

Burleson Independent School District

Frazier Elementary

Improvement Plan

2020-2021



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.

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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 591 students in grades PreKindergarten through 5th grade.

At the end of the 19.20 school year, Frazier Elementary's demographics included the following student groups: 24% are Hispanic; 58% are White; 8% are African American; 2% Asian; .1% Pacific Islanders; and 8% Two-or-More Races. The last published mobility rate of 11.7% for Frazier Elementary.

Our YTD attendance rate of 95.95%, is on pace with other elementary schools in our district. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education.

Frazier Elementary's student population groups include 4% English Language Learners (ELLs), 2% Gifted and Talented, and 18% Special Education. Additionally, 37% are economically disadvantaged, 35% 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.

Two new staff 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 95.95%
- 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, and our Frazier Parent Teacher Organization
- Strong relationships with diverse campus stakeholders

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of our at-risk population is continuing to rise (from 29% in 2019 to 35% in 2020). **Root Cause:** Students are not mastering essential standards with depth of knowledge.

Student Learning

Student Learning Summary

The 2020 STAAR state assessments were not given due to COVID-19. NWEA Measures of Academic Progress (MAP) assessment data for reading, math, and science from the Fall 2019 and Winter 2020 administrations will be utilized to analyze Frazier Elementary student achievement.

Frazier Elementary NWEA MAP- MOY K-5 Data: 2019-2020

2020 WINTER MAP Grade Level	2020 WINTER MAP Median Conditional Growth Percentile READING	2020 WINTER MAP Median Conditional Growth Percentile MATH	2020 WINTER MAP Median Conditional Growth Percentile SCIENCE
Kindergarten	66	46	
1st	52	51	
2nd	52	36	
3rd	62	58	
4th	48	46	
5th	59	32	64

Also noted below are the 2020 STAAR Projected Proficiency Summaries from NWEA MAP Winter 2020 (MOY) assessment.

FRAZIER ELEMENTARY PROJECTED PROFICIENCY SUMMARY FOR MATH					
GRADE	Student Count	Did Not Meet (Percent)	Approaches (Percent)	Meets (Percent)	Masters (Percent)
2nd Math	101	25.70%	37.60%	31.70%	5.00%
3rd Math	76	17.10%	43.40%	31.60%	7.90%
4th Math	91	28.60%	36.30%	20.90%	14.30%
5th Math	91	15.40%	42.90%	31.90%	9.90%
Total	359	22%	39.80%	29.00%	9.20%

FRAZIER ELEMENTARY PROJECTED PROFICIENCY SUMMARY FOR READING					
GRADE	Student Count	Did Not Meet (Percent)	Approaches (Percent)	Meets (Percent)	Masters (Percent)
2nd Reading	101	23.80%	21.80%	27.70%	26.70%
3rd Reading	76	11.80%	40.80%	28.90%	18.40%
4th Reading	91	13.20%	34.10%	24.20%	28.60%
5th Reading	91	17.60%	35.20%	22.00%	25.30%
Total	359	17.0%	32.30%	25.60%	25.10%

FRAZIER ELEMENTARY PROJECTED PROFICIENCY SUMMARY FOR SCIENCE					
GRADE	Student Count	Did Not Meet (Percent)	Approaches (Percent)	Meets (Percent)	Masters (Percent)
5th	91	19.80%	61.50%	14.30%	4.40%

Student Learning Strengths

- In regards to median conditional growth percentile for Reading, our Kindergarten, 1st grade, 2nd grade, 3rd grade, and 5th grade students met their goal on the Winter 2020 Map reading assessment.
- In regards to median conditional growth percentile for Math, our 2nd grade and 3rd grade students met their goal on the Winter 2020 Map Math assessment.
- While analyzing the 2020 STAAR Projected Proficiency Summaries from NWEA MAP Winter 2020 (MOY) assessment, our students projected to earn a score of "Masters" remained steady at 25.1% in comparison to the 2018-2019 school year.

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 2020-2021 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.

Also, during the 20-21 school year, our instructional focus will be on tightly aligning to our district scope and sequence due to our COVID-19 closure. 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. Additionally, our campus will seek additional training on student data analysis and instructional adjustments as we utilize district created common assessments.

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 77 employees:

- Administrators - 2
- Counselor - 1
- Paraprofessionals - 13

- Certified Teachers (including Dyslexia and GT) - 42
- Office Staff / Nurse - 4
- Cafe/Custodial/After School Program - 15

Turnover Statistics with new hires:

-

Position	New Hire?	Why the vacancy?
1st grade	N	Transfer from 2nd grade
2nd Grade	Y	Teacher relocation/resignation
Speech	Y	Teacher relocation/resignation

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. During the 2019-2020 school year, Frazier Elementary experienced a 29% decrease in Code of Conduct referrals. 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 (Bear Bytes), 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 2020-2021 school year started with a Virtual Leadership Retreat in April 2020 and again in August 2020.

Perceptions Strengths

Frazier Elementary celebrates these strengths:

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Meaningful communication between parents and their child's teacher is desired, but lacking. **Root Cause:** Teachers do not effectively communicate to parents regarding student progress academically and behaviorally.

Priority Problem Statements

Problem Statement 5: Meaningful communication between parents and their child's teacher is desired, but lacking.

Root Cause 5: Teachers do not effectively communicate to parents regarding student progress academically and behaviorally.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- State certified and high quality staff data

Goals

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

Performance Objective 1: Each teacher will utilize evidence-based instructional strategies, curriculum, and resources to ensure that the Median Conditional Growth Measure is 60% or greater in each grade level for each subject assessed by MAP.

Evaluation Data Sources: Measures of Academic Progress (MAP); STAAR results, Benchmark Assessment Systems

Summative Evaluation: None

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.

Strategy's Expected Result/Impact: Students' skills in reading, writing, and phonics will increase to "at or above" grade level expectations.

Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

Formative

Nov

Feb

Apr

Summative

May

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>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>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Feb
	Apr
	Summative
	May

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>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>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Feb
	Apr
	Summative
	May

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.

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.

Staff Responsible for Monitoring: Principal, Teachers, Interventionists, Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Feb

Apr

Summative

May

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.

Strategy's Expected Result/Impact: Students will be able to articulate their current levels of understanding and know their needed areas for growth.

Staff Responsible for Monitoring: Principal, Teacher, Student

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 5: Effective Instruction

None

Formative

Nov

Feb

Apr

Summative

May

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.

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.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 5: Effective Instruction

None

Formative

Nov

Feb

Apr

Summative

May

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.

Strategy's Expected Result/Impact: Students will receive the additional reteaching or enrichment they need to improve performance.

Staff Responsible for Monitoring: Teachers, Interventionists, and Principals

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Feb

Apr

Summative

May

Strategy 8: Teachers will collaboratively develop, utilize, and analyze student assessment data from Common Formative Assessments to gather evidence of student learning.

Strategy's Expected Result/Impact: Improved teaching and student achievement.	Formative
Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: Build a foundation of reading and math	Apr
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 9: Technology integration will be purposeful and aligned to learning targets

Strategy's Expected Result/Impact: Increased student engagement, teacher/student technology skills, and student achievement.	Formative
Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: 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

Summative Evaluation: None

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 his learning.

Strategy's Expected Result/Impact: Students will track and monitor their learning progress throughout the year.

Staff Responsible for Monitoring: Campus administration, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

Formative

Nov


Feb


Apr

Summative

May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Frazier Elementary will provide students with multiple avenues for specialized instruction and opportunities to advance at their own pace.

Performance Objective 1: Frazier Elementary will meet all system safeguards on STAAR and will improve Domain 3 (closing the gaps) for all student groups to ensure students Meet Standard.

Evaluation Data Sources: MAP Growth Data, Previous STAAR assessment data

Summative Evaluation: None

Strategy 1: Frazier will implement a Response to Intervention program in alignment district guidelines with RTI meetings each 3 weeks to determine student progress.

<p>Strategy's Expected Result/Impact: Decrease the number of students who need Tier 2 and Tier 3 instruction.</p> <p>Increase student growth.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, RTI Committee</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	May

Strategy 2: Frazier will provide WIN time "What I Need," for students daily to re-mediate, reteach, and extend student learning (Tier 2 & 3)

<p>Strategy's Expected Result/Impact: Students will make gains academically on areas of growth, closing any learning gaps, and perform at or above grade level.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, and Principals</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Feb
	Apr
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	May

Strategy 3: All Frazier Grade Level teachers will meet with administrators to monitor student achievement on NWEA MAP and progress while developing targeted plans for reteaching/ reassessment of essential skills as noted in the learning continuum.

Strategy's Expected Result/Impact: Increased student performance and growth	Formative
Staff Responsible for Monitoring: Teachers and Principals	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: Lever 5: Effective Instruction	Summative
Comprehensive Support Strategy	May

Strategy 4: Frazier teachers will establish 5 Skills for Success that students will need to accomplish prior to moving to the next grade level. These skills will be scaffold to maximize a student's skill base from year to year.

Strategy's Expected Result/Impact: Student achievement will increase as evidence on MAP, Benchmark Assessments, and STAAR tests.	Formative
Staff Responsible for Monitoring: Teachers and Principals	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
	May

Strategy 5: Frazier will utilize a master schedule that maximizes the use of interventionists and collaborative teachers to provide 1 hour of support daily to each grade level.

Strategy's Expected Result/Impact: Reduction of students in Tier 3 and increase in student growth.	Formative
Staff Responsible for Monitoring: Principal and Assistant Principal	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
	May

Strategy 6: Frazier will employ Interventionists who are skilled and trained to provide RtI support to Title 1 campuses.

Strategy's Expected Result/Impact: Provide individualized support for struggling students.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: Title 1 Interventionist: Math 211 - Title 1-A \$78,577	Feb
	Apr
	Summative
	May

Strategy 7: Teachers will utilize on-line resources to support instructional interventions and accelerate the learning of all student groups. This includes and is not limited to the following resources: Reading A-Z; Ready Rosie.

Strategy's Expected Result/Impact: High levels of student engagement in daily learning activities.	Formative
Staff Responsible for Monitoring: Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: Online Resources: Learning A-Z 199 - General Fund \$1,917.24	Feb
	Apr
	Summative
	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Evaluation Data Sources: District and campus professional development documentation

Summative Evaluation: None

Strategy 1: All Frazier teachers will participate in district professional development on District/ Campus PD days to improve student learning outcomes.

Strategy's Expected Result/Impact: Teachers will improve their practices as they implement strategies learned from training.	Formative Nov Feb Apr Summative May
Staff Responsible for Monitoring: Principal and Assistant Principal	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Comprehensive Support Strategy	

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.

Strategy's Expected Result/Impact: Improved student performance and increase in student growth	Formative Nov Feb Apr Summative May
Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Evaluation Data Sources: List of Highly Qualified Teachers by Campus

Summative Evaluation: None

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.	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
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.	Formative
Staff Responsible for Monitoring: Principals	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

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.		Formative Nov Feb Apr Summative May
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: We will establish a culture at Frazier Elementary 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

Summative Evaluation: None

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.

Strategy's Expected Result/Impact: Increased awareness and interest in college and career options.	Formative
Staff Responsible for Monitoring: Counselor and Principals	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 2: Frazier students will participate in college day each Thursday at by wearing college themed shirts as well learn about a featured university during morning announcements.

Strategy's Expected Result/Impact: Increased awareness and interest in college and career options.	Formative
Staff Responsible for Monitoring: Principals	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	


Strategy 3: 5th Grade students will have opportunities to explore school of choice options.


Strategy's Expected Result/Impact: Students apply to STEAM and REALM as options for middle school.	Formative
Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Feb
	Apr
	Summative
	May

Strategy 4: Frazier Elementary Counselor will develop college and career awareness through the comprehensive guidance program, dissemination of materials increasing family awareness.

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.	Formative
Staff Responsible for Monitoring: Counselor, Assistant Principal, Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Feb
	Apr
	Summative
	May

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 5: Frazier Elementary 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 5th-grade students and their families.

Strategy 1: Our Frazier Elementary counselor and administrators will communicate and present middle school choices to students and send home information home to families..





Strategy's Expected Result/Impact: Increased student enrollment in middle school of choice		Formative Nov Feb Apr Summative May
Staff Responsible for Monitoring: Counselor and Principal		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

Performance Objective 1: Frazier Elementary will reduce the difference between All Student and Special Education student placements 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.

Evaluation Data Sources: Disproportionality rate for DAEP, ISS, and OSS as calculated on PBMAS less than 5%.





Summative Evaluation: None

Strategy 1: Frazier will provide a positive reinforcement system to encourage positive behaviors campus wide as well as individualized reinforcement plans for special education students.	
Strategy's Expected Result/Impact: Reduce the number of discipline referrals.	Formative
Staff Responsible for Monitoring: All Faculty	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Frazier will utilize the PBIS framework along with the Capturing Kids Hearts protocol school-wide in all classrooms.	
Strategy's Expected Result/Impact: Reduce the number of discipline referrals.	Formative
Staff Responsible for Monitoring: All Faculty	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: 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.

Summative Evaluation: None

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.	Formative
Staff Responsible for Monitoring: Principals and Counselor	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Frazier Counseling will address bullying prevention curriculum through guidance lessons.	
Strategy's Expected Result/Impact: Decreased incidents involving bullying.	Formative
Staff Responsible for Monitoring: Principals and Counselor	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: 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

Summative Evaluation: None

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	Formative
Staff Responsible for Monitoring: Counselor and Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Feb
	Apr
	Summative
	May
Strategy 2: Frazier Counseling will plan Red Ribbon Week activities which include health service student speakers and 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	Formative
Staff Responsible for Monitoring: Counselor, teachers, and principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Feb
	Apr
	Summative
	May

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

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Feb

Apr

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: 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

Summative Evaluation: None

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	Formative
Staff Responsible for Monitoring: Campus Administration; Campus Nurse	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
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.	Formative
Staff Responsible for Monitoring: PEIMS clerk, Assistant Principal, Teachers; Counselor	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

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.	Formative
Staff Responsible for Monitoring: PE coach, Nurse, Principal, Assistant Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Feb
	Apr
	Summative
	May

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.	Formative
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Feb
	Apr
	Summative
	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5: Frazier Elementary will ensure that all students and staff follow COVID-19 Health Protocols put in place by BISD and TEA.

Evaluation Data Sources: Cleanliness standards
Protocols for COVID 19 re-opening

Summative Evaluation: None

Performance Objective 6: We will increase our average daily attendance rate from 96% to 97% so that students have increased access to instruction.

Evaluation Data Sources: Daily Attendance Rate by Grade Level and for Individual Students

Summative Evaluation: None

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

Summative Evaluation: None

Strategy 1: School events such as Virtual Meet the Teacher, Virtual Parent/Teacher conferences, etc. are provided for parents to connect and stay informed about their child's education.

Strategy's Expected Result/Impact: 100% of parents participate in at least one event throughout the school year.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: Parent/ Teacher Conferences 211 - Title 1-A \$2,166.76	

Strategy 2: Weekly campus newsletter will be distributed to highlight campus activities, upcoming events, and expectations.

Strategy's Expected Result/Impact: Frazier parents stay informed of upcoming events and grade level academic expectations.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	Online Resources: Learning A-Z		\$1,917.24
Sub-Total					\$1,917.24
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Title 1 Interventionist: Math		\$78,577.00
7	1	1	Parent/ Teacher Conferences		\$2,166.76
Sub-Total					\$80,743.76
Grand Total					\$82,661.00