43	18	42%	28%	70%	48%	-22%	6%	Did Not Meet
Reading	ES	4	Frazier	LEP M1	*	*	*	*	*	73%	*	*	*
Reading	ES	4	Frazier	LEP M2	*	*	*	*	*	86%	*	*	*
Reading	ES	4	Frazier	SPED	*	*	*	*	*	71%	*	*	*
Reading	ES	5	Frazier	All	113	72	64%	9%	73%	75%	2%	11%	Exceeded
Reading	ES	5	Frazier	Hispanic	82	53	65%	10%	75%	74%	-1%	9%	Did Not Meet
Reading	ES	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*	*
Reading	ES	5	Frazier	Asian	11	9	82%	6%	88%	80%	-8%	-2%	Did Not Meet
Reading	ES	5	Frazier	African Am.	9	4	44%	26%	70%	56%	-14%	12%	Did Not Meet

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Content	Level	Grade	Campus	Student Group	2015 # Tested	2015 Data at 2016 Standard		% Growth Needed	2016 Incremental Growth Target	2016 Results	Difference from 2016 Target	Difference from Previous Year	2016 Evaluation
						Met	%						
Reading	ES	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*	*
Reading	ES	5	Frazier	White	9	4	44%	26%	70%	*	*	*	*
Reading	ES	5	Frazier	Two or More	*	*	*	*	*	*	*	*	*
Reading	ES	5	Frazier	Eco. Dis.	88	56	64%	10%	74%	74%	0%	10%	Met
Reading	ES	5	Frazier	LEP Current	38	13	34%	36%	70%	44%	-26%	10%	Did Not Meet
Reading	ES	5	Frazier	LEP M1	5	5	100%	0%	100%	92%	-8%	-8%	Did Not Meet
Reading	ES	5	Frazier	LEP M2	13	10	77%	8%	85%	*	*	*	*
Reading	ES	5	Frazier	SPED	7	3	43%	27%	70%	*	*	*	*
Math	ES	3	Frazier	All	115	73	63%	9%	72%	65%	-7%	2%	Did Not Meet
Math	ES	3	Frazier	Hispanic	82	51	62%	10%	72%	64%	-8%	2%	Did Not Meet
Math	ES	3	Frazier	Am. Indian	*	*	*	*	*	*	*	*	*
Math	ES	3	Frazier	Asian	10	9	90%	0%	90%	100%	10%	10%	Exceeded
Math	ES	3	Frazier	African Am.	17	7	41%	29%	70%	50%	-20%	9%	Did Not Meet
Math	ES	3	Frazier	Pac. Islander	*	*	*	*	*	*	*	*	*
Math	ES	3	Frazier	White	*	*	*	*	*	50%	*	*	*
Math	ES	3	Frazier	Two or More	*	*	*	*	*	*	*	*	*
Math	ES	3	Frazier	Eco. Dis.	96	58	60%	10%	70%	60%	-10%	0%	Did Not Meet
Math	ES	3	Frazier	LEP Current	39	17	44%	26%	70%	46%	-24%	2%	Did Not Meet
Math	ES	3	Frazier	LEP M1	22	18	82%	6%	88%	89%	1%	7%	Exceeded
Math	ES	3	Frazier	LEP M2	16	14	88%	4%	92%	95%	3%	7%	Exceeded
Math	ES	3	Frazier	SPED	8	2	25%	45%	70%	20%	-50%	-5%	Did Not Meet
Math	ES	4	Frazier	All	97	57	59%	11%	70%	65%	-5%	6%	Did Not Meet
Math	ES	4	Frazier	Hispanic	67	37	55%	15%	70%	64%	-6%	9%	Did Not Meet
Math	ES	4	Frazier	Am. Indian	*	*	*	*	*	*	*	*	*
Math	ES	4	Frazier	Asian	10	7	70%	7%	77%	100%	23%	30%	Exceeded
Math	ES	4	Frazier	African Am.	13	7	54%	16%	70%	40%	-30%	-14%	Did Not Meet
Math	ES	4	Frazier	Pac. Islander	*	*	*	*	*	*	*	*	*
Math	ES	4	Frazier	White	*	*	*	*	*	*	*	*	*
Math	ES	4	Frazier	Two or More	*	*	*	*	*	*	*	*	*
Math	ES	4	Frazier	Eco. Dis.	74	44	59%	11%	70%	61%	-9%	2%	Did Not Meet
Math	ES	4	Frazier	LEP Current	42	18	43%	27%	70%	56%	-14%	13%	Did Not Meet

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Department of School Improvement and Accountability

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Content	Level	Grade	Campus	Student Group	2015 # Tested	2015 Data at 2016 Standard		% Growth Needed	2016 Incremental Growth Target	2016 Results	Difference from 2016 Target	Difference from Previous Year	2016 Evaluation
						Met	%						
Math	ES	4	Frazier	LEP M1	*	*	*	*	*	40%	*	*	*
Math	ES	4	Frazier	LEP M2	*	*	*	*	*	90%	*	*	*
Math	ES	4	Frazier	SPED	*	*	*	*	*	43%	*	*	*
Math	ES	5	Frazier	All	112	87	78%	4%	82%	74%	-8%	-4%	Did Not Meet
Math	ES	5	Frazier	Hispanic	82	66	80%	4%	84%	71%	-13%	-9%	Did Not Meet
Math	ES	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*	*
Math	ES	5	Frazier	Asian	11	10	91%	3%	94%	100%	6%	9%	Exceeded
Math	ES	5	Frazier	African Am.	9	4	44%	26%	70%	44%	-26%	0%	Did Not Meet
Math	ES	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*	*
Math	ES	5	Frazier	White	8	5	63%	9%	72%	*	*	*	*
Math	ES	5	Frazier	Two or More	*	*	*	*	*	*	*	*	*
Math	ES	5	Frazier	Eco. Dis.	87	68	78%	4%	82%	71%	-11%	-7%	Did Not Meet
Math	ES	5	Frazier	LEP Current	37	23	62%	10%	72%	50%	-22%	-12%	Did Not Meet
Math	ES	5	Frazier	LEP M1	5	5	100%	0%	100%	92%	-8%	-8%	Did Not Meet
Math	ES	5	Frazier	LEP M2	13	13	100%	0%	100%	*	*	*	*
Math	ES	5	Frazier	SPED	7	4	57%	13%	70%	*	*	*	*
Writing	ES	4	Frazier	All	98	50	51%	19%	70%	56%	-14%	5%	Did Not Meet
Writing	ES	4	Frazier	Hispanic	68	34	50%	20%	70%	55%	-15%	5%	Did Not Meet
Writing	ES	4	Frazier	Am. Indian	*	*	*	*	*	*	*	*	*
Writing	ES	4	Frazier	Asian	10	6	60%	10%	70%	78%	8%	18%	Exceeded
Writing	ES	4	Frazier	African Am.	13	6	46%	24%	70%	53%	-17%	7%	Did Not Meet
Writing	ES	4	Frazier	Pac. Islander	*	*	*	*	*	*	*	*	*
Writing	ES	4	Frazier	White	*	*	*	*	*	*	*	*	*
Writing	ES	4	Frazier	Two or More	*	*	*	*	*	*	*	*	*
Writing	ES	4	Frazier	Eco. Dis.	75	36	48%	22%	70%	52%	-18%	4%	Did Not Meet
Writing	ES	4	Frazier	LEP Current	43	14	33%	37%	70%	19%	-51%	-14%	Did Not Meet
Writing	ES	4	Frazier	LEP M1	*	*	*	*	*	67%	*	*	*
Writing	ES	4	Frazier	LEP M2	*	*	*	*	*	67%	*	*	*
Writing	ES	4	Frazier	SPED	*	*	*	*	*	29%	*	*	*
Science	ES	5	Frazier	All	112	76	68%	10%	78%	85%	7%	17%	Exceeded
Science	ES	5	Frazier	Hispanic	82	54	66%	10%	76%	83%	7%	17%	Exceeded

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Content	Level	Grade	Campus	Student Group	2015 # Tested	2015 Data at 2016 Standard		% Growth Needed	2016 Incremental Growth Target	2016 Results	Difference from 2016 Target	Difference from Previous Year	2016 Evaluation
						Met	%						
Science	ES	5	Frazier	Am. Indian	*	*	*	*	*	*	*	*	*
Science	ES	5	Frazier	Asian	11	10	91%	4%	95%	100%	5%	9%	Exceeded
Science	ES	5	Frazier	African Am.	9	4	44%	26%	70%	78%	8%	34%	Exceeded
Science	ES	5	Frazier	Pac. Islander	*	*	*	*	*	*	*	*	*
Science	ES	5	Frazier	White	8	6	75%	8%	83%	*	*	*	*
Science	ES	5	Frazier	Two or More	*	*	*	*	*	*	*	*	*
Science	ES	5	Frazier	Eco. Dis.	87	57	66%	8%	74%	84%	10%	18%	Exceeded
Science	ES	5	Frazier	LEP Current	37	16	43%	27%	70%	72%	2%	29%	Exceeded
Science	ES	5	Frazier	LEP M1	5	4	80%	5%	85%	92%	7%	12%	Exceeded
Science	ES	5	Frazier	LEP M2	13	8	62%	10%	72%	*	*	*	*
Science	ES	5	Frazier	SPED	7	3	43%	22%	65%	*	*	*	*