

Burleson Independent School District
Frazier Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Frazier Elementary Mission Statement

Focus on students through
Researched-based practices in order to
Achieve academic excellence, and a
Zest for knowledge by
Involving parents and the community to
Empower each student to
Reach their full potential in an ever-changing society.

Vision

Frazier Vision

The vision of Frazier Elementary is to instill confidence, character, responsibility, and independence, to empower every learner to build a solid academic foundation, leading them to be lifelong learners.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: We will design an engaging and challenging curriculum that develops each student's ability to read, write, think, and defend.	16
Goal 2: We will provide students with multiple avenues for specialized instruction and opportunities to achieve academic growth and success.	17
Goal 3: We will equip teachers with the resources, training, and time necessary to achieve our strategic objectives.	21
Goal 4: We will establish a culture on every BISD campus that intentionally prepares students for college, a career, or the military.	23
Goal 5: We will offer educational programs of choice that will nurture students' unique talents and promote global citizenship.	24
Goal 6: We will employ effective and efficient processes and systems for student safety, attendance, and discipline.	25
Goal 7: Frazier Elementary will engage parents through newsletters, social media, parent events at school and continuous communication from teachers.	28
Title I Personnel	29
Campus Funding Summary	30
Addendums	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Frazier Elementary is an EE-5th grade Title I campus in Burleson ISD located in Burleson, TX. The campus is predominately a neighborhood school that is located on the west side of the town. Frazier Elementary serves approximately 560 students in grades PreKindergarten through 5th grade.

Frazier Elementary's demographics included the following student groups: 25% are Hispanic; 56% are White; 9% are African American; 2% Asian; 1% American Indian; and 7% Two-or-More Races.

Our YTD attendance rate of 92.48%, which is down from a normal year. This is a direct result of the ongoing COVID-19 pandemic. In a normal year, the campus attributes this achievement (high attendance) to a strong partnership with parents and a focus on high-quality education.

Frazier Elementary's student population groups include <2% English Language Learners (ELLs), 1% Gifted and Talented, and 17% Special Education. Additionally, 39% are economically disadvantaged, 16% are identified as at-risk.

While the federal mandate for highly qualified requirements has now expired, Frazier Elementary School continues to place a high priority in employing a high-quality, talented staff.

Seven new staff professional members joined the Frazier Elementary school family this year. All teachers, including new teachers, will attend professional development each month and professional learning community (PLC) meetings weekly. The professional development will align with the campus data, grade-level needs, and align to district and campus initiatives.

Demographics Strengths

Identified Strengths in Demographic Data:

- Year to Date Attendance rate of 92.48%.
- Frazier is able to support the increase in enrollment and keep students on their home campus.
- Strong teacher and staff experience amongst grade levels.
- Frazier has strong community support and parent participation with Citizens National Bank, Birth and Fletcher Orthodontics, aFrazier Parent Teacher Organization, Rudy's, Chic-fil-a, and On the Border.
- Strong relationships with diverse campus stakeholders.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need to increase Approaches percentage on STAAR in certain subpopulations, including Economically Disadvantaged, Hispanic/Latino, and Special Education. **Root Cause:** There is a need to provide targeted interventions with all learners based on their specific opportunities for growth.

Student Learning

Student Learning Summary

2021 Frazier Elementary STAAR Data

The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters' category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Grade 3		2021						
		Reading			Math			
Campus	# Tested	Appr	Meets	Masters	# Tested	Appr	Meets	Masters
FRAZIER ELEM.	101	83%	52%	23%	101	74%	35%	18%

Grade 4		2021										
		Reading			Math			Writing				
Campus	# Tested	Appr	Meets	Masters	# Tested	Appr	Meets	Masters	# Tested	Appr	Meets	Masters
FRAZIER ELEM.	73	68%	41%	22%	73	67%	34%	21%	71	62%	30%	1%

Grade 5		2021										
		Reading			Math			Science				
Campus	# Tested	Appr	Meets	Masters	# Tested	Appr	Meets	Masters	# Tested	Appr	Meets	Masters
FRAZIER ELEM.	93	84%	58%	47%	93	80%	54%	31%	93	73%	41%	15%

Student Learning Strengths

The data shows that for 2020-2021, the overall passing percentage for math is 74% and the overall passing percentage for reading is 78%. Both Reading and Math were at or

above STAAR passing rates for the state. Grade 3 reading has 23% masters, grade 4 has 22% masters, and grade 5 has 47% masters. For Math, grade 3 was at 18% masters, grade 4 was at 21% masters, and grade 5 was at 31% masters.

Each teacher tracks their student's performance throughout the year using data teams aligned to the state and national standards and data discussions that occurred regularly to communicate progress and action plans with the administration. All teachers have individual MAP data binders that track student progress and set goals with action steps for improvement. Staff will continue to use the data gathered to monitor and guide instruction. Faculty and staff will use the district curriculum and resources along with differentiation and best practices to ensure success for students. Failure is not an option and the staff and students are committed to being intentional with everything they do.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Grade level teams/ departments are not adhering to the tight elements in a PLC. **Root Cause:** Tight elements in the PLC must be clarified, reviewed, and executed with fidelity.

School Processes & Programs

School Processes & Programs Summary

At Frazier Elementary, our processes and programs involve the continual strengthening of our PLC implementation, RtI, rigorous Tier I and II classroom instruction, and targeted Tier 3 instruction. During the 2021-2022 school year, Frazier Elementary will continue to utilize Professional Learning Communities to ensure aligned planning, rigorous instruction, and purposeful assessment. Our PLC teams will also focus on student achievement and progress as we meet and discuss student needs, instructional adjustments, and student progress. PLC's will meet once weekly with administrators.

Also, during the 21-22 school year, our instructional focus will be on tightly aligning to our district scope and sequence. Our professional development focus will include strengthening our PLC processes, utilizing MAP assessment data to impact student growth, Pearson/Units of Study, Stem Scopes for Math and Science. A big focus will be on making up for learning loss due to COVID 19. Our students who did not meet requirements on STAAR will be given accelerated instruction throughout the school year through our Reading and Math interventionists.

Our Frazier grade level teams have a daily common planning time where they collaboratively plan with their departments. Planning encompasses reviewing unit plans, curriculum at-a-glance calendars and determining engaging activities to utilize so that students are achieving at the appropriate rigor and levels of learning expectations. The Curriculum, Instruction, and Assessment targets at Frazier Elementary are aligned to the Texas Essential Knowledge and Skills. Teachers utilize campus and district common assessments, and District "Handbook of Standards" to teach the depths and complexity of the TEKS so that all students make academic growth.

Campus RtI meetings are held monthly during grade level conference periods. Campus Administrators, Interventionists, Dyslexia Intervention Teacher, Counselor, and Special Education Teacher participate as appropriate for each student. Questions are asked about what is being done to address student needs. Are they making progress? What interventions are being used? What parent communication has been conducted? After the first grading period, during the day tutoring is provided as a Tier 2 support. The Response to Intervention system at Frazier provides us with opportunities to target specific student needs with detailed data. Assessment plays a major role in decision making and is varied across the grade levels. Our Kindergarten through 5th-grade levels utilize NWEA Map Testing, BAS: Fountas and Pinnell Assessment, and common grade-level assessments to monitor student progress on objectives.

Teachers purposefully plan and deliver aligned Tier I and Tier II instruction based on the student needs in their classroom. An Intervention/Extension period (WIN Time) is built into our school day for every grade level. During this time, teachers are able to provide small group instruction to struggling learners while also providing students on-target and above grade level challenging extension activities. Frazier's reading and math specialists provide instructional support for each grade level during this time.

Frazier Elementary has 69 employees:

- Administrators - 2
- Counselor - 1
- Paraprofessionals - 14 (+ 1 not hired)
- Certified Teachers (including Dyslexia and GT) - 43
- Office Staff / Nurse - 4
- Café/Custodial/After School Program - 16

Turnover Statistics with new hires:

Principal - Took another job in the district

AP - Took another job in the district

Counselor - Took another job in the district

PEIMS - Moved to another part of the state w/ family

2nd Grade - Took another job in the district

3rd Grade - Took another job in the district

5th Grade - Took another job in the district

Dyslexia - Moved to another district in the city where she lived

PDLC - Took another job in the district

SLC - Moved for family reasons

SLC - Added a new position

School Processes & Programs Strengths

Frazier Elementary has identified the following strengths

- Professional Learning Communities (PLCs) meet weekly to analyze student data, adjust instruction, and monitor student progress.
- Campus RtI committee meets every three weeks to identify student needs and plan for targeted Tier II and III intervention while using NWEA Map data, Benchmark Reading Assessments, and common assessments.
- 1:1 technology for all students with purposeful integration of technology in lessons.
- New teachers are provided with an on-campus mentor as well as a mentor in a job similar to theirs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Tier 1 and Tier 2 instruction is not fully aligned to the appropriate rigor/level of TEKS. **Root Cause:** Teachers need additional support in unpacking

standards.

Perceptions

Perceptions Summary

The core values of Burleson ISD and Frazier reflect the conditions under which students learn best. These include:

- Setting high expectations for all.
- Cultivating and sustaining intellectual curiosity.
- Student voice in educational decision making.
- Intentional development of student character and interpersonal skills.
- Strong, positive relations are present between staff and students that result in high engagement and a sense of belonging.
- Recognizing and nurturing individuals' strengths and talents.
- Providing students choices to increase engagement and ownership of their learning.
- Honoring the unique needs of the individual while creating a physically and emotionally safe learning environment.
- Fun is an integral part of the learning process.
- Growth occurring through challenge.

It is the priority of every staff member at Frazier Elementary to build and sustain positive relationships/partnerships with all of our parents, students, and community members. Every Frazier Bear and their family members must feel welcomed and accepted every time they walk through our campus doors.

Our staff members are also dedicated to maintaining a culture of high expectations for student learning and behavior. Our Frazier Elementary expectations are reviewed and reinforced through our campus PBIS system and character education. An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, and "Right Turn" placements. Professional development for PBIS, and other systems were provided for all staff members to make a difference in our relationships with students and families as well as assisting with conflict resolution.

Frazier also places a priority on creating a strong partnership with our parents and community members. Our parent-teacher organization is an integral way to engage parents and our community. In addition to our digital school newsletters, school events and classroom celebrations of learning are posted on marquees, websites, Facebook, and Twitter. Surveys will be utilized during the school year 2020-2021 to determine campus needs, climate, and culture.

Frazier's Leadership Team is comprised of grade level and department representatives. Our Frazier Leadership Team meets monthly. Planning for the 2021-2022 school year started with a Leadership Retreat in May 2021 and again in August 2021.

Perceptions Strengths

Frazier Elementary celebrates these strengths:

- Weekly communication with parents and community members via our school's newsletter, "Frazier Bear Bulletin", Facebook and Twitter posts, and our school website/marque
- Decrease in student discipline referrals
- Increased school morale
- Regularly scheduled school events that foster parent /community engagement

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase communication between parents and their teachers. **Root Cause:** Expectations need to be clarified regarding communication to parents about student academic and behavior progress.

Priority Problem Statements

Problem Statement 1: There is a need to increase communication between parents and their teachers.

Root Cause 1: Expectations need to be clarified regarding communication to parents about student academic and behavior progress.

Problem Statement 1 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- 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
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data





Goals

Goal 1: We will design an engaging and challenging curriculum that develops each student's ability to read, write, think, and defend.

Performance Objective 1: We will strengthen the PLC process to ensure growth for all students so that the Median Conditional Growth Measure is 60% or greater at all grade levels and subjects as measured by MAP.

Targeted or ESF High Priority





Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Frazier teachers will goal set with students after MAP testing and district common assessments to collaboratively develop a plan for improvement in order to give the student ownership of learning.</p> <p>Strategy's Expected Result/Impact: Students will track and monitor their learning progress throughout the year.</p> <p>Staff Responsible for Monitoring: Campus administration, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will develop, implement, and monitor a plan to provide specialized instruction for all students during the school day. Instruction will be adjusted according to data from formative assessments, summative assessments, and MAP data. The PLC groups will utilize the data to determine the most effective options for teaching the content.</p> <p>Strategy's Expected Result/Impact: Median conditional growth measure will increase to at least 60th percentile for all students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Department Leader</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: We will design an engaging and challenging curriculum that develops each student's ability to read, write, think, and defend.

Performance Objective 2: We will implement a learning management system and a teacher developed scope and sequence to ensure all students receive a guaranteed and viable curriculum.

Evaluation Data Sources: District common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom instruction will be aligned to the district scope and sequence and TEKS and will include rigor, challenging material, critical inquiry, and evidence of purposeful reading and writing.</p> <p>Strategy's Expected Result/Impact: MAP median conditional growth of 60 or greater in all grade levels and subjects and improved STAAR results.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: We will provide students with multiple avenues for specialized instruction and opportunities to achieve academic growth and success.





Performance Objective 1: We will ensure all student groups have a Median Conditional Growth measure of 60 or greater as measured by MAP.

Targeted or ESF High Priority

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten and First Grade Teachers will implement Lucy Calkins Units of Study (reading, writing, and phonics) and create lessons that are aligned to state and district requirements.</p> <p>Strategy's Expected Result/Impact: Students' skills in reading, writing, and phonics will increase to "at or above" grade level expectations.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in grades 2-5 will utilize Pearson Reading and Language Arts curriculum to create lessons that are aligned to district and state requirements, including Tier 1 and Tier 2 instruction/ intervention for all students.</p> <p>Strategy's Expected Result/Impact: Students will engage in rigorous learning and reteaching that leads to higher levels of student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Classroom Math instruction will include rigorous, challenging material, high level questions, and opportunities for purposeful reading and writing in math utilizing a variety of resources.</p> <p>Strategy's Expected Result/Impact: Students will engage in rigorous learning that leads to higher levels of long term understanding.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	May





Strategy 4 Details	Reviews			
<p>Strategy 4: NWEA's Measures of Academic Progress (MAP) will be used to improve student performance in grades K-5 for Reading and Math, 4th for Language, and 5th for Science. Teachers use RIT scores and learning continuum to inform differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Students will complete MAP testing three times a year and implementation will be evidenced through changes in instruction based on data.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Interventionists, Assistant Principal</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will facilitate goal setting with all students after each administration of MAP testing. Teachers will provide students with frequent and meaningful performance feedback.</p> <p>Strategy's Expected Result/Impact: Students will be able to articulate their current levels of understanding and know their needed areas for growth.</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Student</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 6 Details	Reviews			
<p>Strategy 6: All grade level teams will meet as Professional Learning Communities weekly to review benchmark data, assessments (formative or summative) and collaborate on instruction. Focus is on student performance, level of rigor and what should change in instruction for the next week.</p> <p>Strategy's Expected Result/Impact: Teachers will know the level of student understanding during instruction and be able to make adjustments for students' learning needs.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 7 Details	Reviews			
<p>Strategy 7: WIN Time, What I Need will be provided, through the Master Schedule, for students in reading and math daily to re-mediate, regroup, and extend student learning through differentiation, peer tutoring, and intentional grouping.</p> <p>Strategy's Expected Result/Impact: Students will receive the additional reteaching or enrichment they need to improve performance.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, and Principals</p>	Formative			Summative
	Nov	Feb	Apr	May

Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will collaboratively develop, utilize, and analyze student assessment data from Common Formative Assessments to gather evidence of student learning.</p> <p>Strategy's Expected Result/Impact: Improved teaching and student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 9 Details	Reviews			
<p>Strategy 9: Utilize online resources and tools to support instructional interventions and accelerate the learning of all student population groups.</p> <p>Strategy's Expected Result/Impact: Increased student engagement in daily learning activities , increased integrated technology/skills, and application of Tier 1 and 2 instructional strategies.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title 1-A - \$2,265</p>	Formative			Summative
	Nov	Feb	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: We will provide students with multiple avenues for specialized instruction and opportunities to achieve academic growth and success.

Performance Objective 2: Implement Accelerated Learning Plan for all students who did not meet state standards on STAAR exams from the 20-21 school year. Utilize ESSER III and Title 1 funds to provide tutoring that will be administered through WIN time each day.

Evaluation Data Sources: 20-21 STAAR Performance Reports
Beginning of Year Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Frazier will employ interventionists (Math and Reading) who are skilled and trained to provide RTI and Accelerated Learning support to our students.</p> <p>Strategy's Expected Result/Impact: Decrease the amount of students who fail to meet "Approaches" on STAAR and the number of students requiring a referral for special education evaluation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - Title 1-A - \$70,790, - 224 - Federal Funds</p>	Formative			Summative
	Nov	Feb	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: We will equip teachers with the resources, training, and time necessary to achieve our strategic objectives.

Performance Objective 1: 100% of BISD professional development will be aligned to the district's expectations and state and federal requirements.

Targeted or ESF High Priority

Evaluation Data Sources: District and campus professional development documentation





Strategy 1 Details	Reviews			
<p>Strategy 1: All Frazier teachers will participate in district professional development on District/ Campus PD days to improve student learning outcomes.</p> <p>Strategy's Expected Result/Impact: Teachers will improve their practices as they implement strategies learned from training.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus staff development will focus on improving instruction, intervention, and extended learning for students to maximize student growth and develop quality teacher / student relationships.</p> <p>Strategy's Expected Result/Impact: Improved student performance and increase in student growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor</p>	Formative			Summative
	Nov	Feb	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: We will equip teachers with the resources, training, and time necessary to achieve our strategic objectives.

Performance Objective 2: BISD will ensure that 100% of teachers meet "highly qualified" status excepting those positions hired under the BISD "District of Innovation Plan."

Targeted or ESF High Priority





Evaluation Data Sources: List of Highly Qualified Teachers by Campus

Strategy 1 Details	Reviews			
Strategy 1: Teachers and paraprofessionals will be provided assistance in meeting all certification and highly qualified requirements of their jobs. Strategy's Expected Result/Impact: Students will be taught by highly qualified educators. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Frazier Elementary will only hire highly qualified and/or appropriately certified teachers. Strategy's Expected Result/Impact: Students will be taught by highly trained and skilled educators. Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
Strategy 3: Frazier will make all teachers aware of district ESL Certification classes to ensure teachers have the skills necessary to work with our LEP student group. Strategy's Expected Result/Impact: Additional teachers will be ESL Certified. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: We will establish a culture on every BISD campus that intentionally prepares students for college, a career, or the military.





Performance Objective 1: Frazier Elementary will ensure that 100% of Frazier students, teachers, counselor and parents are provided information regarding higher education information strategies as well as career and technical education (CTE) options for all students.

Evaluation Data Sources: Presentations to students, teachers, counselors, and parents; electronic and print materials

Strategy 1 Details	Reviews			
<p>Strategy 1: Frazier students will participate in Career Week focused on post secondary jobs and education that will include speakers from various fields as well as lesson plans for teachers in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased awareness and interest in college and career options.</p> <p>Staff Responsible for Monitoring: Counselor and Principals</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Frazier students will participate in college day each Monday by wearing college themed shirts as well learn about a featured university during morning announcements.</p> <p>Strategy's Expected Result/Impact: Increased awareness and interest in college and career options.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 5th Grade students will have opportunities to explore school of choice options.</p> <p>Strategy's Expected Result/Impact: Students apply to STEAM and REALM as options for middle school.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Frazier Elementary Counselor will develop college and career awareness through the comprehensive guidance program, dissemination of materials increasing family awareness.</p> <p>Strategy's Expected Result/Impact: Elementary students and families will begin to develop an understanding of career opportunities and the importance of post-secondary education.</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal, Principal</p>	Formative			Summative
	Nov	Feb	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: We will offer educational programs of choice that will nurture students' unique talents and promote global citizenship.





Performance Objective 1: Frazier Elementary will increase the knowledge and awareness of district programs of choice in secondary schools for our students and their families.

Strategy 1 Details	Reviews			
Strategy 1: Inform our 5th grade students and parents about our middle schools of choice and program opportunities. Strategy's Expected Result/Impact: Increased student enrollment in middle school of choice Staff Responsible for Monitoring: Teachers, Counselor, and Administration	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Programs of choice will be offered to students both before and after school. Examples include UIL, Student Council, Art Club, etc. Strategy's Expected Result/Impact: Get as many students involved in something that interests them Staff Responsible for Monitoring: Teachers, Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: We will employ effective and efficient processes and systems for student safety, attendance, and discipline.

Performance Objective 1: Frazier Elementary will ensure that we follow Board policies FFI(LEGAL) and FFI(LOCAL) with regard to bullying prevention, identification, response, and reporting.





Evaluation Data Sources: Review of Bullying processes on each campus.

Strategy 1 Details	Reviews			
Strategy 1: Frazier administration will participate in an annual district review of Bullying prevention, identification, response, and reporting processes. Strategy's Expected Result/Impact: Decreased incidents involving bullying. Staff Responsible for Monitoring: Principals and Counselor	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Frazier Counseling will address bullying prevention curriculum through guidance lessons. Strategy's Expected Result/Impact: Decreased incidents involving bullying. Staff Responsible for Monitoring: Principals and Counselor	Formative			Summative
	Nov	Feb	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: We will employ effective and efficient processes and systems for student safety, attendance, and discipline.

Performance Objective 2: Frazier Elementary will ensure that all students have access to resources to support social and emotional health through counseling services and campus nurses.





Evaluation Data Sources: Local Audit of Resources

Strategy 1 Details	Reviews			
Strategy 1: Frazier Counseling provides guidance lesson to all grades levels on social and emotional health and situations through homeroom teachers. Strategy's Expected Result/Impact: Increased knowledge and social / emotional health Staff Responsible for Monitoring: Counselor and Principal	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Frazier Counseling will plan Red Ribbon Week activities which include lesson plans for teachers in the classrooms. Friday will focus on Healthy Lifestyles by promoting exercise and healthy eating. Strategy's Expected Result/Impact: Increased knowledge and social / emotional health Staff Responsible for Monitoring: Counselor, teachers, and principal	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
Strategy 3: Frazier will implement Take Care Thursday to promote Social and Emotional health. Strategy's Expected Result/Impact: Students will promote and show evidence of coping strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Formative			Summative
	Nov	Feb	Apr	May
Strategy 4 Details	Reviews			
Strategy 4: Frazier will use Rhithm on a daily basis as a social/emotional check-in for our students. Strategy's Expected Result/Impact: Increased awareness of the social/emotional health of our students Staff Responsible for Monitoring: Teachers, Counselor, Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: We will employ effective and efficient processes and systems for student safety, attendance, and discipline.

Performance Objective 3: Frazier Elementary will ensure that all campuses follow Board policies FFA(LEGAL), FFAE(LEGAL), and FFAA(LEGAL) with regard to student wellness, well-being including increased attendance, academic performance, and fitness/activity.





Evaluation Data Sources: Review of campus health center reports and student fitness gram results

Strategy 1 Details	Reviews			
Strategy 1: BISD school nurses will promote a healthy lifestyle through proper nutrition, physical activity, rest and preventative measures such as immunizations and screenings. Strategy's Expected Result/Impact: Documentation of these efforts; services and trainings Staff Responsible for Monitoring: Campus Administration; Campus Nurse	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Attendance program rewards students on a regular basis with campus and classroom goals for attendance. Strategy's Expected Result/Impact: Increased school wide attendance. Staff Responsible for Monitoring: PEIMS clerk, Assistant Principal, Teachers; Counselor	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
Strategy 3: Opportunities for healthy living are planned and communicated in various ways. Strategy's Expected Result/Impact: Participation in school wide events for healthy living includes parent and community members. Staff Responsible for Monitoring: PE coach, Nurse, Principal, Assistant Principal	Formative			Summative
	Nov	Feb	Apr	May
Strategy 4 Details	Reviews			
Strategy 4: Communicate the importance of daily attendance in a variety of ways to student and families. Strategy's Expected Result/Impact: Daily attendance will increase. Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal	Formative			Summative
	Nov	Feb	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: Frazier Elementary will engage parents through newsletters, social media, parent events at school and continuous communication from teachers.

Performance Objective 1: 100% of Frazier parents/guardians are informed and participate in their child(ren)'s education.

Evaluation Data Sources: Social Media followers, Newsletter readers, Parent Surveys, and event Sign in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: School events such as Meet the Teacher, Curriculum Night, Title 1 Information Meeting, Coffee with the Principal, etc. are provided for parents to connect and stay informed about their child's education.</p> <p>Strategy's Expected Result/Impact: 100% of parents participate in at least one event throughout the school year.</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly campus newsletter will be distributed to highlight campus activities, upcoming events, and expectations.</p> <p>Strategy's Expected Result/Impact: Frazier parents stay informed of upcoming events and grade level academic expectations.</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All classroom teachers will provide parent conferences twice a year to review student performance and testing data along with the Parent/Teacher/Student Compact.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and parent involvement</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: - 211 - Title 1-A - \$2,720</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Social media celebrations and campus information posted multiple times throughout the week using Facebook and Twitter. These posts are meant to share information and showcase instruction, student learning, and fun.</p> <p>Strategy's Expected Result/Impact: To keep all stakeholders informed and to continue building on the positive perception of Frazier Elementary School</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Susan Henderson	Instructional Math Specialist	RTI Support	100%

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9			\$2,265.00
2	2	1			\$70,790.00
7	1	3			\$2,720.00
Sub-Total					\$75,775.00
224 - Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$75,775.00

Addendums