Lamar Consolidated Independent School District

Frost Elementary

2023-2024 Campus Improvement Plan

Mission Statement

Samuel Miles Frost Elementary is committed to creating a community of life-long learners by nurturing the social, emotional, and academic gifts of all children. The Frost Community will celebrate our diversity as we soar to meet the challenges of our changing world.

Flight Plan

Purpose – Growing hearts and minds in our community.

Culture – We are rooted in the positive relationships we build with our students and families on their educational journey.

Values – Strong work ethic, innovation, celebrate success, differentiated instruction, community involvement, student growth, building lifelong learners.

Beliefs – We believe all children can learn, we believe the heart and mind are equally important, we believe in building positive relationships, we believe in educating the whole child.

Outlook – "Every child is one caring adult away from being a success story."

Always – Be a positive role model, set high expectations be accountable, data driven, pursue new learning, be passionate, celebrate growth, authentic engagement, growth mindset, make an impact, show gratitude, communicate effectively.

Never – Marginalize individuals or groups, make excuses, avoid risks in fear of failure, engage in complacency, demonstrate a fixed mindset, low expectations, compromise values, deficit thinking practices, give up.

Promise – Every Student, Every Day! Be the One!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Frost Elementary opened in the 2000-2001 school year. Frost is a high achieving campus with approximately 1,136 PK - 5th grade students enrolled during the 2022-2023 school year. The campus is projected to grow to approximately 1200 students over the next three years. The campus attendance rate was 95% during the 2022 - 23 school year. Additional centralized special education programs on campus include 2 Early Childhood Special Education/Pegasus classes and 1 Structured Learning Classroom. The campus has high parent involvement in the PTO and Volunteer program. The PTO provides funding to support curriculum and instruction.

Student Demographics

African American 23%

Hispanic 25%

White 40%

Economically Disadvantaged 35%

At-Risk 16%

Gifted & Talented 10%

Special Education 15%

Demographics Strengths

As our campus increases in student enrollment, the diversity of our students and staff increases. We currently have 132 students in the ESL program.

Frost Elementary implements the Character Counts Program with fidelity. This program emphasizes the development of 6 Pillars of Character – trustworthiness, respect, responsibility, fairness, caring and citizenship. In addition, we have been designated a No Place for Hate campus for the past 5 years. Ron Clark House system was implemented to enhance our positive campus culture among staff and students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Frost is a growing campus with 1073 students currently enrolled.   **Root Cause:** The Frost community is growing quickly. The school is projected to have approximately 1200 students in three years.

Student Learning

Student Learning Summary

2020-2021
GRA Data for K, 1st & 2nd

Frost 2020-2021 GRA Levels

4th Nine Weeks	Below Level	On Level	Above Level
Kindergarten	13%	44%	42%
1st Grade	28%	15%	57%
2nd Grade	8%	16%	76%

Frost Elementary students have a long history of academic success on the STAAR Reading, Math, Writing and Science assessments. Prior to the COVID-19 pandemic, Frost was rated an A campus by Texas Education Agency. In a typical school year, Frost will earn all 6 STAAR distinctions.

2020 - 2021 STAAR Results

3rd - 5th Reading Approaches Grade Level - 89%

3rd - 5th Reading Meets Grade Level - 68%

3rd - 5th Reading Masters Grade Level - 47%

3rd - 5th Math Approaches Grade Level - 89%

3rd - 5th Math Meets Grade Level - 68%

3rd - 5th Math Masters Grade Level - 45%

4th grade Writing Approaches Grade Level - 74%

4th Grade Writing Meets Grade Level - 41%

4th Grade Writing Masters Grade Level - 15%

5th grade Science Approaches Grade Level - 87%

5th grade Science Meets Grade Level - 60%

5th grade Science Masters Grade Level - 32%

Student Learning Strengths

During the 2020-2021 school year, 96% of our 3rd - 5th grade students participated in STAAR testing. Students scoring Approaches Grade Level in Reading, Math and Science exceeded 87% for All Student Groups.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 82% of 5th grade science students approached grade level expectations as measured by STAAR 2023   **Root Cause:** Lack of science lab investigation with the Science Lab Teacher as well as lack of exposure to the SCR items.

Problem Statement 2 (Prioritized): 25% of 1st grade students scored below grade level as measured by EOY GRA.   **Root Cause:** Students are still weak in foundational phonic skills. However, majority of the students did show growth on EOY GRA.

Problem Statement 3 (Prioritized): 56% of 3rd grade SPED Math students approached grade level expectations as measured by STAAR 2023.   **Root Cause:** Lack of foundational math skills.

Problem Statement 4 (Prioritized): % of our 2nd-5th grade students scored Intermediate or Below as measured by 2023 TELPAS speaking.   **Root Cause:** Lack of practice with verbalizing using academic vocabulary and details.

School Processes & Programs

School Processes & Programs Summary

<u>Instruction</u>

Frost Elementary has implemented Readers Workshop, Math Workshop and Writers Workshop with fidelity.

Guided Reading and Guided Math have been implemented in grades K-2 to increase student growth in literacy and numeracy using differentiated lesson plans to meet the individual needs of our students. Teachers meet with students 3-4 times per week in guided reading & guided math groups.

During Back to School Staff Development, Model Classrooms were set up for new teachers. Master teachers provided an overview of Guided Reading and Guided Math, classroom organization, and campus expectations for providing a Balanced Literacy and Balanced Numeracy program.

Reading Academy

All K-3 teachers, administrators, and other assigned staff are participating in the TEA Reading Academy 2021-2022. The goal of the program is to increase teacher knowledge and implementation of evidence-based practices to positively impact literacy achievement. Participants are engaged in 60 hours of professional development for Reading Academy.

Instructional Leadership Team

The Frost Instructional Leadership team that consists of Administrators, Counselors, Facilitators (ELAR, Math, ESL) and Librarian work collaboratively to implement researched based instructional practices, support the needs of staff members, and promote student growth. Each member of the leadership team roles and responsibilities are outlined in the campus leadership organization chart. The ILT team meets on a weekly basis.

Administration

The campus administrative team consists of 2 certified principals: one principal and one assistant principal.

Office Team

The Office Team consists of 1 principal, 1 assistant principal, 1 administrative assistant, 2 clerks and 1 nurse. The Office Team meets on a weekly basis.

Student Support

Through the MTSS program, facilitators provide interventions for all students scoring below 70% on their Progress Report and/or Report Card. Student support schedules are adjusted each 9 week grading period.

Teacher Support

Facilitators provide Coaching and Modeling for every new teacher to Frost Elementary. In addition, every new teacher with 0 years of experience is assigned a district mentor and a campus mentor.

School Processes & Programs Strengths

Administrators and Facilitators implement a systematic approach for Collaborative Lesson Planning, Creating Common Assessments, Reviewing Assessments, and participating in Data Analysis Meetings.

Perceptions

Perceptions Summary

We believe in educating the WHOLE CHILD by providing academic and emotional supports. Students receive weekly guidance lessons to reinforce good character, problem solving, and making good decisions.

Students have opportunities to be involved district and campus events. Frost students participate in the LCISD UIL Competition, Science Olympiad, Battle of the Bluebonnets, Rube Goldberg, History Quiz Bowl and Spelling Bee. At the campus level, students have opportunities to participate in Safety Patrol, Art Club, Honor Choir, and Student Council.

Perceptions Strengths

Add K-12 Insight results

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 26% of parents felt that they didn't receive enough information on how to support their students as measured by 2022 - 2023 K12 Insight Survey. **Root Cause:** Due to the lack of hands-on academic learning opportunities for parents.

Priority Problem Statements

Problem Statement 1: 82% of 5th grade science students approached grade level expectations as measured by STAAR 2023
Root Cause 1: Lack of science lab investigation with the Science Lab Teacher as well as lack of exposure to the SCR items.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: 25% of 1st grade students scored below grade level as measured by EOY GRA.
Root Cause 2: Students are still weak in foundational phonic skills. However, majority of the students did show growth on EOY GRA.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: % of our 2nd-5th grade students scored Intermediate or Below as measured by 2023 TELPAS speaking.
Root Cause 3: Lack of practice with verbalizing using academic vocabulary and details.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: 56% of 3rd grade SPED Math students approached grade level expectations as measured by STAAR 2023.
Root Cause 4: Lack of foundational math skills.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Frost is a growing campus with 1073 students currently enrolled.
Root Cause 5: The Frost community is growing quickly. The school is projected to have approximately 1200 students in three years.
Problem Statement 5 Areas: Demographics

Problem Statement 6: 26% of parents felt that they didn't receive enough information on how to support their students as measured by 2022 - 2023 K12 Insight Survey.
Root Cause 6: Due to the lack of hands-on academic learning opportunities for parents.
Problem Statement 6 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- T-PESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Study of best practices
- Other additional data

Goals

Goal 1: By June 2024, 3rd - 5th grade students scoring at the Masters Level will increase by 10% as measured on the STAAR Reading Test.

Performance Objective 1: Provide differentiated reading and writing instruction for Learners based on Student Performance Data as well as work stations that hold students accountable for their learning.

HB3 Goal

Evaluation Data Sources: MAP Growth
GRA
Reader's/Writer's Workshop
Short Answer Response
Reading/Writing Response Journals

Strategy 1 Details	Formative Reviews		
Strategy 1: A reading tutor will be hired to provide reading intervention to students.	**Formative**		
Strategy's Expected Result/Impact: Growth on GRA levels, report card grades, district assessments	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Reading Interventionist Instructional Coaches Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Tutor and tutoring supplies - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,711	85%	60%	

Strategy 2 Details	Formative Reviews

Strategy 2: Provide differentiated small group reading interventions to students during the school day for students scoring below meets threshold on formative assessments.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Demonstrated growth on formative, summative and district assessments. **Staff Responsible for Monitoring:** Principals Teachers Instructional Coaches Reading Interventionist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	60%	80%	

Strategy 3 Details	Formative Reviews

Strategy 3: Implement Data Team Meetings to review student performance in reading throughout the nine weeks to track student performance. Additionally, data will be utilized to plan adequate small group and work stations.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Demonstrated growth on GRA levels, report card grades, and district and campus assessments. **Staff Responsible for Monitoring:** Principal Instructional Coaches Teachers	55%	75%	

Strategy 4 Details	Formative Reviews

Strategy 4: Implement collaborative lesson planning meetings to develop small group and whole group reading and writing instruction and work station activities.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Demonstrated growth on GRA levels, report card grades, and district and campus assessments. **Staff Responsible for Monitoring:** Instructional Coaches Teachers	60%	80%	

Strategy 5 Details	Formative Reviews

Strategy 5: Align reading/writing instruction vertically across all subjects, including SCR and ECR expectations.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Demonstrate growth on report card grades and district assessments. **Staff Responsible for Monitoring:** Teachers Coaches Administrators	45%	70%	

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Implement sheltered instruction strategies with fidelity to increase EB student performance on campus and district assessments. Resources and materials will be purchased to support the implementation of practices.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Minimum of 1 level growth on TELPAS domains. Additionally, increase on student performance on campus and district assessment. **Staff Responsible for Monitoring:** Teachers EB Specialist **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** - 199 PIC 25 State Bilingual/ESL - $1,650	55%	70%	

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Provide accelerated instruction (HB1416) for all students who did not achieve Approaching on STAAR Reading.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Growth on GRA levels, report card grades, campus and district assessments **Staff Responsible for Monitoring:** Special Education Teachers General Education Teachers Instructional Coaches Dyslexia Interventionist **ESF Levers:** Lever 5: Effective Instruction	75%	85%	

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 1: By June 2024, 3rd - 5th grade students scoring at the Masters Level will increase by 10% as measured on the STAAR Reading Test.

Performance Objective 2: Provide Staff Development on High Impact Instructional Strategies including Student Engagement, Questioning, Verbal Discourse, Critical Thinking, Sheltered Instruction Practices and Balanced Literacy.

HB3 Goal

Evaluation Data Sources: GRA
Depths of Knowledge
Road Maps & Planning
Readers Workshop
Writers Workshop
Small Group Training
Word Study and Phonics
Reading Academy

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct coaching and modeling sessions for K-5 ELAR teachers new to their specific grade level & new to their content areas.	**Formative**		
Strategy's Expected Result/Impact: Teacher mastery of instructional content and implementation of campus and district expectations.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principals Instructional Coaches Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	45%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct staff development on high-impact instructional strategies including sheltered instruction every 9 weeks.	**Formative**		
Strategy's Expected Result/Impact: Teacher mastery of instructional content and implementation of campus and district expectations.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principals Instructional Coaches EB Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	50%	70%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide training on Balanced Literacy Workshop.	Formative		
Strategy's Expected Result/Impact: Teacher mastery of instructional content and implementation of campus and district expectations, including reading, writing, and word study best practices.	Nov	Feb	June
Staff Responsible for Monitoring: Principals Instructional Coaches Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	45%	70%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide training on ECRs and SCRs.	Formative		
Strategy's Expected Result/Impact: Teachers will demonstrate increase knowledge on best practices for ECRs and SCRs. Additionally, students will demonstrate mastery of newly learned response skills.	Nov	Feb	June
Staff Responsible for Monitoring: Teachers Coaches Admin **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	20%	60%	

Strategy 5 Details	Formative Reviews		
Strategy 5: Complete the Science of Reading Academies hosted by Region IV (New staff).	Formative		
Strategy's Expected Result/Impact: Teacher mastery of instructional content and implementation of Science of Reading Academies to meet state expectations.	Nov	Feb	June
Staff Responsible for Monitoring: K - 3rd grade Teachers, Instructional Coaches, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	55%	75%	

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 2: By June 2024, 3rd - 5th grade students scoring at the Masters Level will increase by 10% as measured on STAAR Math Test.

Performance Objective 1: Teachers will implement High Impact Instructional Strategies to increase student performance on campus, district and state assessments.

Evaluation Data Sources: STAAR 2023
MAP Scores
Curriculum Checkpoints
Graded Assignments
Professional Development Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: In the Spring, offer differentiated STAAR math intervention for students from 3:00 - 3:45 (2 days a week).	**Formative**		
Strategy's Expected Result/Impact: Approaches, Meets and Mastery Levels to increase by 10%	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principals Instructional Coaches Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	45%	60%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Dreambox and Progress Learning to reinforce all math skills.	**Formative**		
Strategy's Expected Result/Impact: Meets and Mastery Levels to increase by 10%	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principals Instructional Coaches Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	60%	90%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct guided math small group lessons based on student performance daily.	Formative		
Strategy's Expected Result/Impact: Increase on campus and district assessments.	Nov	Feb	June
Staff Responsible for Monitoring: Principals Instructional Coaches Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	40%	65%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize Deep Practice to model problem solving skills and reinforce math concepts.	Formative		
Strategy's Expected Result/Impact: Students demonstrate an understanding of deconstructing problems and applying it to word problems	Nov	Feb	June
Staff Responsible for Monitoring: Principals Instructional Coaches Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	25%	50%	

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement Math Workshop, Fact Fluency & Number Talks.	Formative		
Strategy's Expected Result/Impact: 70% or higher on 9 week report cards and district assessments	Nov	Feb	June
Staff Responsible for Monitoring: Principals Facilitators Instructional Coaches Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	25%	55%	

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide campus-wide intervention/enrichment tutorials 7:50 - 8:20 a.m. daily to reinforce math skills.	Formative		
Strategy's Expected Result/Impact: 70% or higher on nine weeks report cards and major assessments.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coaches Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	65%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: By June 2024, 3rd - 5th grade students scoring at the Masters Level will increase by 10% as measured on STAAR Math Test.

Performance Objective 2: Provide Staff Development for Teachers on High Impact Instructional Strategies including Student Engagement, Questioning, Verbal Discourse, Instructional Format, Critical Thinking and Best Practices for teaching Math Concepts/Skills.

Evaluation Data Sources: Strive Portfolio Certificates
Professional Development Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer staff development on high impact instructional strategies at staff meetings.	Formative		
Strategy's Expected Result/Impact: TTESS Walkthroughs Student Data Increases **Staff Responsible for Monitoring:** Principals, Instructional Coaches , District Coaches & Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math -	Nov	Feb	June
	30%	65%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Instructional Coaching for K-5 Math teachers new to the campus & new to content areas.	Formative		
Strategy's Expected Result/Impact: TTESS Scores Increase in Student Data **Staff Responsible for Monitoring:** Principals Instructional Coaches Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - - **Targeted Support Strategy**	Nov	Feb	June
	45%	75%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide staff development on Math Workshop, Fact Fluency, Number Talks with Purposeful Recording, & Problem Solving.	Formative		
Strategy's Expected Result/Impact: Increased number sense STAAR score increases **Staff Responsible for Monitoring:** Principals, Instructional Coaches, District Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math -	Nov	Feb	June
	40%	65%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Item analysis will be completed after district assessments and campus major assessments using data from Eduphoria/Aware to determine areas requiring instructional shifts and students who will require additional support.	Formative		
Strategy's Expected Result/Impact: Instructional Shifts in Classroom Differentiation to Instruction (Small groups) **Staff Responsible for Monitoring:** Principals Instructional Coaches Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy**	Nov	Feb	June
	45%	75%	

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement vertical team meetings on content specific instructional strategies for consistent use across grade levels.	Formative		
Strategy's Expected Result/Impact: Use of consistent strategies **Staff Responsible for Monitoring:** Principals Instructional Coaches Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	Nov	Feb	June
	15%	45%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: By June 2024, 5th grade students scoring at the Masters Level will increase by 10% as measured on STAAR Science Test.

Performance Objective 1: Provide intervention for students performing below grade level in Science.

Evaluation Data Sources: Summative and Formative Assessments
Report Card Grades

Strategy 1 Details	Formative Reviews		
Strategy 1: Science tutorial sessions in the second semester during the school day.	Formative		
Strategy's Expected Result/Impact: Student demonstates mastery of science objectives on formative and summative assessments. **Staff Responsible for Monitoring:** Principals, Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**June**
	N/A	30%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide differentiated small group instruction with a focus on academic vocabulary in the classroom.	Formative		
Strategy's Expected Result/Impact: Student demonstates mastery of science objectives on formative and summative assessments. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**June**
	20%	60%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct hands-on science investigations with students analyzing and documenting the scientific process in interactive notebooks	Formative		
Strategy's Expected Result/Impact: Student demonstates mastery of science objectives on formative and summative assessments. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**June**
	50%	75%	

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 3: By June 2024, 5th grade students scoring at the Masters Level will increase by 10% as measured on STAAR Science Test.

Performance Objective 2: Provide professional development for science teachers to model the scientific process outside of the science lab (student discourse, higher order thinking questions, and hands-on learning).

    Evaluation Data Sources: Increase in student performance on campus, district, and state assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Segment instruction to include science lab opportunities to utilize tools and the scientific process while investigating science concepts including student discourse and reflective responses recorded in science interactive notebooks.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student demonstate mastery of science objectives on formative and summative assessments. **Staff Responsible for Monitoring:** Coaches Admin	45%	65%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide training on academic vocabulary, hands-on investigations, and student record reflections in interactive notebooks.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student performance on campus, district, and state assessment. **Staff Responsible for Monitoring:** Science Lab Teacher Classroom Teachers Coaches	35%	45%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide SCR training.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in teacher knowledge on high yield strategies to adequately teach and implement SCR responses. Additionally, students will increase in performance on campus, district, and state assessments. **Staff Responsible for Monitoring:** Science Lab Teacher Classroom Teachers Coaches	30%	45%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: By June 2024, the percent of all parents responding Strongly Agree and Agree regarding opportunities to support their students behaviorally and academically will increase from 72% to 90% as measured on the K12 Insight Survey.

Performance Objective 1: Implement community involvement activities and strategies throughout the year.

Evaluation Data Sources: K12 Climate Survey (Parents)

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement monthly Smores email to all parents.	**Formative**		
Strategy's Expected Result/Impact: Increased parent/student involvement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Front office Staff Administrators Counselors **ESF Levers:** Lever 3: Positive School Culture	75%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly Facebook posts, and grade level newsletters to communicate upcoming events (Skylerts as needed).	**Formative**		
Strategy's Expected Result/Impact: Increased parent/student involvement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators Front office staff Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture	75%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: By June 2024, the percent of all parents responding Strongly Agree and Agree regarding opportunities to support their students behaviorally and academically will increase from 72% to 90% as measured on the K12 Insight Survey.

Performance Objective 2: Implement and host academic opportunities for parents to participate in their student's learning.

    Evaluation Data Sources: K12 Insight Survey (parents)

Strategy 1 Details			Formative Reviews		
Strategy 1: Host academic events such as Open House, Literacy, and STEM Night.			**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement Increase in parent involvement			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselors Classroom Teacher Instructional Coaches Admin **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $800			75%	85%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: By June 2024, the percent of all parents responding Strongly Agree and Agree regarding opportunities to support their students behaviorally and academically will increase from 72% to 90% as measured on the K12 Insight Survey.

Performance Objective 3: Implement and provide opportunities for parents to support staff and students in various capacities.

Evaluation Data Sources: K12 Insight Survey (parents)
Increased parent involvement

Strategy 1 Details		Formative Reviews		
Strategy 1: Implement Frost Pilots to support students and staff.		**Formative**		
Strategy's Expected Result/Impact: Reduction in Discipline referrals Increase student attendance		**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Admin Counselors **ESF Levers:** Lever 3: Positive School Culture		80%	80%	

Strategy 2 Details		Formative Reviews		
Strategy 2: Parents will provide support in the library, science lab, book fair, and Fine Arts Gala to empower their student's learning.		**Formative**		
Strategy's Expected Result/Impact: Improved student behavior Increased student attendance Enhance the school culture and climate		**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principals, instructional coaches, Specials teachers, and classroom teachers **ESF Levers:** Lever 3: Positive School Culture		80%	80%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: By June 2024, the percent of all parents responding Strongly Agree and Agree regarding opportunities to support their students behaviorally and academically will increase from 72% to 90% as measured on the K12 Insight Survey.

Performance Objective 4: Implement the Ron Clark house system in conjunction with our current PBIS plan to increase positive behavior.

 Evaluation Data Sources: Enhance school culture and climate.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents will facilitate and support the PBIS store.	Formative		
Strategy's Expected Result/Impact: Increase in positive student behaviors.	Nov	Feb	June
Staff Responsible for Monitoring: Admin Counselors Teachers Staff	80%	80%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Parents will work with the Ron Clark team to coordinate and implement house sorting and house parties for students.	Formative		
Strategy's Expected Result/Impact: Increase in student positive behavior.	Nov	Feb	June
Staff Responsible for Monitoring: Admin Counselors Teachers Staff	75%	75%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide parent education on Ron Clark house system and PBIS plan to assist with positive reinforcement at home.	Formative		
Strategy's Expected Result/Impact: Increase in positive student behaviors.	Nov	Feb	June
Staff Responsible for Monitoring: Admin Counselors Teachers Staf	50%	55%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: By June 2024, the percent of K-2 students reading on or above grade level will increase from 82% to 90%.

Performance Objective 1: Promote and communicate opportunities for parent engagement to ensure the reading academic achievement of students.

    Evaluation Data Sources: GRA
Grade Level Newsletters
MAP Data
Reading Response / Questioning Menus

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize daily take home readers to support independent reading	**Formative**		
Strategy's Expected Result/Impact: GRA growth TX-KEA growth	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	45%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Book Fair and literacy events	**Formative**		
Strategy's Expected Result/Impact: Parental understanding of reading support opportunities.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators Teachers Librarians **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	85%	85%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Reading celebrations: Sight Word Celebration (Kindergarten), Reader's Restaurant (1st grade), Publisher's Picnic (2nd grade)	Formative		
Strategy's Expected Result/Impact: GRA growth MAP 1st-2nd grade growth TX-KEA growth **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**
	50%	55%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Reading Incentive Program: Bean Stack Challenge, Book Character Parade	Formative		
Strategy's Expected Result/Impact: GRA growth MAP 1st-2nd grade growth TX-KEA growth **Staff Responsible for Monitoring:** Administrators Librarian Teachers	**Nov**	**Feb**	**June**
	65%	65%	

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 5: By June 2024, the percent of K-2 students reading on or above grade level will increase from 82% to 90%.

Performance Objective 2: Teachers will strengthen Tier 1 reading instruction.

Evaluation Data Sources: Guided Reading Assessment
MAP Data
TKEA
Running Records
Graded Assignments
Kindergarten Checklist

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide differentiated small group reading instruction during the literacy block	**Formative**		
Strategy's Expected Result/Impact: Demonstrated growth on GRA levels, report card grades, and district assessments.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principals Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	40%	70%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide differentiated word study interventions using UFli and Heggerty.	**Formative**		
Strategy's Expected Result/Impact: Demonstrated growth on GRA levels, report card grades, and district assessments.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principals Instructional Coach Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	20%	60%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Create and implement rigorous and aligned work stations for students during independent work time	Formative		
Strategy's Expected Result/Impact: Increase in GRA scores, fluency and comprehension	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators Instructional Coach Teachers	20%	60%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Instructional Learning Walks will be conducted with District Coaches to align guided reading practices across the grade levels.	Formative		
Strategy's Expected Result/Impact: Increase in GRA scores, fluency and comprehension	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Coaches District Coaches	70%	85%	

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement sheltered instruction strategies with fidelity to increase EB student performance on GRAs. Resources and materials will be purchased to support the implementation of practices.	Formative		
Strategy's Expected Result/Impact: Increase in GRA for EB students.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: EB Coach **Funding Sources:** - 199 PIC 25 State Bilingual/ESL - $1,650	70%	85%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: By June 2024, the percent of K-2 students reading on or above grade level will increase from 82% to 90%.

Performance Objective 3: Professional development opportunities on questioning and higher order thinking strategies will be provided to increase reading fluency and comprehension.

Evaluation Data Sources: Walk-through data
Formal teacher observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Beginning of the Year Campus Staff Development: Reading/Writing/Math Workshops, GRA Training, Sheltered Instruction Strategies, Data Analysis, Lesson Planning Cycle, Small Groups	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teacher mastery of instructional expectations and strategies with the ability to implement with fidelity. **Staff Responsible for Monitoring:** Administrators Instructional Coach Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: In vertical team meetings Tier 1 instructional strategies will be aligned across grade levels.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in teacher capacity for Tier 1 instruction. **Staff Responsible for Monitoring:** Classroom Teachers Coaches Admin	55%	65%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: By June 2024, the percent of K-2 students reading on or above grade level will increase from 82% to 90%.

Performance Objective 4: Rigorous Tier 3 instruction will be implemented by instructional Coaches, Reading Tutor, and Dyslexia Interventionists.

   Evaluation Data Sources: Guided Reading Assessment
   TX-KEA
   Running Records
   Graded Assignments
   Kindergarten Checklist

Strategy 1 Details	Formative Reviews		
Strategy 1: Tier 3 instruction implemented using Jan Richardson strategies for specific and targeted instruction.	**Formative**		
Strategy's Expected Result/Impact: Demonstrated growth on GRA levels, report card grades, and district assessments.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principals Instructional Coach Reading Tutor Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**	45%	65%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Coaches will provide training and resources to teachers with appropriate strategies for Tier 3 students in class.	**Formative**		
Strategy's Expected Result/Impact: Increase in performance for Tier 3 students on campus and district assessments.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Coaches Classroom Teachers Admin	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Budget for Frost Elementary

Total SCE Funds: $8,745.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Funds will be utilized for before/afterschool tutorials and tutors.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Shannon Hood	Principal
Administrator	Verna Berry	Assistant Principal
Classroom Teacher	Fiona Inman	Pre-K Teacher
Classroom Teacher	Natalie Stark	Kindergarten Teacher
Classroom Teacher	Kierra Rocio	2nd Grade Teacher
Classroom Teacher	Emily Cunningham	3rd Grade Teacher
Classroom Teacher	Brittany Schamerhorn	4th Grade Teacher
Classroom Teacher	Erika De La Ossa	5th Grade Teacher
Parent	Jamison Edmondson	Parent Representative
Parent	Edgar Hernandez	Parent Representative
Parent	Kristian Parker	Parent Representative
Parent	Jacob Pittman	Parent Representative
Classroom Teacher	Morgan Smith	PPCD / Pegasus Teacher
Community Representative	Michael Moore	Community Representative
Classroom Teacher	Cherry Hoagland	1st Grade Teacher
Classroom Teacher	Vanessa Flores	Math Facilitator
Classroom Teacher	Tonia Nelson	Reading Facilitator

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutor and tutoring supplies		$4,711.00
4	2	1			$800.00
				Sub-Total	$5,511.00
				Budgeted Fund Source Amount	$5,511.00
				+/- Difference	$0.00
199 PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$1,650.00
5	2	5			$1,650.00
				Sub-Total	$3,300.00
				Budgeted Fund Source Amount	$3,300.00
				+/- Difference	$0.00
				Grand Total Budgeted	$8,811.00
				Grand Total Spent	$8,811.00
				+/- Difference	$0.00