

Spring Branch Independent School District

Frostwood Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Top 25% Student Progress

Top 25% Closing Performance Gaps



Mission Statement

Frostwood Elementary will encourage successful, creative learners who are equipped socially, academically, morally, and technologically to meet the challenges of the 21st century in a safe and cooperative learning environment.

Vision

All Frostwood staff members will continue to embrace the rich diversity in and around our school, encourage higher level thinking, engage creativity and problem solving, and ensure academic and social preparedness.

Value Statement

Every Child, Collaborative Spirit, Collective Greatness, Limitless Curiosity and Moral Compass

Our Core Values center us. They define us. They ground us with what is most important and what matters the most. They illuminate what we hold most dear and important and what we strive for and want to protect.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Observation Survey results

Student Data: Student Groups

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- PDAS and/or T-TESS

Goals




Goal 1: Student Growth: Students will make 1 year's to 1.5 year's growth in Reading as measured by DRA/EDL and MAP Scores.

Performance Objective 1: Objective: 90% of students will meet their Conditional Growth Index (CGI) as measured by MAP

Evaluation Data Source(s) 1: At MOY, 50% will meet CGI as measured on MAP
At EOY, 90% will meet CGI as measured on MAP

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>1) Reading: Implement Balanced Literacy in each grade level in order to meet individual reader's needs and provide support and challenge to all readers.</p> <p>Reading will occur by teacher (think aloud), with teacher (shared reading and/or interactive read aloud and guided reading) and students, and by students (independent reading and book clubs).</p> <p>Continue implementation of CCP process in reading instruction.</p> <p>Instructional coaching from Reading specialist, data analysis via extended PLC time and faculty PLCs.</p>	<p>Instructional Leadership Team, Team Leaders, Enrichment and Intervention Specialists</p>	<p>Quarterly grades and MAP data points, selected benchmarks, K-5 DRAs and/or running records, Classroom Walkthrough Notes, STAAR passing and top performance ratings</p>			

<p>2) Writing:</p> <p>Advance implementation of school-wide writing strategies through writer's workshop. Ensure that all grade levels use the writing TEKS to provide scaffolding for multi-genre writing through literacy vertical team PLCs and shared outcomes with grade level teams.</p> <p>In WW, learners will experience writing modeled by teacher (modeled writing), writing with the teacher (shared writing and interactive writing), and students writing by themselves (independent writing).</p>	<p>Instructional Leadership Team, Team Leaders, Enrichment and Intervention Specialists</p>	<p>Quarterly formative data-grades, benchmarks, STAAR passing and top performance ratings, writing samples, campus assessments, walkthrough notes, CCP Observations</p>			
<p>3) Math:</p> <p>Strengthen implementation of school-wide math strategies through math workshop.</p> <p>Students will increase problem-solving ability, math fluency, numeracy, and model drawing skills.</p> <p>Math workshop will encompass a review of previously taught and introduction of new TEKS, problem solving, technology to make real world applications and global connections of math in everyday situations.</p>	<p>Instructional Leadership Team, Team Leaders, Enrichment and Intervention Specialists.</p>	<p>Quarterly MAP data, formative assessment, grades, selected benchmarks, walkthrough notes, STAAR passing and top performance ratings</p>			
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Goal 2: School Connectedness: Students in grades 3-5 will report strong connection to their school experience as measured by Panorama.

Performance Objective 1: 80% of students in grade 3-5 will report a connection to their school experience as measured by Panorama Survey.

Evaluation Data Source(s) 1: Baseline from pilot 2016

Classroom belonging = 68%




Classroom engagement = 65%

Rigorous expectations = 78%

Classroom teacher-student relationship = 76%

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Continue to support extracurricular programs (before school, after school, lunch, Saturdays) that promote the overall development of each student. Examples include, but are not limited to: Art After School, Frostwood Fiddlers, Chess Club, Running For the Arts, Mad Science, Drama, Book Club, Yoga, Girls on the Run, Let Me Run, Robotics	Instructional Leadership Team, Program Leaders	Program completion Frostwood Fiddlers final concert Student survey End of year program evaluations CIP review with CIT			

<p>2) Continue implementation of extracurricular programs directly sponsored by school staff that promote the overall development of each student. Examples include, but are not limited to: Fifth Grade Track Meet, Choir Performances-Holiday, Farewell and Retirement Home, Performances, Caroling with MHS, Grade level study trips, Grade level plays, TAPS and Patrols, Student Council, Broadcasting, Book Clubs, 5th grade homework club, Crochet club, Girls on the Run, Debate Club, Odyssey of the Mind, Math Olympiad</p>	<p>Instructional Leadership Team, Program Leaders, Team Leaders</p>	<p>List of participating students Agendas Performance programs End of year program evaluation (CIT) Staff and Student Survey Results</p>			
<p>3) Continue Implementation of School Wide Inclusive Practices throughout the school day that include but are not limited to: Morning Announcements that are student run, highlight a variety of student celebrations and teach min- lifeskills lessons. Fill a Bucket Tribes lessons World Changers Drives for our sister school (Coat drive, canned goods, etc.) No Place for Hate Red Ribbon, Reading Buddies Faithful Friends KSHACK Love and Logic lessons and language</p>	<p>Instructional Leadership Team, Teaching Staff, Program Leaders</p>	<p>Staff and Student Surveys, Schedules</p>			
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Goal 3: Post Secondary Readiness (Achievement): FWE will increase the number of students in grades 3 and 5 who meet Post Secondary Readiness measure in reading and math.




Performance Objective 1: FWE will increase by 5% the number of students in grades 3 and 5 who meet Post Secondary Readiness measure in reading and math.

Evaluation Data Source(s) 1: 2017 Baseline data
67% (78 of 116) 4th graders performed at "meets" level (post secondary readiness)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will demonstrate understanding of and use data to guide large and small group instruction. (DRA, MAP, running record, comprehension exit tickets, etc.) Frostwood ILT will provide teacher training in balanced literacy via PLCs and CCP consultancies. Frostwood will support and communicate home literacy opportunities via ITS Learning, class blogs, and literacy websites such as EPIC, I-Station, etc. Frostwood will continue to provide parents with training opportunities such as Parent Literacy and Parent Math nights, technology trainings, etc.	Instructional Leadership Team, Team Leaders, Teachers, Enrichment and Intervention Specialists	DRA and/or Running Record levels, MAP data, Student progress notes, TELPAS scores, Walkthrough Notes, STAAR scores			
2) Through the implementation of Readers and Writers Workshop we will fine tune the use of small groups to differentiate instruction and promote excellent first teach incorporating the Consume, Critique, Produce (CCP) framework.	Instructional Leadership Team, Team Leaders, Enrichment and Intervention Specialists, Teachers	DRA and/or Running Record levels Observation Survey-Kinder Writing samples Walkthrough Notes STAAR scores			
3) Continue to monitor teacher training in GT to achieve 100% school-wide training so that all classrooms provide appropriate strategies for the instruction of GT students.	Administration, Team Leaders	30 GT hours of GT training earned by staff 6 hour yearly updates completed by mid-October Summative conferences Student work samples			
4) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing as Expected" and "Advanced Development" categories in the Reading Standards.	Instructional Leadership Team, Team Leaders, Teachers	Increased DRA and Running Record levels MAP data Student Readers Notebooks TELPAS scores Walkthrough Notes Student Observation Notes			

5) Provide opportunity for all staff members to attend workshops/trainings directly tied to district and campus goals. Professional development may include book studies related to district and campus goals.	Instructional Leadership Team, Math and Literacy Support Staff, CCP Consultant	Increased reading and writing abilities on DRA, running records, writing samples and rubrics			
6) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.	Administration, CIT, PTA, teachers, Instructional Specialists	CIP annual update, CIT meeting minutes, Parent survey			

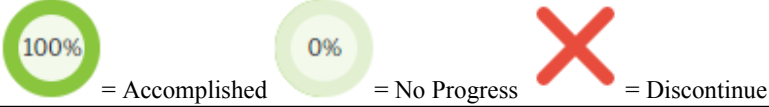
 = Accomplished
  = No Progress
  = Discontinue

Goal 4: Post Secondary Readiness (Equity): FWE will close achievement gaps by 5% in reading and math for students who are English-Language Learners.

Performance Objective 1: Where achievement gaps exist, FWE will close the gaps among students who are English Language Learners by 5% when compared to the all student group.

Evaluation Data Source(s) 1: 2017 Baseline data:
 Gr 3 reading = all students 97% met, ELL students 100% met standards
 Gr 4 reading = all students 94% met , ELL students 75% met standards
 Gr 3 math = all students 97% met, ELL 95% met standards
 Gr 4 math = all students 94% met, ELL 88% met standards

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Support ELL students and new immigrants in class and with mentors and ELL tutors. Focus on decoding and comprehension strategies, through best practices, rigor and real world applications	Instructional Leadership Team, Teacher Leaders, Librarian-Technologist, ESL mentors	Quarterly MAP data, ELPS implementation, writing samples and assessments, running records, RTI data, Classroom Walkthrough Notes STAAR, TELPAS assessment			
2) FWE will provide instructional coaching from Reading and Math specialist, data analysis via extended PLC time and faculty PLCs.	Instructional Leadership Team	Increased rigor and TEKS alignment in lesson plans. Formative assessment MAP data STAAR			
3) Identify appropriate linguistic accommodations and strategies for differentiating instruction per ELPS and implement strategies. Target population: LEP students. Implement intense English instruction for third, fourth, and fifth grade LEP students who scored Beginning or Intermediate on TELPAS the prior year ELPS	Intervention Specialists, Classroom Teachers, ESL Tutors, Instructional Leadership Team	DRA and/or Running Records Student Portfolios and Readers and Writers Notebooks TELPAS scores Walkthrough Notes Student Linguistic Observation Progress Notes			
					

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 1: All strategies will be implemented.




Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Conduct annual program evaluation (Special Education, G/T, LEP, Attendance, 504, At Risk, etc.) utilizing student performance data derived from special populations for the purpose of program review and revision.	Instructional Leadership Team Educational Diagnostician Speech Therapist ELL Specialist ADA	100 % compliance with state and federal guidelines 100 % adherence to state and federal timelines			
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.	Instructional leadership Team, Team Leaders	Differentiated staff development targeted to meet the needs of novice and experienced teachers and staff. Staff Development Transcripts Training Agendas Classroom Walkthrough Notes Student Growth on formative assessment, as noted in teacher small group notebooks, MAP, DRA, STAAR			
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.	Classroom Teachers Intervention Specialists Instructional Leadership Team.	Students will be identified and instruction targeted for students at risk of failing STAAR. Students failing STAAR will be placed in intervention groups with interventionists.			
4) TECHNOLOGY - Provide opportunities, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging and real world lessons and curricula (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Continue to provide differentiated support for teachers both new and seasoned.	Instructional Leadership Team Team Leaders Technology Specialist	Increased use of ITs Learning, Blogs, and/or forums for students to share their thinking and learning, school-to-home electronic communication, electronic portfolios and/or collections of student work			

<p>5) Promote school, parent and community involvement in drug and violence prevention programs/ activities.</p> <p>Programs include: DARE No Place for Hate Fitness Gram Jump Rope for Heart Love and Logic Character Ed Lessons Bullying Prevention Violence/conflict resolution Resiliency/Developmental Assets CSHAC SEL TRIBES</p>	<p>Instructional Leadership Team, CYS Counselor Team Leaders</p>	<p>Agendas Meeting Notes Flyers Student Products Discipline Reports</p>			
<p>6) SPECIAL EDUCATION -</p> <p>Evaluate and monitor LRE ratio at every ARD. Continue to develop campus capacity to support inclusive programming for students with disabilities and provide inclusion opportunities where it is beneficial for each child.</p> <p>Examine ARD progress notes, formative and summative assessment, and state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p>	<p>Special Education Team Leader Educational Diagnostician Special Education Teachers and Staff Administration</p>	<p>Team Minutes ARD minutes Staffing Reports STAAR and STAAR Alt progress measures</p>			

<p>7) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * LEP Intervention <p>Identify students and provide small group, targeted and focused intervention both in class and/or out of class with specialized support staff.</p> <p>Materials include but are not limited to: manipulatives, leveled literacy materials, STAAR support, Summer School, computer assisted instruction such as Dream Box, Reach Materials</p>	<p>Instructional Leadership Team Tutors and Instructional Support Staff ELL Staff</p>	<p>Increased literacy as demonstrated on MAP, TELPAS, formative and summative assessment, STAAR</p>				
<p>8) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * recruitment * training/support * recognition of volunteers/partnerships 		<p>PTA Board PTA Committee Chairs Administrative Team Campus Improvement Team (CIT)</p>	<p>V-Soft attendance records Sign In Sheets Parent Participation in Open House, Curriculum Nights, Parent Informational Meetings, etc. Surveys Meeting Notes</p>			
<p>9) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment via Vertical Team Goal setting and year long projects. * implement instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Solid lesson planning and solid first instruction * Problem-Based Learning * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. 	<p>Instructional Leadership Team Team Leaders Instructional Specialists</p>	<p>Increased academic success as noted in teacher notebooks, MAP assessment, STAAR</p>				

<p>10) Recruit and retain highly-qualified staff, defined through state, and local criteria, by highlighting the school and its students on the website and by participating in job fairs.</p> <p>Involve staff in recruiting and interviewing highly-qualified applicants.</p> <p>Provide support for new teachers with ongoing mentoring and planning with certified staff.</p>	<p>Human Resources Interviewing Team Team Leaders Mentor-Mentee Reports and Notes</p>	<p>Attract and retain highly qualified staff. Low staff turnover.</p>			
<p>11) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>Coordinate a meeting with the Pre-K Center staff to discuss vertical alignment.</p>	<p>Administrative Team Kindergarten Team</p>	<p>Increased student awareness and support for students coming from Pre-K</p> <p>Increased parent attendance at Kindergarten Orientation.</p>			
<p>12) GIFTED AND TALENTED - Provide G/T professional development, based on level of expertise and need, in the following area: Assessing and identifying G/T student needs</p> <p>Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.</p>	<p>Counselor Librarian Administrative Team</p>	<p>Compliance with federal and state guidelines Identify all GT students Sign In sheets Surveys</p>			

<p>13) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Review the School Health Index completed by the C-SHAC. Identify focus area(s) for campus- Choose focus area(s) to place in this area of Required Elements- Review: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey</p>	<p>CSHACK Chair School Nurse Administrative Team</p>	<p>Team Notes CSHACK Notes CIT Notes Surveys Panorama Data</p>			
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Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7	At-Risk	6399	\$250.00
Sub-Total					\$250.00
Budgeted Fund Source Amount					\$28,079.00
+/- Difference					\$27,829.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$150.00
+/- Difference					\$150.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$13,541.00
+/- Difference					\$13,541.00
Grand Total					\$250.00