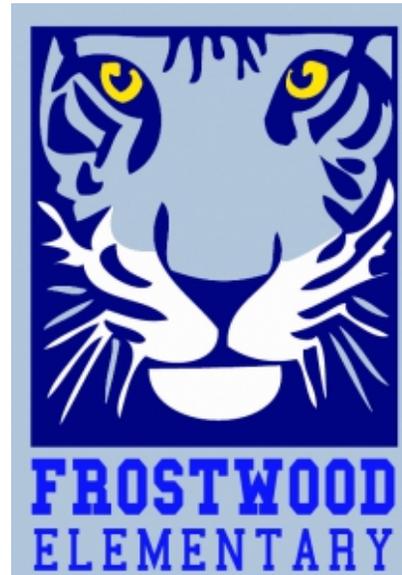


# **Spring Branch Independent School District**

## **Frostwood Elementary School**

### **2021-2022 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.

## Core Values

**Every Child:** We put students at the heart of everything we do.

**Collective Greatness:** We, as a community, leverage our individual strengths to reach challenging goals.

**Collaborative Spirit:** We believe in each other and find joy in our work.

**Limitless Curiosity:** We never stop learning and growing.

**Moral Compass:** We are guided by strong character, ethics and integrity.

## Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Frostwood is a culturally rich, ethnically diverse campus. We are growing and are expected to have 800+ students and 80+ 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 students speak over 25 languages including English, Korean, Mandarin, Arabic, Spanish, Romanian, Russian, along with so many others.

Our 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 personal and professional growth in order to meet the ever-changing needs of our student body. We are forward thinking, with a focus on developing 21<sup>st</sup> Century Learners. We believe in teaching the whole child and are dedicated to doing whatever it takes to ensure each student makes significant academic and social progress each and every day.

### 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 childrens' 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. Most of our students also show significant growth on the MAP assessment that is conducted three times per year. (Middle of the Year and Mid Year in 2019-20.) Most of our EL students make significant growth on TELPAS and are excited by the time they leave Frostwood.

## 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 half of our students mastered the grade level standards by the end of the 2018-19 school year and less than 2% of our students were unsuccessful. We did not take STAAR for the 2019-20 school year.

According to the TC Running Records, December 2019 Reading Data shows that 15% of our learners were reading above grade level, 58% were reading on grade level, 15% were approaching grade level and 12% were reading below grade level.

According to our 5th Grade Practice STAAR Math results, 64% mastered the assessment, 83% met grade level standards, and 97% approached standards. In Reading, 43% mastered the assessment, 78% met grade level standards, and 94% approached standards.

According to mid year Math MAP scores, 58% of our students scored at or above the 70th percentile with 65% in grades 3, 4, and 5.

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Every Frostwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2022, Frostwood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math at each performance level (by 3 points at approaches, by 3 points at meets, and by 3 points at masters in Reading and by 3 points at approaches, by 3 points at meets, and by 3 points at masters in Math.)

2020-21: Reading: 91% (approaches), 73% (meets), 50% (masters); Math: 94% (approaches), 83% (meets), 68% (masters)

2019-20: Not Rated due to COVID

2018-19: Reading: 96%(approaches), 80% (meets), 59% (masters); Math: 96% (approaches), 86% (meets), 70% (masters)

2017-18: Reading: 97% (approaches), 81% (meets), 53% (masters); Math: 97% (approaches), 86% (meets), 65% (masters)

**Evaluation Data Sources:** STAAR 3-8 Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will analyze, monitor and track data to guide large and small group Reading instruction ensuring student growth and progress. Teachers will meet quarterly to review data and adjust their long and short term Reading plans. Teachers and specialists will focus on and implement (and/or support) the components of Reader's Workshop which includes independent reading, partner reading, conferring, &amp; small groups. Parents will partner with the staff to support student growth via home-to-school learning opportunities such as: reading to and with their child daily, regular use of literacy technology such as EPIC, ITS Learning, Raz Kids/A-Z Learning, SORA, Beanstack, class blogs, etc. Continued parent-teacher literacy training opportunities via in-person and virtual opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Frostwood students will grow one to one and half year's worth in reading within this academic year as evidenced on OS, MAP, running records, and/or district benchmark data.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Team Leaders Instructional Leadership Team Specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Substitutes - 199 PIC 11 - Instructional Services, Instructional Materials - 199 PIC 11 - Instructional Services, Medicare - 199 PIC 11 - Instructional Services, Supplies and Expenses - 199 PIC 99 - Undistributed</p>	Formative		
	Oct	Jan	Apr
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Daily Writing instruction will continue via Writer's Workshop to ensure student success at every level of writing across the grade levels. Workshop will include short, focused and direct mini lessons to include examples of good writing, the writing process, the qualities of good writing, as well as editing and revising skills. Sustained Writing to include: choice writing, drafting, planning, rereading, revising, proofreading, and talking with other writers about their work. Students will have regular opportunities to meet with their teacher (and/or other adults) one-on-one or in small groups. Students will have Share Time and/or Publishing opportunities. The teaching staff will continue strengthen Writing expertise with in-house staff development time, book studies and other training opportunities such as SBISD workshops, Region 4, Harris County, Teacher's College Trainings, etc. Writing samples will be saved, shared, and graded using common rubrics to track student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher effectiveness and confidence will continue to grow. Student skill and confidence will increase. Students will produce rich writing.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Team Leaders Instructional Leadership Team</p> <p><b>Funding Sources:</b> Overtime - 199 PIC 11 - Instructional Services, Substitutes - 199 PIC 11 - Instructional Services, Instructional Materials - 199 PIC 11 - Instructional Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
	 15%		
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will analyze, monitor and track data to guide large and small group Math instruction ensuring student growth and progress. Teachers will meet quarterly to review data and adjust their long and short term Math plans. Staff will be trained (or re-trained) on the components of Math Workshop and Model Drawing. The teaching staff will continue strengthen Math expertise with vertical and horizontal PLCs, in-house coaching opportunities, and hands-on learning. Parents will partner with the staff to support student growth via home-to-school learning opportunities across the grade levels with regular use of technology such as STMath, IXL, MAP Skills Navigator and daily math fact practice. Frostwood staff will continue to offer parent-teacher math training both virtually and in person.</p> <p><b>Strategy's Expected Result/Impact:</b> Sustained success on common assessments, benchmarks, MAP, and STAAR (practice and live). Increased mastery and meets standards levels on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Math Specialists Instructional Leadership Team</p> <p><b>Funding Sources:</b> Instructional Materials - 199 PIC 11 - Instructional Services, Substitutes - 199 PIC 11 - Instructional Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
	 20%		
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue to ensure that 100% of Frostwood classroom teachers are GT (Gifted and Talented) certified. Multiple opportunities for rigorous, higher level Blooms questioning, and differentiated student learning experiences will be planned for, executed, and tracked.</p> <p><b>Strategy's Expected Result/Impact:</b> Well-planned lessons, high student engagement and participation.</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

Increased student satisfaction.  
Higher levels of post-secondary readiness and preparedness on district benchmark assessments, Running Records, MAP, and STAAR.

**Staff Responsible for Monitoring:** Classroom Teachers  
Team Leaders  
Counselor

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 No Progress       Accomplished       Continue/Modify       Discontinue

**Goal 1: STUDENT ACHIEVEMENT.** Every Frostwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: EARLY LITERACY:** By June 2022, Frostwood Elementary School will increase the combined % of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 3 percentage points or  $\geq$  to 85%.

2020-21: Kindergarten 89.9% On Grade Level or Above Grade Level; 1st Grade: 82.4% On Grade Level or Above Grade Level; 2nd Grade: 77.3% On Grade Level or Above Grade Level

**Evaluation Data Sources:** Running Records End-of-Year Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will send home take-home readers weekly.  <b>Strategy's Expected Result/Impact:</b> Increased vocabulary and exposure to genres will result in progression to the next text band.  <b>Staff Responsible for Monitoring:</b> Teachers                      Administration  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Kindergarten Literacy Parent Education ZOOM  <b>Strategy's Expected Result/Impact:</b> Empower parents to support classroom strategies at home to promote the love of literacy in and out of school.  <b>Staff Responsible for Monitoring:</b> Administration                      Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: STUDENT ACHIEVEMENT.** Every Frostwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: GAP-CLOSING:** By June 2022, Frostwood Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 5 percentage points for students categorized as Economically Disadvantaged.

2020-21: Non Econ Dis 77%; Econ Dis 44%

2019-20: Not Rated due to COVID

**Evaluation Data Sources:** State Accountability Report Domain 1

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> General Education Teachers will differentiate instruction for learners performing below level in an effort to accelerate learning. This includes but is not limited to: increased linguistic support, simplified and/or clarified vocabulary, hands-on learning, peer tutoring, re-teach and re-test opportunities, and scaffolded learning. ELL learners with no to very limited English will receive additional support (push in and/or pull out) from our support staff with a high emphasis on language development and confidence building. Specialists will augment instruction (push in or pull out) for those students with foundational gaps in reading and math. The students performing significantly below grade level will be identified and closely monitored. Support Specialists will meet quarterly to monitor progress, discuss student need, and brainstorm effective strategies for students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Students performing below level will make accelerated progress.            ELL learners will increase English Language acquisition.            Teachers will feel increased support for struggling learners.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers            Support Specialists            Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Student and Teacher support - 199 PIC 23 - Special Education, At-Risk Students - 199 PIC 24 - At Risk, English Language Support for EL learners and staff - 199 PIC 25 - ESL/Bilingual, Support Staff Substitutes - 199 PIC 11 - Instructional Services</p>	Formative		
	Oct	Jan	Apr

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Goal 1: STUDENT ACHIEVEMENT.** Every Frostwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 4: STUDENT GROWTH:** By June 2022, Frostwood Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 3 points, Math (K-5) increase by 3 points.

2020-21: Reading - 51% met CGI; Math - 59% met CGI

2019-20: Not Rated due to COVID

2018-19: Reading - 59% met CGI; Math - 71 % met CGI

2017-18: Reading - 58% met CGI; Math - 70 % met CGI

**Evaluation Data Sources:** Measures of Academic Progress (MAP) Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: READING:</b> Frostwood teaching staff will implement all of the components of Balanced Literacy to meet the needs of all students and ensure student growth. Reader's Workshop will occur on a daily basis. Read aloud with accountable table talk, and shared reading with teacher will occur on a daily basis. Reading will occur by and with the students on a daily basis. (Independent reading, partner reading, conferring and small group reading. ) Teachers will receive on-going training and participate in independent study with the newly adopted Units of Study.</p> <p><b>Strategy's Expected Result/Impact:</b> Data Trackers will show continuous student growth. For high performing students, performance will remain high.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders Instructional Specialists Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Employee Travel - 199 PIC 11 - Instructional Services, Library Materials and Books - 199 PIC 99 - Undistributed</p>	Formative		
	Oct	Jan	Apr

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: WRITING:</b> Frostwood teaching staff will implement all of the components of Balanced Literacy to meet the needs of all students and ensure student growth. With the effective use of Writer's Workshop, learners will experience continued writing growth and success. (Modeled Writing by the teacher, Shared and Interactive Writing with the teacher, and Independent Writing by themselves.) Implement the Phonics Units of Study in grades K, 1 and 2 within reading and writing. Teachers will continue to receive support and ongoing staff development on Writer's Workshop during the fall semester before and after school and during PD time on staff development days.</p> <p><b>Strategy's Expected Result/Impact:</b> Data Trackers will show continuous student growth. For high performing students, performance will remain high.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders Instructional Specialists Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Employee Travel - 199 PIC 11 - Instructional Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: MATH:</b> 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. 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. Students will demonstrate math numeracy and fluency, problem-solving, model drawing, and real world applications. Teachers will continue to receive training via morning staff development opportunities, district and regional offerings, and independent study.</p> <p><b>Strategy's Expected Result/Impact:</b> Data Trackers will show continuous student growth. For high performing students, performance will remain high.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Teacher Training (Region 4) - 199 PIC 99 - Undistributed</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: STUDENT ACHIEVEMENT.** Every Frostwood Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2022, the rate of English Learners increasing at least one Composite Score level will increase by 10 percentage points or  $\geq 80\%$ .

2020-21: TELPAS Progress Rate 75%

2019-20: Not Rated due to COVID

**Evaluation Data Sources:** State Accountability Report Domain 3

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional Development - Emergent Bilingual Student Strategies and Data Distribution</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will utilize strategies from PD in their classrooms to support EB students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Kelly Pettit</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2: STUDENT SUPPORT.** Every Frostwood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 1: SCHOOL CONNECTEDNESS:** By June 2022, the 75% of Frostwood Elementary School students who feel connected as both individuals and learners will increase by at least 3-5 points as evidenced on the Panorama Survey.

2020-21: School Climate - 79%; School Belonging - 75%  
 2019-20: Not Rated due to COVID  
 2018-19: School Climate - 71%; School Belonging - 70%  
 2017-18: School Climate- 71%; School Belonging -71%

**Evaluation Data Sources:** Panorama Student Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to support extracurricular programs that promote the overall development of each student regardless of his/her socio-economic, academic or social-emotional status. Examples include but are not limited to: Art After School, Frostwood Fiddlers, Chess Club, Yoga, Gardening, Green Tigers, Cooking, Robotics, YMCA, Girl and Boy Scouts, Indian Princess, International Parade and Celebration, Carnival, Auction Activities, Book Fair, Mad Science, Kingdom Kids and SBMSA Sports.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance in a wide variety of classes, end of program performances and showcases, increase feelings of school connectedness.</p> <p><b>Staff Responsible for Monitoring:</b> Program Leaders Instructional Leadership Team PTA Liaisons</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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. Examples include but are not limited to: 5th Grade Track, Choir Performances, Recorder Lessons/Concerts, 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/PM Tutoring, Crochet Club, Debate, Spelling Bee, Art Show, International Spotlight and Multicultural Awareness via Morning Announcements, Book Fair Family Night, Walk-Bike-Scout to School, Grade Level Plays, Student Council, No Place for Hate Committee, K-Shak.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance in a wide variety of classes, end of program performances and showcases, increase feelings of school connectedness.</p> <p><b>Staff Responsible for Monitoring:</b> Program Leaders Instructional Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue the implementation of school wide inclusive practices throughout the school day. Morning Announcements to include highlighting, celebrating, and teaching about others. Spotlight programs, students, cultures, special events in Tiger Tales and on social media. 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, 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. Book Fair donations to sister school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased feelings of belonging and school pride. Increased awareness of self and of others as evidenced by fewer discipline discussions and referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Program Leaders Librarian Counselor Leadership Team</p>	Formative		
	Oct	Jan	Apr
<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: STUDENT SUPPORT.** Every Frostwood Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 2: GUIDANCE AND COUNSELING:** Each grade level will implement and support character education and social-emotional learning curriculum.

**Evaluation Data Sources:** Training materials and attendance rosters

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to incorporate Character Strong lessons and resources into Morning Meetings, counselor lessons and faculty meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals Panorama goals met Academic performance goals met</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> No Place For Hate and materials for Character Strong lessons. - 199 PIC 99 - Undistributed</p>	Formative		
	Oct	Jan	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 1: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee roster

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> Clinic Supplies - 199 PIC 99 - Undistributed, Custodial Overtime and Supplies - 199 PIC 99 - Undistributed, Radio Maintenance - 199 PIC 99 - Undistributed</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 2: EMERGENCY OPERATIONS:** Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

**Evaluation Data Sources:** Campus Emergency Operation Procedures Documents

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4: FISCAL RESPONSIBILITY.** Frostwood Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct weekly (or more frequently as needed) budget meetings with Administrative Assistant to review and manage money.  <b>Strategy's Expected Result/Impact:</b> Error free records.                      Documentation of purchases and orders.  <b>Staff Responsible for Monitoring:</b> Principal                      Administrative Assistant                      Assistant Principal  <b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Monitor Paraprofessional work and time off for campus efficiency.  <b>Strategy's Expected Result/Impact:</b> Well run office and school building.  <b>Staff Responsible for Monitoring:</b> Principal and Administrative Assistant  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture  <b>Funding Sources:</b> Region 4 Services - 199 PIC 99 - Undistributed, Support Staff-Substitutes &amp; Overtime - 199 PIC 99 - Undistributed</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>
			

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes		\$0.00
1	1	1	Instructional Materials		\$0.00
1	1	1	Medicare		\$0.00
1	1	2	Overtime		\$0.00
1	1	2	Substitutes		\$0.00
1	1	2	Instructional Materials		\$0.00
1	1	3	Instructional Materials		\$0.00
1	1	3	Substitutes		\$0.00
1	3	1	Support Staff Substitutes		\$0.00
1	4	1	Employee Travel		\$0.00
1	4	2	Employee Travel		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$42,220.00
<b>+/- Difference</b>					<b>\$42,220.00</b>
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Student and Teacher support		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$800.00
<b>+/- Difference</b>					<b>\$800.00</b>
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	At-Risk Students		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,520.00
<b>+/- Difference</b>					<b>\$1,520.00</b>

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	English Language Support for EL learners and staff		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,080.00
<b>+/- Difference</b>					\$3,080.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Expenses		\$0.00
1	4	1	Library Materials and Books		\$0.00
1	4	3	Teacher Training (Region 4)		\$0.00
2	2	1	No Place For Hate and materials for Character Strong lessons.		\$0.00
3	1	1	Clinic Supplies		\$0.00
3	1	1	Custodial Overtime and Supplies		\$0.00
3	1	1	Radio Maintenance		\$0.00
4	1	2	Region 4 Services		\$0.00
4	1	2	Support Staff-Substitutes & Overtime		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$12,010.00
<b>+/- Difference</b>					\$12,010.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$80,100.00
<b>+/- Difference</b>					\$80,100.00
<b>Grand Total</b>					\$0.00

# Addendums