

Lamar Consolidated Independent School District
Frost Elementary
2024-2025 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 1,075 K - 5th grade students enrolled during the 2023-2024 school year. The campus attendance rate was 95% during the 2023 - 24 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 24%

Hispanic 24%

White 39%

Economically Disadvantaged 35%

At-Risk 40%

Gifted & Talented 9%

Special Education 17%

Dyslexia 40%

EB 12%

504 8%

Demographics Strengths

As our campus increases in student enrollment, the diversity of our students and staff increases. We currently have 127 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): As Frost demographics shift , staff needs to implement more culturally aware teaching practices. **Root Cause:** The Frost community demographic is shifting with an increase in EB students.

Student Learning

Student Learning Summary

GRA Data for K, 1st & 2nd

Frost 2023 - 2024 GRA Levels

End of Year	Below Level	On Level	Above Level
Kindergarten	9%	24%	67%
1 st Grade	13%	15%	72%
2 nd Grade	27%	11%	62%

2023-2024 STAAR Results

3rd - 5th Reading Approaches Grade Level - 92%

3rd - 5th Reading Meets Grade Level - 72%

3rd - 5th Reading Masters Grade Level - 37%

3rd - 5th Math Approaches Grade Level - 88%

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

3rd - 5th Math Masters Grade Level - 33%

5th grade Science Approaches Grade Level - 84%

5th grade Science Meets Grade Level - 47%

5th grade Science Masters Grade Level - 22%

Student Learning Strengths

There was consistently high performance in Reading across multiple groups, with some notable areas of strength. White students have 95% at the "Approaches GL Standard or Above" and 77% at "Meets GL Standard or Above," while Two or More Races students show 100% at the "Approaches GL Standard or Above" and 84% at "Meets GL Standard or Above."

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 47% of 5th grade science students met grade level expectations as measured by STAAR 2024 **Root Cause:** Lack of strong foundation skills in the lower grades as well as, rigorous Tier 1 instruction.

Problem Statement 2 (Prioritized): 27% of 2nd grade students scored below grade level as measured by EOY GRA. **Root Cause:** Students are still weak in foundational phonic skills and fluency.

Problem Statement 3 (Prioritized): 52% of 3rd grade SPED Math students approached grade level expectations as measured by STAAR 2024. **Root Cause:** Lack of foundational math skills.

Problem Statement 4 (Prioritized): 30% of our 2nd-5th grade students scored Intermediate or Below as measured by 2024 TELPAS speaking. **Root Cause:** Lack of practice with verbalizing using academic vocabulary and details.

School Processes & Programs

School Processes & Programs Summary

Instruction

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.

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.

Innovative School Day

The Innovative School Day initiative is designed to enhance both teaching quality and student engagement by dedicating half a day every other week for special education and K-5 classrooms to engage in focused professional development. During this time, teachers collaborate with coaches, administrators, and their peers to plan engaging and enriching lessons, analyze student data, develop strategies for enrichment and intervention, and create assessments. This collaborative planning ensures that teachers are well-prepared to deliver high-quality instruction tailored to their students' needs. Meanwhile, students benefit from a dynamic learning experience through Innovative School Day rotations, which include STEM, Creative Writing, Library, and Computer Lab activities. These rotations provide students diverse, hands-on learning opportunities while their teachers engage in essential planning and professional growth.

School Processes & Programs Strengths

Administrators and coaches 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

- 89% of parents agreed that school leaders and staff at my student's school are welcoming to families of all cultures.
- Over half of parents who took the campus climate survey rated the school an A
- 100% of staff agreed that the campus is kept safe.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 68% of parents felt that the student did not receive quality feedback on student's school work as measured by 2023 - 2024 K12 Insight Survey.

Root Cause: Shift to online testing creates the lack of a hard copy for parents to view.

Priority Problem Statements

Problem Statement 1: 47% of 5th grade science students met grade level expectations as measured by STAAR 2024

Root Cause 1: Lack of strong foundation skills in the lower grades as well as, rigorous Tier 1 instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 27% of 2nd grade students scored below grade level as measured by EOY GRA.

Root Cause 2: Students are still weak in foundational phonic skills and fluency.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 30% of our 2nd-5th grade students scored Intermediate or Below as measured by 2024 TELPAS speaking.

Root Cause 3: Lack of practice with verbalizing using academic vocabulary and details.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 52% of 3rd grade SPED Math students approached grade level expectations as measured by STAAR 2024.

Root Cause 4: Lack of foundational math skills.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: As Frost demographics shift , staff needs to implement more culturally aware teaching practices.

Root Cause 5: The Frost community demographic is shifting with an increase in EB students.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 68% of parents felt that the student did not receive quality feedback on student's school work as measured by 2023 - 2024 K12 Insight Survey.

Root Cause 6: Shift to online testing creates the lack of a hard copy for parents to view.

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 2025, 3rd - 5th grade students scoring at the Meets and 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
 MAP Fluency
 Reader's/Writer's Workshop
 Short Answer Response
 Reading/Writing Response Journals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A reading tutor will be hired to provide reading intervention to students.</p> <p>Strategy's Expected Result/Impact: Growth on GRA levels, report card grades, district assessments</p> <p>Staff Responsible for Monitoring: Reading Interventionist Instructional Coaches Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Tutor and tutoring supplies - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$11,090</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide differentiated small group reading interventions to students during the school day for students scoring below meets threshold on formative assessments.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on formative, summative and district assessments.</p> <p>Staff Responsible for Monitoring: Principals Teachers Instructional Coaches Reading Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on report card grades, and district and campus assessments.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Teachers</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement collaborative lesson planning meetings to develop small group and whole group reading and writing instruction and work station activities.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on MAP fluency levels, report card grades, and district and campus assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Teachers</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Align reading/writing instruction vertically across all subjects, including SCR and ECR expectations.</p> <p>Strategy's Expected Result/Impact: Demonstrate growth on report card grades and district assessments.</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators</p>	Formative		
	Feb	Apr	June

Strategy 6 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Minimum of 1 level growth on TELPAS domains. Additionally, increase on student performance on campus and district assessment.</p> <p>Staff Responsible for Monitoring: Teachers EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$3,370</p>	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide accelerated instruction (HB1416) for all students who did not achieve Approaching on STAAR Reading.</p> <p>Strategy's Expected Result/Impact: Growth on MAP fluency, report card grades, campus and district assessments</p> <p>Staff Responsible for Monitoring: Special Education Teachers General Education Teachers Instructional Coaches Dyslexia Interventionist</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement Kid Watch to monitor student reading performance throughout the nine weeks and track data for intervention and differentiated instruction based on student needs.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on assessment and implementation of tiered supports</p> <p>Staff Responsible for Monitoring: MTSS Coordinators Teachers</p>	Formative		
	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: By June 2025, 3rd - 5th grade students scoring at the Meets and 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: MAP Growth and Fluency

- Depths of Knowledge
- Road Maps & Planning
- Readers Workshop
- Writers Workshop
- Small Group Training
- UFLI
- Progress Learning

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct coaching and modeling sessions for K-5 ELAR teachers new to their specific grade level & new to their content areas.</p> <p>Strategy's Expected Result/Impact: Teacher mastery of instructional content and implementation of campus and district expectations.</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct staff development on high-impact instructional strategies including sheltered instruction every 9 weeks.</p> <p>Strategy's Expected Result/Impact: Teacher mastery of instructional content and implementation of campus and district expectations.</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches EB Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide training on Balanced Literacy Workshop.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide training on ECRs and SCRs.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers Coaches Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Complete the Science of Reading Academies hosted by Region IV (New staff).</p> <p>Strategy's Expected Result/Impact: Teacher mastery of instructional content and implementation of Science of Reading Academies to meet state expectations.</p> <p>Staff Responsible for Monitoring: K - 3rd grade Teachers, Instructional Coaches, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Every other week teachers will receive a half day planning session to conduct long range and unit lesson planning, hold data PLC meetings, and create minor and major assessments.</p> <p>Strategy's Expected Result/Impact: Increase in student performance across school assessments, district assessment, as well as Benchmarks.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Instructional Coaches Teachers</p>	Formative		
	Feb	Apr	June
<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: By June 2025, 3rd - 5th grade students scoring at the Meets and 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 2024





MAP Scores

Benchmark

Graded Assignments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer differentiated STAAR math intervention/enrichment for students from 3:00 - 3:45 (2 days a week).</p> <p>Strategy's Expected Result/Impact: Approaches, Meets and Mastery Levels to increase by 10%</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Progress Learning to reinforce all math skills.</p> <p>Strategy's Expected Result/Impact: Meets and Mastery Levels to increase by 10%</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct guided math small group lessons based on student performance daily.</p> <p>Strategy's Expected Result/Impact: Increase on campus and district assessments.</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize Deep Practice to model problem solving skills and reinforce math concepts.</p> <p>Strategy's Expected Result/Impact: Students demonstrate an understanding of deconstructing problems and applying it to word problems</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement Math Workshop, Fact Fluency & Number Talks.</p> <p>Strategy's Expected Result/Impact: 70% or higher on 9 week report cards and district assessments</p> <p>Staff Responsible for Monitoring: Principals Facilitators Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide campus-wide intervention/enrichment tutorials 7:50 - 8:20 a.m. daily to reinforce math skills.</p> <p>Strategy's Expected Result/Impact: 70% or higher on nine weeks report cards and major assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement quick checks and immediate feedback on current math concepts.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers Coaches Admin</p>	Formative		
	Feb	Apr	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement Kid Watch to monitor student math performance throughout the nine weeks and track data for intervention and differentiated instruction based on student needs.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on assessments and implementation of tiered supports</p> <p>Staff Responsible for Monitoring: MTSS Coordinators Teachers</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: By June 2025, 3rd - 5th grade students scoring at the Meets and 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: Kick-Up Portfolio Certificates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer staff development on high impact instructional strategies at staff meetings.</p> <p>Strategy's Expected Result/Impact: TTESS Walkthroughs Student Data Increases</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches , District Coaches & Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Instructional Coaching for K-5 Math teachers new to the campus & new to content areas.</p> <p>Strategy's Expected Result/Impact: TTESS Scores Increase in Student Data</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - - Targeted Support Strategy</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide staff development on Math Workshop, Fact Fluency, Number Talks with Purposeful Recording, & Problem Solving.</p> <p>Strategy's Expected Result/Impact: Increased number sense STAAR score increases</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches, District Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Instructional Shifts in Classroom Differentiation to Instruction (Small groups)</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Teachers</p> <p>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</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement vertical team meetings on content specific instructional strategies for consistent use across grade levels.</p> <p>Strategy's Expected Result/Impact: Use of consistent strategies</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Every other week, teachers will receive a half day planning session to conduct long range and unit lesson planning, hold data PLC meetings, and create minor and major assessments.</p> <p>Strategy's Expected Result/Impact: Increase in student performance across school assessments, district assessment, as well as Benchmarks.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Instructional Coaches Teachers</p>	Formative		
	Feb	Apr	June
<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: By June 2025, 5th grade students scoring at the Meets and Masters Level will increase by 10% as measured on STAAR Science Test.

Performance Objective 1: Provide rigorous Tier 1 instruction along with hands on experiences for students.

Evaluation Data Sources: Summative and Formative Assessments
Lesson Plans





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Science tutorial sessions in the second semester during the school day. Strategy's Expected Result/Impact: Student demonstrates mastery of science objectives on formative and summative assessments. Staff Responsible for Monitoring: Principals, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide differentiated small group instruction with a focus on academic vocabulary in the classroom. Strategy's Expected Result/Impact: Student demonstrates mastery of science objectives on formative and summative assessments. Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct hands-on science investigations with students analyzing and documenting the scientific process in interactive notebooks Strategy's Expected Result/Impact: Student demonstrates mastery of science objectives on formative and summative assessments. Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Implementation of a STEM rotation during Innovative day plan Strategy's Expected Result/Impact: Students mastery of concepts and TEKS Staff Responsible for Monitoring: Admin Coaches Paraprofessional	Formative		
	Feb	Apr	June
<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: By June 2025, 5th grade students scoring at the Meets and 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student demonstrate mastery of science objectives on formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Coaches Admin</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide training on academic vocabulary, hands-on investigations, and student record reflections in interactive notebooks.</p> <p>Strategy's Expected Result/Impact: Increase in student performance on campus, district, and state assessment.</p> <p>Staff Responsible for Monitoring: Science Lab Teacher Classroom Teachers Coaches</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide SCR training.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Science Lab Teacher Classroom Teachers Coaches</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By June 2025, the percent of all parents responding Strongly Agree and Agree will increase to 85% regarding quality feedback 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		
<p>Strategy 1: Implement monthly Smores email to all parents. Strategy's Expected Result/Impact: Increased parent/student involvement Staff Responsible for Monitoring: Front office Staff Administrators Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Grade level newsletters to communicate common misconceptions and upcoming grade level events. Strategy's Expected Result/Impact: Increased parent/student involvement Staff Responsible for Monitoring: Administrators Front office Staff Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
			

Goal 4: By June 2025, the percent of all parents responding Strongly Agree and Agree will increase to 85% regarding quality feedback 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		
<p>Strategy 1: Host academic events such as Open House, Literacy, STEM night and EB parent meeting.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Increase in parent involvement</p> <p>Staff Responsible for Monitoring: Counselors Classroom Teacher Instructional Coaches Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$800, - 199 PIC 25 State Bilingual/ESL - \$200</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: By June 2025, the percent of all parents responding Strongly Agree and Agree will increase to 85% regarding quality feedback 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		
<p>Strategy 1: Parents will provide support in the library, science lab, book fair, and Fine Arts Gala to empower their student's learning.</p> <p>Strategy's Expected Result/Impact: Improved student behavior Increased student attendance Enhance the school culture and climate</p> <p>Staff Responsible for Monitoring: Principals, instructional coaches, Specials teachers, and classroom teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: By June 2025, the percent of all parents responding Strongly Agree and Agree will increase to 85% regarding quality feedback 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		
<p>Strategy 1: Parents will facilitate and support the PBIS store. Strategy's Expected Result/Impact: Increase in positive student behaviors. Staff Responsible for Monitoring: Admin Counselors Teachers Staff</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parents will work with the Ron Clark team to coordinate and implement house sorting and house parties for students. Strategy's Expected Result/Impact: Increase in student positive behavior. Staff Responsible for Monitoring: Admin Counselors Teachers Staff</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,300</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide parent education on Ron Clark house system and PBIS plan to assist with positive reinforcement at home. Strategy's Expected Result/Impact: Increase in positive student behaviors. Staff Responsible for Monitoring: Admin Counselors Teachers Staf</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: By June 2025, the percent of K-2 students reading on or above grade level will increase from 83% to 90%.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize daily take home readers to support independent reading</p> <p>Strategy's Expected Result/Impact: GRA growth TX-KEA growth</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Book Fair and literacy events</p> <p>Strategy's Expected Result/Impact: Parental understanding of reading support opportunities.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Librarians</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Reading celebrations: Sight Word Celebration (Kindergarten), Reader's Restaurant (1st grade), Publisher's Picnic (2nd grade)</p> <p>Strategy's Expected Result/Impact: GRA growth MAP 1st-2nd grade growth TX-KEA growth</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Reading Incentive Program: Bean Stack Challenge, Book Character Parade</p> <p>Strategy's Expected Result/Impact: GRA growth MAP 1st-2nd grade growth TX-KEA growth</p> <p>Staff Responsible for Monitoring: Administrators Librarian Teachers</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: By June 2025, the percent of K-2 students reading on or above grade level will increase from 83% to 90%.

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

- Evaluation Data Sources:** MAP Fluency
 MAP Data
 TKEA
 Running Records
 Graded Assignments
 Kindergarten Checklist





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide differentiated small group reading instruction during the literacy block</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on GRA levels, report card grades, and district assessments.</p> <p>Staff Responsible for Monitoring: Principals Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide differentiated word study interventions using UFLi and Heggerty.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on GRA levels, report card grades, and district assessments.</p> <p>Staff Responsible for Monitoring: Principals Instructional Coach Reading Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Create and implement rigorous and aligned work stations for students during independent work time Strategy's Expected Result/Impact: Increase in GRA scores, fluency and comprehension Staff Responsible for Monitoring: Administrators Instructional Coach Teachers	Formative		
	Feb	Apr	June
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. Strategy's Expected Result/Impact: Increase in GRA scores, fluency and comprehension Staff Responsible for Monitoring: Coaches District Coaches	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Implement sheltered instruction strategies with fidelity to increase EB student performance on MAP fluency. Strategy's Expected Result/Impact: Increase in MAP fluency for EB students. Staff Responsible for Monitoring: EB Coach	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: By June 2025, the percent of K-2 students reading on or above grade level will increase from 83% 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		
<p>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</p> <p>Strategy's Expected Result/Impact: Teacher mastery of instructional expectations and strategies with the ability to implement with fidelity.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In vertical team meetings Tier 1 instructional strategies will be aligned across grade levels.</p> <p>Strategy's Expected Result/Impact: Increase in teacher capacity for Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Coaches Admin</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: By June 2025, the percent of K-2 students reading on or above grade level will increase from 83% to 90%.

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

Evaluation Data Sources: MAP Fluency
 TX-KEA
 Running Records
 Graded Assignments
 Kindergarten Checklist

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tier 3 instruction implemented using Jan Richardson strategies for specific and targeted instruction.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on GRA levels, report card grades, and district assessments.</p> <p>Staff Responsible for Monitoring: Principals Instructional Coach Reading Tutor Reading Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Coaches will provide training and resources to teachers with appropriate strategies for Tier 3 students in class.</p> <p>Strategy's Expected Result/Impact: Increase in performance for Tier 3 students on campus and district assessments.</p> <p>Staff Responsible for Monitoring: Coaches Classroom Teachers Admin</p>	Formative		
	Feb	Apr	June
 No Progress  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/after school tutorials and tutors.

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Courtney Kutach	1st Grade Teacher
Classroom Teacher	Jamie Albe	4th Grade Teacher
SPED Teacher	Leah Malone	Special Education
Coach	Ena Campos-Lopez	Instructional Coach
Librarian	Shae Collins	Librarian
Classroom Teacher	Adrianna Metcalfe	5th Grade Teacher
Classroom Teacher	Tonia Nelson	Reading Facilitator
Classroom Teacher	Jemila Stevens	3rd Grade Grade Teacher
Administrator	Nicola Parrish	Assistant Principal
Administrator	Dr. Brian Gibson	Principal

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		\$11,090.00
4	2	1			\$800.00
4	4	2			\$2,300.00
Sub-Total					\$14,190.00
Budgeted Fund Source Amount					\$14,190.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$3,370.00
4	2	1			\$200.00
Sub-Total					\$3,570.00
Budgeted Fund Source Amount					\$3,570.00
+/- Difference					\$0.00
Grand Total Budgeted					\$17,760.00
Grand Total Spent					\$17,760.00
+/- Difference					\$0.00