

Burleson Independent School District

Frazier Elementary

2023-2024 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 9
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- Goals 13
 - Goal 1: Frazier Elementary will implement an engaging and challenging curriculum that develops each student's ability to read, write, think, and defend. 14
 - Goal 2: Frazier Elementary will equip teachers with the resources, training and time necessary to achieve our district goals. 17
 - Goal 3: Frazier Elementary will employ effective and efficient processes and systems for student safety, attendance, and discipline. 20
 - Goal 4: We will establish a culture at Frazier Elementary School that intentionally prepares students for college, a career, or the military. 25
 - Goal 5: 100% of Frazier parents/guardians are informed and participate in their child's education. 26
- Title I Personnel 28
- Campus Funding Summary 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Frazier Elementary is an EE-5th grade 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 570 students in grades PreKindergarten through 5th grade.

Frazier Elementary's demographics included the following student groups: 25% are Hispanic; 56% are White; 9.5% are African American; 2% Asian; 1% American Indian; and 7% Two-or-More Races.

Our YTD attendance rate of 95.7%. Our attendance rate is due to a strong partnership with parents and a focus on high-quality education.

Frazier Elementary's student population groups include 3.8% English Language Learners (ELLs), 4.2% Gifted and Talented, and 20.8% Special Education. Additionally, 43.3% are economically disadvantaged, 14% are identified as at-risk.

Frazier Elementary School will always place a high priority in employing a high-quality, talented staff.

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

Demographics Strengths

Identified Strengths in Demographic Data:

- 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 Mustang Creek Estates, Rudy's, Frazier PTO, Rudy's, On the Border, Burleson Church of Christ, Kroger, City Market, and HEB.
- Strong relationships with diverse campus stakeholders.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Achievement percentages on STAAR in specific subpopulations, including African American, and Special Education are lower than the overall score of All Students by up to 15 percentage points. **Root Cause:** Targeted data-driven interventions must be delivered to all learners based on their specific growth opportunities.

Problem Statement 2 (Prioritized): Our STAAR scores show that approximately half our tested student body are on grade level in both math and reading. **Root Cause:** Students spent less time in Tier 1 instruction than recommended and missed Tier 1 instruction for special services. The delivery of HQIM was inconsistent on the campus.

Problem Statement 3 (Prioritized): PLC meetings must be tightened up to ensure better alignment between curriculum and student achievement. **Root Cause:** The ILT used PLC meeting time as a meeting time without curriculum focus.

Problem Statement 4 (Prioritized): The parent - school partnership needs strengthening. **Root Cause:** There are minimal opportunities for parents and families to volunteer and partner with the campus.

Student Learning

Student Learning Summary

2022 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	2022							
	Reading				Math			
Campus	# Tested	Appr	Meets	Masters	# Tested	Appr	Meets	Masters
FRAZIER ELEM.	87	85%	56%	31%	81	75%	42%	26%

Grade 4	2022											
	Reading				Math							
Campus	# Tested	Appr	Meets	Masters	# Tested	Appr	Meets	Masters				
FRAZIER ELEM.	98	84%	68%	38%	98	87%	58%	33%				

Grade 5	2022											
	Reading				Math				Science			
Campus	# Tested	Appr	Meets	Masters	# Tested	Appr	Meets	Masters	# Tested	Appr	Meets	Masters
FRAZIER ELEM.	70	84%	56%	29%	70	87%	59%	29%	70	70%	37%	6%

Student Learning Strengths

The data shows that for 2021-2022, there was growth in all areas of reading and math for third and fourth grades. There was also growth in 5th-grade math. Reading and Math were at or above STAAR passing rates for the state.

Each teacher tracks their student's performance throughout the year using data teams aligned to the state and national standards and data discussions that occur 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 student success. 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 (Prioritized): Our STAAR scores show that approximately half our tested student body are on grade level in both math and reading. **Root Cause:** Students spent less time in Tier 1 instruction than recommended and missed Tier 1 instruction for special services. The delivery of HQIM was inconsistent on the campus.

Problem Statement 2 (Prioritized): Achievement percentages on STAAR in specific subpopulations, including African American, and Special Education are lower than the overall score of All Students by up to 15 percentage points. **Root Cause:** Targeted data-driven interventions must be delivered to all learners based on their specific growth opportunities.

Problem Statement 3 (Prioritized): PLC meetings must be tightened up to ensure better alignment between curriculum and student achievement. **Root Cause:** The ILT used PLC meeting time as a meeting time without curriculum focus.

Problem Statement 4: The parent - school partnership needs strengthening. **Root Cause:** There are minimal opportunities for parents and families to volunteer and partner with the campus.

School Processes & Programs

School Processes & Programs Summary

At Frazier Elementary, our processes and programs continually strengthen our PLC implementation, RtI, rigorous Tier I and II classroom instruction, and targeted Tier 3 instruction. During the 2022-2023 school year, Frazier Elementary will continue to utilize Professional Learning Communities to ensure aligned planning, rigorous instruction, data analysis, 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 our instructional coach and administration.

Also, during the 22-23 school year, our instructional focus will be on the fidelity of implementing our new curriculums. Our professional development focus will include strengthening our PLC processes and utilizing MAP assessment data to impact student growth; our students who did not meet requirements on STAAR will be given accelerated instruction throughout the school year through our interventionist and classroom teachers (Tier 2 Instruction).

Our Frazier grade level teams have a daily common planning time where they collaboratively plan with their departments. Planning encompasses lesson internalization, module/unit overviews, and pacing guides. 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 the 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, Instructional Coach, Interventionist, 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 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 intervention team provides instructional support for each grade level during this time.

Frazier Elementary

- Administrators - 2
- Counselor - 1
- Instructional Coach - 1
- Paraprofessionals - 13
- Certified Teachers (including Dyslexia and GT) - 39
- Office Staff / Nurse - 4
- Cafeteria and ASP - Staff numbers vary

Turnover Statistics with new hires:

PK - Became a Diagnostician in another district.

1st Grade - Took another teaching position outside of our district.

2nd Grade - Retired

4th Grade - Took another teaching position outside of our district.

Resigned her position in August 2022 due to health reasons.

5th Grade - Became an instructional coach in BISD.

FLS - Resigned in December 2021

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.
- New curriculum aligned with the TEKS.
- Vertical alignment of curriculum.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLC meetings must be tightened up to ensure better alignment between curriculum and student achievement. **Root Cause:** The ILT used PLC meeting time as a meeting time without curriculum focus.

Problem Statement 2: The parent - school partnership needs strengthening. **Root Cause:** There are minimal opportunities for parents and families to volunteer and partner with the campus.

Perceptions

Perceptions Summary

The core values of Burlleson 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 between staff and students 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 individual's unique needs while creating a physically and emotionally safe learning environment.
- Fun is an integral part of the learning process.
- Growth occurs through the 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 must feel welcomed and accepted when 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 of the discipline records includes 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 and assist with conflict resolution.

Frazier also prioritizes creating a solid 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 2022-2023 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.

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/marquee.
- 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): The parent - school partnership needs strengthening. **Root Cause:** There are minimal opportunities for parents and families to volunteer and partner with the campus.

Priority Problem Statements

Problem Statement 1: PLC meetings must be tightened up to ensure better alignment between curriculum and student achievement.

Root Cause 1: The ILT used PLC meeting time as a meeting time without curriculum focus.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Achievement percentages on STAAR in specific subpopulations, including African American, and Special Education are lower than the overall score of All Students by up to 15 percentage points.

Root Cause 2: Targeted data-driven interventions must be delivered to all learners based on their specific growth opportunities.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Our STAAR scores show that approximately half our tested student body are on grade level in both math and reading.

Root Cause 3: Students spent less time in Tier 1 instruction than recommended and missed Tier 1 instruction for special services. The delivery of HQIM was inconsistent on the campus.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: The parent - school partnership needs strengthening.

Root Cause 4: There are minimal opportunities for parents and families to volunteer and partner with the campus.

Problem Statement 4 Areas: Demographics - 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

- 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
- 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: Frazier Elementary will implement an engaging and challenging curriculum that develops each student's ability to read, write, think, and defend.

Performance Objective 1: 60% of students will meet their individual End of Year growth goal on Measures of Academic Progress (MAP) in Reading and Math.

High Priority

Evaluation Data Sources: MAP Growth

Strategy 1 Details	Reviews			
<p>Strategy 1: Frazier teachers will follow a district approved curriculum, with measureable goals unit by unit so all students have access to the same knowledge and skills. Teachers will use PLC time to dig deep into a lesson using a PLC protocol framework to internalize the lesson.</p> <p>Strategy's Expected Result/Impact: Teachers will internalize deeply one lesson and will then transfer that knowledge in planning other lessons.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Set district goals and accountability expectations for district assessments, interim assessments and MAP data to ensure student growth. In PLC data meetings we will analyze success at the student level, and track student achievement and growth on district and MAP assessments and measure our goal attainment.</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: Campus Administration, Instructional Coach, Grade Level Leads</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will goal-set with teachers based on relevant classroom data. Teachers will use MAP data to help students set meaningful SMART goals to work on areas to grow, then analyze after testing if they grew and achieved their growth goal.</p> <p>Strategy's Expected Result/Impact: Students will become aware of their learning and focus on areas to grow.</p> <p>Staff Responsible for Monitoring: Teachers will goal set with students, ILT will monitor goal setting through debrief sessions.</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase Amplify Boost for K - 2</p> <p>Strategy's Expected Result/Impact: Increase early intervention in reading to increase reading achievement.</p> <p>Staff Responsible for Monitoring: Joanne Campbell</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: PLC meetings must be tightened up to ensure better alignment between curriculum and student achievement. Root Cause: The ILT used PLC meeting time as a meeting time without curriculum focus.</p>
Student Learning
<p>Problem Statement 3: PLC meetings must be tightened up to ensure better alignment between curriculum and student achievement. Root Cause: The ILT used PLC meeting time as a meeting time without curriculum focus.</p>
School Processes & Programs
<p>Problem Statement 1: PLC meetings must be tightened up to ensure better alignment between curriculum and student achievement. Root Cause: The ILT used PLC meeting time as a meeting time without curriculum focus.</p>

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

Performance Objective 2: 60% of students in all student groups will meet their individual End of Year growth goal on Measures of Academic Progress (MAP) in Reading and Math.

High Priority

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Emergent Bilingual (EB) students will be provided specialized instruction to ensure student growth on assessment data including MAP, STAAR, and TELPAS. Teachers will set language goals and use accommodations tailored for EB students to promote language comprehension.</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: Campus Administration, Instructional Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2</p> <p>Special Education students are provided specialized instruction to ensure student growth on assessment data including MAP, STAAR, District Assessments and Interim Assessments. Students will be given specialized instruction in an inclusion setting or in a resource setting that utilizes their accommodations and specialized instructors.</p> <p>Strategy's Expected Result/Impact: Increased achievement on STAAR and 60% growth on MAP.</p> <p>Staff Responsible for Monitoring: Special Education Teachers and ILT</p>	Formative			Summative
	Nov	Feb	Apr	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will use an interventionist to monitor student achievement, and deliver intervention lessons for Frazier students with learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will close learning gaps.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2</p> <p>Funding Sources: 2 Full Time Interventionists - 211 - Title 1-A</p>	Formative			Summative
	Nov	Feb	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Achievement percentages on STAAR in specific subpopulations, including African American, and Special Education are lower than the overall score of All Students by up to 15 percentage points. Root Cause: Targeted data-driven interventions must be delivered to all learners based on their specific growth opportunities.</p>
<p>Problem Statement 2: Our STAAR scores show that approximately half our tested student body are on grade level in both math and reading. Root Cause: Students spent less time in Tier 1 instruction than recommended and missed Tier 1 instruction for special services. The delivery of HQIM was inconsistent on the campus.</p>
Student Learning
<p>Problem Statement 1: Our STAAR scores show that approximately half our tested student body are on grade level in both math and reading. Root Cause: Students spent less time in Tier 1 instruction than recommended and missed Tier 1 instruction for special services. The delivery of HQIM was inconsistent on the campus.</p>
<p>Problem Statement 2: Achievement percentages on STAAR in specific subpopulations, including African American, and Special Education are lower than the overall score of All Students by up to 15 percentage points. Root Cause: Targeted data-driven interventions must be delivered to all learners based on their specific growth opportunities.</p>

Goal 2: Frazier Elementary will equip teachers with the resources, training and time necessary to achieve our district goals.

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

High Priority

Evaluation Data Sources: Eduphoria

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will be trained in Research Based Instructional Strategies at August training. We will monitor the implementation of instructional strategies during walk-through observations.</p> <p>Strategy's Expected Result/Impact: Increased student learning as measured by District Assessments and MAP</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The Principal and Assistant Principal will use walk-through observation data to look for researched based instructional strategies in the classroom and follow the "See it, Name it, Do it" model to coach teachers in effective strategy usage.</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: Campus Administration, Instructional Coach, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Aligning with HB3 state requirements, all K - 3 teachers and administrators will complete Reading Accademies.</p> <p>Strategy's Expected Result/Impact: Teachers will complete the blended model in our district on their own time as well as having some substitute days for working on the content.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional Coaches will be employed in the elementary grades to provide support to teachers on differentiating High Quality Instructional Materials. The Instructional Coach will work with teachers by appointment to determine ways to differentiate the materials for the needs of their students.</p> <p>Strategy's Expected Result/Impact: Students will meet high demands of rigor</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administrators</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;">  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: Frazier Elementary will equip teachers with the resources, training and time necessary to achieve our district goals.

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".

Evaluation Data Sources: Human Resources, SBEC Certificates

Strategy 1 Details	Reviews			
<p>Strategy 1: Frazier teachers and paraprofessionals will be provided assistance in meeting all certifications and highly qualified requirements of their jobs. This will include meeting and discussing plans of action and providing opportunities for paraprofessionals to complete instruction modules and assessments.</p> <p>Strategy's Expected Result/Impact: Increase growth among all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal,</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will only hire highly qualified and / or appropriately certified teachers. We will use the Region 11 application process to select only teachers with valid certificates and confirm with TEA that the teacher is in good standing.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement and Growth</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 2: Strategic Staffing</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 3: Frazier Elementary will employ effective and efficient processes and systems for student safety, attendance, and discipline.

Performance Objective 1: Frazier Elementary School will reduce the difference between All students and Special Education student placement in DAEP, In-School suspensions, and out of school suspensions to a disproportionality rate of less than 10% when compared to the rate for all students.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Frazier Elementary will use PBIS and restorative practices for students to understand the expected behavior and reflect upon negative behavior.</p> <p>Strategy's Expected Result/Impact: Lower referral rates</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Feb	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Frazier Elementary will employ effective and efficient processes and systems for student safety, attendance, and discipline.

Performance Objective 2: Frazier Elementary School will follow Board policies with regard to bullying prevention, identification, response, and reporting. Dating violence will not be tolerated on any Bureson ISD campus. Campuses will follow Board policy for reporting, notification to parents of reports that identify a student as an alleged victim or perpetrator. BISD will make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Frazier Elementary will conduct an annual review of related policies that include bullying prevention, identification, response and reporting process.</p> <p>Strategy's Expected Result/Impact: The safety of our staff and students.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, and District Personnel</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Frazier ES will conduct monthly safety drills.</p> <p>Strategy's Expected Result/Impact: The campus will be prepared for emergencies.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Feb	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Frazier Elementary will employ effective and efficient processes and systems for student safety, attendance, and discipline.

Performance Objective 3: Frazier Elementary School will follow Board policies with regard to student wellness, well being including increased attendance, academic performance and fitness / activity.

Evaluation Data Sources: Local Audit of Resources

Strategy 1 Details	Reviews			
<p>Strategy 1: Frazier counseling provides guidance lessons to all grades levels on emotional health and situations as well as healthy living through homeroom teachers.</p> <p>Strategy's Expected Result/Impact: Increased knowledge and emotional well-being.</p> <p>Staff Responsible for Monitoring: Campus Administration and Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Frazier's campus nurse will promote a healthy lifestyle through proper nutrition, physical activity, rest and preventative measures such as immunizations and screenings.</p> <p>Strategy's Expected Result/Impact: Healthier Lifestyle</p> <p>Staff Responsible for Monitoring: School Nurse and Administration</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Frazier Elementary will use communication tools to invite parents to activities and programs including awards assemblies and grade level events.</p> <p>Strategy's Expected Result/Impact: Parent involvement will increase.</p> <p>Staff Responsible for Monitoring: Administration</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 3: Frazier Elementary will employ effective and efficient processes and systems for student safety, attendance, and discipline.

Performance Objective 4: Frazier Elementary will continuously monitor student attendance to ensure that students are in class 90% of the time. Students with excessive absences will be supported through counseling and access to resources and support to assist attendance.

High Priority

Evaluation Data Sources: Skyward Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly review of attendance data for concerns and trends and a committee meeting every six weeks to determine interventions and prevention of chronic absenteeism.</p> <p>Strategy's Expected Result/Impact: Improved daily attendance and academic performance.</p> <p>Staff Responsible for Monitoring: Registrar, Campus Administration, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration will work with district staff to follow up on chronic absenteeism.</p> <p>Strategy's Expected Result/Impact: Improved daily attendance and academic performance.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Feb	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Frazier Elementary will employ effective and efficient processes and systems for student safety, attendance, and discipline.

Performance Objective 5: Frazier Elementary School will implement positive behavioral strategies (PBIS) in order to reduce the number of office referrals and improve our overall campus culture.

High Priority

Evaluation Data Sources: Skyward Discipline Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: We will improve previous systems and implement new initiatives to promote positive behavior. These include Model Bears, Student(s) of the Month, Positive Office Referrals, Friday Morning Meeting (Entire School), Monthly Character Focus/Awards, and Schoolwide PBIS expectations.</p> <p>Strategy's Expected Result/Impact: Improved school culture and a decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: Campus Administration, All Teachers and Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: We will establish a culture at Frazier Elementary School that intentionally prepares students for college, a career, or the military.

Performance Objective 1: Frazier Elementary will increase the percent of students performing on grade level in reading by 10% and in math by 15% this year.

High Priority

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Frazier teachers will provide Tier 2 instruction to help students gain grade level mastery in reading and math.</p> <p>Strategy's Expected Result/Impact: Increased student achievement to be college, career, and military ready</p> <p>Staff Responsible for Monitoring: Campus Administration and Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</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. In addition, we will increase the number of college flags and pennants that are displayed in our building.</p> <p>Strategy's Expected Result/Impact: Increased awareness and interest in college and career options.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: 100% of Frazier parents/guardians are informed and participate in their child's education.

Performance Objective 1: Frazier Elementary will engage parents through newsletters, social media, parent events at school and continuous communication from teachers.

High Priority

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, Meet the Principals, other family engagement nights, 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>Staff Responsible for Monitoring: Campus Administration, Teachers</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4 - Perceptions 1</p> <p>Funding Sources: - 211 - Title 1-A</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> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	May

Strategy 3 Details	Reviews			
<p>Strategy 3: All classroom teachers will provide parent conferences at least once a year to review student performance and testing data.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and parent involvement.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levels: Lever 3: Positive School Culture</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: Campus Administration, Teachers and Staff</p> <p>ESF Levels: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: The parent - school partnership needs strengthening. Root Cause: There are minimal opportunities for parents and families to volunteer and partner with the campus.</p>
Perceptions
<p>Problem Statement 1: The parent - school partnership needs strengthening. Root Cause: There are minimal opportunities for parents and families to volunteer and partner with the campus.</p>

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
1	2	3	2 Full Time Interventionists		\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00