

Spring Branch Independent School District
Frostwood Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Our mission is to 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

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

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Comprehensive Needs Assessment

Needs Assessment Overview

We will continue to promote a safe and caring environment in and around our school using Tribes norms and activities, No Place for Hate language and lessons, and by teaching the whole child.

We will foster a love of learning and inquisition with our high level learning opportunities that are designed to meet a wide variety of learners. We will use summative and formative data on a regular basis to ensure student growth and deeper understanding of the TEKS.

We will embrace our community and the rich diversity that our families bring to us, celebrating our differences, our strengths, and our high student achievement.

Demographics

Demographics Summary

Frostwood is a culturally rich, ethnically diverse campus. We have 700+ students and 85 employees that strive to meet the social, emotional and academic needs of our students. Our students come to us from all over the world, bringing a wealth of experience and a wide variety of talent.

Our dedicated staff provide rigorous and high-level academic learning opportunities that are differentiated to meet a variety of learners. Our staff is dedicated to on-going staff development and growth in order to meet the ever-changing needs of our student body. We are forward thinking, with a focus on developing 21st Century Learners.

Demographics Strengths

The rich background and experiences that our students and families bring with them offer a great source of pride, experience, and global understanding. Our staff, our parents, and our students are caring and accepting, eager to include and celebrate others.

Our families are highly involved with their children's lives both during and outside of the school day. Most of our children participate in before and after school programs that enrich their school experience. These programs include art, music, sports, language, cooking, religious, academic and healthy living experiences.

Student Achievement

Student Achievement Summary

Frostwood students are high-performing year after year, making consistently strong scores on the STAAR Assessment in grades 3, 4 and 5.

Student Achievement Strengths

In grades 3, 4, and 5, most Frostwood students are at or above their grade level peers on STAAR when compared to others across the state and the nation. Roughly one fourth of our students mastered the grade level standards by the end of the year. Less than 2% of our students were unsuccessful.

In grades K-5, on the MAP (Measure of Academic Progress) Assessment, 70% of our students made growth in math and 58% made growth in reading. Both of these areas exceeded the district and state averages.

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) data
- Accountability Distinction Designations

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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data

- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals






Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2019, at least 75% of Frostwood Elementary students will meet or exceed growth expectations in Math, and 63% in Reading as measured by MAP.

Evaluation Data Source(s) 1: Student Data Trackers, MAP, DRA, Formative Assessments, STAAR (practice and live)

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|--|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Reading. Frostwood teaching staff will implement all of the components of Balanced Literacy to meet the needs of all students and ensure student growth.</p> <p>Reading will occur by the teacher on a daily basis. (Read aloud, shared reading and/or interactive read aloud.) Reading will occur by and with the students on a daily basis. (Guided reading and/or book clubs, independent reading in "just right" fiction and non-fiction texts.)</p> <p>Continue the implementation of the CCP process.</p> <p>Teachers will receive training on the elements of Balanced Literacy to be differentiated to meet their level of expertise during the fall semester.</p> | 2.4, 2.5, 2.6 | Team Leaders, Instructional Specialists, Leadership Team | Data Trackers will show continuous student growth. For high performing students, performance will remain high. | | | |
| Funding Sources: 485 - Donations - 35662.00, 199 PIC 24 - At Risk - 776.00, 199 PIC 11 - Instructional Services - 14193.00 | | | | | | |

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|--|---------------|--|--|--|--|--|
| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Writing. Frostwood teaching staff will implement all of the components of Balanced Literacy to meet the needs of all students and ensure student growth.</p> <p>With the effective use of Writer's Workshop, learners will experience writing modeled by the teacher (Modeled Writing), with the teacher (Shared and Interactive Writing), and write by themselves (Independent Writing).</p> <p>Continue the implementation of the CCP process.</p> <p>Teachers will receive training on Writer's Workshop during the fall semester.</p> | 2.4, 2.5, 2.6 | Team Leaders, Instructional Specialists, Leadership Team | Data Trackers will show continuous student growth. For high performing students, performance will remain high. | | | |
| <p>Funding Sources: 485 - Donations - 35663.00, 199 PIC 24 - At Risk - 775.00, 199 PIC 11 - Instructional Services - 4000.00</p> | | | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Math.</p> <p>Frostwood teaching staff will implement all of the components of a Balanced Math Program to meet the needs of all students and ensure student growth.</p> <p>With the effective use of Math Workshop, learners will experience concrete, pictorial, abstract, and hands - on learning. The teacher will give clear, correct examples and model, and then gradually release.</p> <p>Students will demonstrate math numeracy and fluency, problem-solving, model drawing, and real world applications.</p> <p>Teachers will receive training on the essential components of Math Workshop in the fall semester.</p> | 2.4, 2.5, 2.6 | Classroom Teachers, Instructional Specialists, Leadership Team | Data Trackers will show continuous student growth. For high performing students, performance will remain high. | | | |
| <p>Funding Sources: 485 - Donations - 67327.00, 199 PIC 24 - At Risk - 776.00, 199 PIC 11 - Instructional Services - 4000.00</p> | | | | | | |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |






Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2019, at least 75% of 3-5 graders will respond favorably to the School Belonging and School Climate portions of the Panorama survey.

Evaluation Data Source(s) 1: Student surveys, Tribes activity exit tickets and/or journal responses, Panorama

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Continue to support extracurricular programs that promote the overall development of each student regardless of his/her socio-economic, academic or social-emotional status.</p> <p>Examples include but are not limited to: Art After School, Frostwood Fiddlers, Chess Club, Running for the Arts, Urban Harvest, Cooking, Robotics, YMCA, Girl and Boy Scouts, Indian Princess, International Parade and Celebration, Carnival.</p> | 2.5 | Program Leaders, Instructional Leadership Team, PTA Liaisons | Increased attendance in a wide variety of classes, end of program performances and showcases, increase feelings of school connectedness. | | | |
| Funding Sources: 199 PIC 11 - Instructional Services - 0.00 | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Continue to support extracurricular programs led by Frostwood staff that promote the overall development of each student regardless of his/her socio-economic, academic or social-emotional status.</p> <p>Examples include but are not limited to: 5th Grade Track, Choir Performances, Recorder Lessons, Caroling with the community and MHS, Grade Level Study and Cultural Arts Trips, TAPS and Patrols, Student Council, Auction Activities, FWE Broadcast, Book Clubs, Homework and AM Tutoring, Crochet Club, Debate, Odessey of the Mind, Math Olympiad, Spelling Bee, Art Show, International Spotlight and Multi-cultural Awareness via Morning Announcements.</p> | 2.5 | Program Leaders, Instructional Leadership Team | Increased attendance in a wide variety of classes, end of program performances and showcases, increase feelings of school connectedness. | | | |
| Funding Sources: 199 PIC 11 - Instructional Services - 500.00 | | | | | | |

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|--|----------|---|--|--|--|--|
| <p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>3) Continue the implementation of school wide inclusive practices throughout the school day.</p> <p>Morning Announcements to include highlighting, celebrating, and teaching about others.</p> <p>Lessons including but not limited to: World Changers, Sister School Work (fundraisers, shared activities, drives), No Place for Hate Lessons and common language, Red Ribbon lessons and pledges, Reading Buddies, KSHACK, Love and Logic Lessons and Language, FWE PAWS for appropriate expectations, DARE.</p> <p>Regularly scheduled in-class TRIBES lessons to assist in creating a caring environment where students and teachers respect individual differences and encourage students become responsible for themselves and others.</p> <p>Staff to be trained on TRIBES in August and then taught refresher lessons throughout the year.</p> | 2.5, 2.6 | Program Leaders, Librarian, Counselor | Increased feelings of belonging and school pride. Increased awareness of self and of others as evidenced by fewer discipline discussions and referrals. | | | |
| <p>Funding Sources: 199 PIC 11 - Instructional Services - 1762.00</p> | | | | | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.






Performance Objective 1: By June 2019, at least 90% of Frostwood students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades)

Evaluation Data Source(s) 1: Regular informal formal assessments such as common grade level unit-end quizzes, benchmark assessments, STAAR practice and STAAR, BOY, MOY and EOY MAP.

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|-------------------------|--|---|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Teachers will analyze, monitor and track data to guide large and small group Reading instruction ensuring student growth and progress.</p> <p>Teachers will meet quarterly to review data and adjust their long and short term Reading plans.</p> <p>Staff will be trained (or re-trained) on the components of Reader's Workshop.</p> <p>Parents will partner with the staff to support student growth via home-to-school learning opportunities: regular use of technology such as EPIC, ITS Learning, class blogs, reading to and with their child daily.</p> <p>Continued parent-teacher literacy training opportunities.</p> | 2.4, 2.5, 2.6, 3.1, 3.2 | Classroom Teachers, Team Leaders, Instructional Leadership Team, Specialists | Frostwood students will grow one to one and half year's worth in reading within this academic year as evidenced on OS, DRA, MAP, running records, and/or district benchmark data. | | | |
| <p>Funding Sources: 199 PIC 11 - Instructional Services - 4000.00</p> | | | | | | |

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|--|----------------------|--|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Daily Writing instruction will continue via Writer's Workshop to ensure student success at every level of writing across the grade levels.</p> <p>Workshop will incorporate the CCP (Consume, Critique, Produce) framework to include short, focused and direct Minilessons re: the writing process, the qualities of good writing, and editing skills.</p> <p>Sustained Writing re: choice writing to include drafting, planning, rereading, revising, proofreading, and talking with other writers about their work.</p> <p>Conferring with teacher re: opportunities to differentiate instruction by working one-on-one or in small groups with students to gather informal assessments of progress.</p> <p>Share Time and/or Publishing opportunities.</p> <p>The teaching staff will continue strengthen Writing expertise with vertical and horizontal PLCs, in-house residencies, and book studies.</p> <p>Writing samples will be saved, shared, and graded using common rubrics to track student growth.</p> | <p>2.4, 2.5, 2.6</p> | <p>Classroom Teachers, Team Leaders, Instructional Leadership Team</p> | <p>Teacher effectiveness and confidence will continue to grow. Student skill and confidence will increase. Students will produce rich writing.</p> | | | |
| <p>Funding Sources: 199 PIC 11 - Instructional Services - 6388.00</p> | | | | | | |






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|---|---------------|---|---|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7</p> <p>3) Teachers will analyze, monitor and track data to guide large and small group Math instruction ensuring student growth and progress.</p> <p>Teachers will meet quarterly to review data and adjust their long and short term Math plans.</p> <p>Staff will be trained (or re-trained) on the components of Math Workshop and Model Drawing.</p> <p>The teaching staff will continue strengthen Math expertise with vertical and horizontal PLCs, in-house coaching opportunities, and hands-on learning.</p> <p>Parents will partner with the staff to support student growth via home-to-school learning opportunities: regular use of technology such as Dream Box, ITS Learning, MAP Skills Navigator and daily math fact practice.</p> <p>Continued parent-teacher math training opportunities.</p> | 2.4, 2.5, 2.6 | Classroom Teachers, Math Specialists, Instructional Leadership Team | Sustained success on common assessments, benchmarks, MAP, and STAAR (practice and live). Increased mastery levels on STAAR. | | | |
| <p>Funding Sources: 199 PIC 11 - Instructional Services - 2000.00</p> | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) Continue to ensure that 100% of Frostwood classroom teachers are GT (Gifted and Talented) certified.</p> <p>Multiple opportunities for rigorous, higher level Blooms questioning, and differentiated student learning experiences will be planned for, executed, and tracked.</p> | 2.4, 2.5, 2.6 | Classroom Teachers, Team Leaders, Counselor | Well-planned lessons, high student engagement and participation. Increased student satisfaction. Higher levels of post-secondary readiness and preparedness on DRA, MAP, and STAAR. | | | |
| <p>Funding Sources: 199 PIC 11 - Instructional Services - 529.00</p> | | | | | | |
| <p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2019, Frostwood will close existing achievement gaps for Economically Disadvantaged students in Reading and Math by at least 5% while all performance across the grade levels continues to steadily improve.

Evaluation Data Source(s) 1: Data Trackers, grade level common assessments, MAP, DRA, STAAR (practice and live).

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|--|---|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) General Education Teachers will differentiate instruction for learners performing below level in an effort to accelerate learning. This includes but is not limited to: linguistic support, simplified and/or clarified vocabulary, hands-on learning, peer tutoring, re-teach and re-test opportunities, and scaffolded learning.</p> <p>ELL learners with limited English will receive additional support (push in and/or pull out) from our certified support staff with a high emphasis on language development and confidence building.</p> <p>Students lagging in reading and math progress will be identified and closely monitored. Certified staff will augment instruction for those most in need of assistance.</p> <p>Support Specialists will meet quarterly to monitor progress, discuss student need, and brainstorm effective strategies for students and staff.</p> | 2.4, 2.5, 2.6 | Classroom Teachers, Support Specialists, Leadership Team | <p>Students performing below level will make accelerated progress.</p> <p>ELL learners will increase English Language acquisition.</p> <p>Teachers will feel increased support for struggling learners.</p> | | | |
| <p>Funding Sources: 199 PIC 25 - ESL/Bilingual - 605.00, 199 PIC 23 - Special Education - 130.00, 199 PIC 11 - Instructional Services - 750.00</p> | | | | | | |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

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

Campus Funding Summary

| 199 PIC 11 - Instructional Services | | | | | |
|-------------------------------------|-----------|----------|--|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Classroom material, supplies, leveled readers. Substitutes for staff development | | \$14,193.00 |
| 1 | 1 | 2 | Classroom material and supplies. Substitutes for Staff Development | | \$4,000.00 |
| 1 | 1 | 3 | Classroom material and supplies. Substitutes for Staff Development | | \$4,000.00 |
| 2 | 1 | 1 | Supplies, Registration fees. | | \$0.00 |
| 2 | 1 | 2 | Supplies, Registration fees. | | \$500.00 |
| 2 | 1 | 3 | Supplies, Registration fees. | | \$1,762.00 |
| 3 | 1 | 1 | Technology, Reading Materials | | \$4,000.00 |
| 3 | 1 | 2 | Technology, Reading material and supplies | | \$6,388.00 |
| 3 | 1 | 3 | Technology, Reading Materials | | \$2,000.00 |
| 3 | 1 | 4 | Technology, Reading Materials | | \$529.00 |
| 4 | 1 | 1 | Material and supplies | | \$750.00 |
| Sub-Total | | | | | \$38,122.00 |
| Budgeted Fund Source Amount | | | | | \$38,122.00 |
| +/- Difference | | | | | \$0 |
| 199 PIC 23 - Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 1 | Material and supplies | | \$130.00 |
| Sub-Total | | | | | \$130.00 |
| Budgeted Fund Source Amount | | | | | \$130.00 |
| +/- Difference | | | | | \$0 |
| 199 PIC 24 - At Risk | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |

| | | | | | |
|------------------------------------|------------------|-----------------|---|---------------------|---------------|
| 1 | 1 | 1 | Classroom material, supplies, leveled readers. Substitutes for staff development | | \$776.00 |
| 1 | 1 | 2 | Classroom material and supplies. Substitutes for Staff Development | | \$775.00 |
| 1 | 1 | 3 | Classroom material and supplies. Substitutes for Staff Development | | \$776.00 |
| Sub-Total | | | | | \$2,327.00 |
| Budgeted Fund Source Amount | | | | | \$2,327.00 |
| +/- Difference | | | | | \$0 |
| 199 PIC 25 - ESL/Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 1 | Bilingual Material and supplies | | \$605.00 |
| Sub-Total | | | | | \$605.00 |
| Budgeted Fund Source Amount | | | | | \$605.00 |
| +/- Difference | | | | | \$0 |
| 485 - Donations | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Classroom material, supplies, leveled readers. Substitutes for staff development-PTA fund | | \$35,662.00 |
| 1 | 1 | 2 | Classroom material and supplies. Substitutes for Staff Development | | \$35,663.00 |
| 1 | 1 | 3 | Classroom material and supplies. Substitutes for Staff Development | | \$67,327.00 |
| Sub-Total | | | | | \$138,652.00 |
| Budgeted Fund Source Amount | | | | | \$138,652.00 |
| +/- Difference | | | | | \$0 |
| Grand Total | | | | | \$179,836.00 |