

# **Spring Branch Independent School District**

## **Frostwood Elementary School**

### **2023-2024 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 Elementary School** serves students in grades K-5 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 57 students from the 2020–2021 school year to the 2022–2023 school year.

### Enrollment Trends:

2022-2023: Enrollment – 798

2021-2022: Enrollment – 762

2020-2021: Enrollment – 741

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Frostwood Elementary School has remained relatively consistent during the past three years. The majority of the students are White, followed by Asian. During the 2022-2023 school year, 15.9% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 20.3% At-Risk; 4.9% Immigrant; 11.9% of students were identified for special education services; and 21.2% were identified for gifted and talented services.

### Demographic Trends: Race/Ethnicity

2022-2023: African American – \*

2021-2022: African American – \*

2020-2021: African American – 5 (0.7%)

2022-2023: American Indian-Alaskan Native – 6 (0.8%)

2021-2022: American Indian-Alaskan Native – \*

2020-2021: American Indian-Alaskan Native – \*

2022-2023: Asian – 189 (23.7%)

2021-2022: Asian – 180 (23.6%)

2020-2021: Asian – 182 (24.6%)

2022-2023: Hispanic – 111 (13.9%)

2021-2022: Hispanic – 107 (14.0%)

2020-2021: Hispanic – 101 (13.6%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 431 (54.0%)

2021-2022: White – 415 (54.5%)

2020-2021: White – 404 (54.5%)

2022-2023: Two-or-more – 57 (7.1%)

2021-2022: Two-or-more – 54 (7.1%)

2020-2021: Two-or-more – 47 (6.3%)

*Source: PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Additional Student Information:**

2022-2023: At-Risk – 162 (20.3%)

2021-2022: At-Risk – 184 (24.2%)

2020-2021: At-Risk – 156 (21.1%)

2022-2023: Economically Disadvantaged – 94 (11.8%)

2021-2022: Economically Disadvantaged – 97 (12.7%)

2020-2021: Economically Disadvantaged – 73 (9.9%)

2022-2023: Emergent Bilingual/English Learner – 127 (15.9%)

2021-2022: Emergent Bilingual/English Learner – 137 (18.0%)

2020-2021: Emergent Bilingual/English Learner – 121 (16.3%)

2022-2023: Gifted and Talented – 169 (21.2%)

2021-2022: Gifted and Talented – 145 (19.0%)

2020-2021: Gifted and Talented – 131 (17.7%)

2022-2023: Homeless – 0 (0.0%)

2021-2022: Homeless – \*

2020-2021: Homeless – 0 (0.0%)

2022-2023: Immigrant – 39 (4.9%)

2021-2022: Immigrant – 30 (3.9%)

2020-2021: Immigrant – 23 (3.1%)

2022-2023: Migrant – 0 (0.0%)

2021-2022: Migrant – 0 (0.0%)

2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 95 (11.9%)

2021-2022: Special Education – 75 (9.8%)

2020-2021: Special Education – 73 (9.9%)

Source: *PEIMS OnDataSuite Fall Dashboard*

*\*Fewer than five students not shown*

**Attendance Rates:**

2020-2021: 98.0%

2019-2020: 99.2%

Source: *2021-2022 Texas Academic Performance Report (TAPR)*

**Chronic Absenteeism:**

2020-2021: 0.8%

2019-2020: 0.6%

Source: *2021-2022 Texas Academic Performance Report (TAPR)*

**Demographics Strengths**

Our student population has been continuously growing, but our demographics have remained largely proportional. We have a high number of students that are identified as Gifted and Talented.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Attendance rates are dropping. **Root Cause:** Families schedule trips during the school year on school days. Communication with the school regarding children with chronic absences and chronic late arrivals is inefficient. Lots of illness occurred throughout the course of the year.

**Problem Statement 2:** Our reclassification rates are not proportional to the increased Emergent Bilingual enrollment. **Root Cause:** Direct support for emergent bilingual students is limited to one teacher who is also responsible for TELPAS and all associated paperwork. Instructional strategies for EBs are implemented to varying degrees by general education teachers in the classroom.

# Student Achievement

## Student Achievement Summary

Frostwood Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

### **Below is a summary of the STAAR Reading passing rates:**

2022: 3rd Grade Reading - 90% Approaches; 73% Meets; 54% Masters

2021: 3rd Grade Reading - 89% Approaches; 74% Meets; 49% Masters

2022: 4th Grade Reading - 95% Approaches; 84% Meets; 61% Masters

2021: 4th Grade Reading - 87% Approaches; 70% Meets; 40% Masters

2022: 5th Grade Reading - 98% Approaches; 83% Meets; 58% Masters

2021: 5th Grade Reading - 98% Approaches; 77% Meets; 62% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

### **Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:**

2022: SPED All Grades Reading - 58% Approaches; 34% Meets; 16% Masters

2021: SPED All Grades Reading - 66% Approaches; 31% Meets; 16% Masters

2022: EB/EL All Grades Reading - 90% Approaches; 74% Meets; 52% Masters

2021: EB/EL All Grades Reading - 87% Approaches; 73% Meets; 46% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

### **Below is a summary of the STAAR Mathematics passing rates:**

2022: 3rd Grade Mathematics - 91% Approaches; 70% Meets; 46% Masters

2021: 3rd Grade Mathematics - 92% Approaches; 72% Meets; 40% Masters

2022: 4th Grade Mathematics - 96% Approaches; 88% Meets; 70% Masters

2021: 4th Grade Mathematics - 92% Approaches; 85% Meets; 77% Masters

2022: 5th Grade Mathematics - 97% Approaches; 89% Meets; 68% Masters

2021: 5th Grade Mathematics - 98% Approaches; 94% Meets; 86% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:**

2022: SPED All Grades Mathematics - 58% Approaches; 34% Meets; 24% Masters

2021: SPED All Grades Mathematics - 63% Approaches; 44% Meets; 22% Masters

2022: EB/EL All Grades Mathematics - 93% Approaches; 77% Meets; 56% Masters

2021: EB/EL All Grades Mathematics - 92% Approaches; 82% Meets; 68% Masters

*Source: 2021-2022 Texas Academic Performance Report (TAPR)*

**Student Achievement Strengths**

By grade level, our students are performing relatively equally in both math and reading. We have low numbers of students performing at the Did Not Meets level. Our Emergent Bilingual/English Learners are scoring at the Approaches level at the same approximate rate as their non-EB/EL peers.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** 4th Grade SpEd scores are much lower in Reading than Gen Ed. **Root Cause:** More Gen Ed small groups differentiation should be added.

**Problem Statement 2:** 5th Grade "Meets" is higher in Math than in Reading. **Root Cause:** EB/EL students and SpEd students are not performing at the same level as their non-EB and non-SpEd peers. This is likely due to not being able to access the curriculum in the same way.



# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Frostwood Elementary School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

### Teacher by years of experience:

2022-2023: Beginning – 1 FTE (2.1%)

2021-2022: Beginning – 1 FTE (2.2%)

2020-2021: Beginning – 4 FTE (9.6%)

2022-2023: 1-5 Years – 15 FTE (30.8%)

2021-2022: 1-5 Years – 12 FTE (26.8%)

2020-2021: 1-5 Years – 8 FTE (19.2%)

2022-2023: 6-10 Years – 8 FTE (16.4%)

2021-2022: 6-10 Years – 6.2 FTE (13.8%)

2020-2021: 6-10 Years – 3 FTE (7.2%)

2022-2023: 11-20 Years – 7.5 FTE (15.4%)

2021-2022: 11-20 Years – 8.6 FTE (19.2%)

2020-2021: 11-20 Years – 9.5 FTE (22.8%)

2022-2023: Over 20 Years – 17.2 FTE (35.3%)

2021-2022: Over 20 Years – 17 FTE (37.9%)

2020-2021: Over 20 Years – 17.1 FTE (41%)

2022-2023: Total – 48.7 FTE (100%)

2021-2022: Total – 44.8 FTE (100%)

2020-2021: Total – 41.7 FTE (100%)

*Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report*

## **Staff Recruitment and Retention Strengths**

Our staff is composed of primarily seasoned teachers with a nice mix of staff members that have been in education 20+ years and newer experienced teachers with around 5 years of experience. This allows for meaningful dialogue surrounding best practices and innovative ideas/instructional practices.

## **Problem Statements Identifying Staff Recruitment and Retention Needs**

**Problem Statement 1:** Recruiting and retaining paraprofessionals in instructional positions has been challenging, particularly for special education positions. **Root Cause:** The pay is not enough to survive on in our current economy.

**Problem Statement 2:** Teachers are stressed by the amount of work and struggle with work-life balance. **Root Cause:** More and more responsibilities and tasks are placed on the teachers without taking anything away, yet the hours in a day remain unchanged.

# Family and Community Engagement

## Family and Community Engagement Summary

### FAMILY ENGAGEMENT

Frostwood Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

### COMMUNITY ENGAGEMENT

Frostwood Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

## Family and Community Engagement Strengths

We have a highly involved and supportive community. We offer many volunteer opportunities throughout the year, many of which are weekly opportunities. The Frostwood PTA is healthy and eager to be involved and help the campus achieve success in any way. The reputation of our campus is strong and widely known. Many new families from as far away as Canada, Washington and Connecticut, have remarked that they were told Frostwood was THE best school in Houston. New families are supported through PTA's Tiger Buddies as well as campus staff. Our community events are well attended and we work to ensure that a family's ability to attend these events is not limited by the ability to pay.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Low socioeconomic students would benefit from a mentor, but mentors are hard to come by. **Root Cause:** Need increased mentor recruiting and mentors that are willing to come to the schools perceived to have no problems due to demographics or location within the district.

**Problem Statement 2:** Family & community engagement are high, and our campus will continue to provide opportunities. **Root Cause:** Frostwood consistently provides opportunities for families to engage with the school.

# Goals

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

**Performance Objective 1: ACHIEVEMENT:** By June 2024, Frostwood Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading and math by at least 2 percentage points in approaches, 4 percentage points in meets, and 3 percentage points in masters.

2022-23: Reading: 96% (approaches), 83% (meets), 56% (masters); Math: 96% (approaches), 85% (meets), 61% (masters) Baseline Year

**Evaluation Data Sources:** 2023 Texas Academic Performance Report (TAPR)

## Strategy 1 Details

**Strategy 1:** During August staff development, teams will analyze data from the 2022-2023 school year, including MAP, PSA, and literacy benchmark data with their grade level and vertical teams to strategically plan for instruction at the start of the school year.

**Strategy's Expected Result/Impact:** Analyzing prior year data at the beginning of the school year will result in targeted instruction from the start of the school year.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionists, Classroom Teachers

**Funding Sources:** - 199 PIC 24 - At Risk - \$500, - 199 PIC 11 - Instructional Services - \$10,000, - 199 PIC 99 - Undistributed - \$2,000

## Strategy 2 Details

**Strategy 2:** At the start of the school year and throughout the year, teachers will study/review the TEKS and identify essential standards for their grade level, guided by the support of instructional specialists and administration, as well as feedback from the grade level teams above and below them.

**Strategy's Expected Result/Impact:** Utilizing district curriculum documents, identifying essential standards, and analyzing data for the students in their classrooms will allow teachers to ensure at least one year of growth for ALL students.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Classroom Teachers

**Funding Sources:** - 199 PIC 99 - Undistributed - \$500, - 199 PIC 11 - Instructional Services - \$2,337

## Strategy 3 Details

**Strategy 3:** During WIN Time, FWE teachers and specialists will provide Tier II or III instruction to students according to their needs without sacrificing crucial Tier I instructional time. Teachers, administrators, and parents will determine student needs during weekly PLC discussions, monthly RtI data digs, SSC meetings, 504 meetings, and ARD meetings.

**Strategy's Expected Result/Impact:** Increased academic performance of all students, with a minimum of one year's growth for ALL.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists, Interventionists, Classroom Teachers

**Funding Sources:** - 199 PIC 23 - Special Education - \$500, - 199 PIC 99 - Undistributed - \$2,500, - 199 PIC 11 - Instructional Services - \$5,000

#### Strategy 4 Details

**Strategy 4:** Teachers will meet weekly as a collaborative team to review instructional data, plan common assessments, and determine student needs with the support of administration and instructional specialists.

**Strategy's Expected Result/Impact:** Increased academic performance of all students, with a minimum of one year's growth for ALL.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionists, Classroom Teachers

**Funding Sources:** - 199 PIC 11 - Instructional Services - \$1,000

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

**Performance Objective 2: STUDENT GROWTH:** By June 2024, Frostwood Elementary School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 3 percentage points or to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 79%/53% (Reading); 84%/56% (Math) Baseline Year

**Evaluation Data Sources:** 2023 TAPR

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will study 22-23 STAAR data, PSTAAR data, and benchmark data to design targeted instruction, intervention, and extension for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate growth in reading and math throughout the school year, as well as year-over-year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p><b>Funding Sources:</b> - 199 PIC 99 - Undistributed - \$1,000, - 199 PIC 11 - Instructional Services - \$6,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers will meet weekly with their collaborative teams, instructional coaches, assistant principals, and support staff to ensure the integration of best instructional practices and to analyze both district and campus assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will grow at least one grade level in reading from BOY to EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p><b>Funding Sources:</b> - 199 PIC 11 - Instructional Services - \$2,000</p>

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

**Performance Objective 3: CLOSING THE GAPS:** By June 2024, Frostwood Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 3 component points.

2022-23: 31 of 32 Academic Achievement Points Met; 96.9% Component Points (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools

Strategy 1 Details
<p><b>Strategy 1:</b> Differentiate the level of content complexity and enrichment to close the gaps between students receiving special education services and students not identified with a learning disability.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students receiving special education services who achieve approaches or better on STAAR will increase and align more closely to the scores of students not receiving special education services.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p><b>Funding Sources:</b> - 199 PIC 23 - Special Education - \$1,000, - 199 PIC 11 - Instructional Services - \$1,800</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Ensure RtI consistency and fidelity of interventions in math and reading with students identified as needing Tier II and/or Tier III interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving RtI services will show the incremental growth necessary to achieve approaches or better on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p><b>Funding Sources:</b> - 199 PIC 11 - Instructional Services - \$3,000, - 199 PIC 99 - Undistributed - \$500, - 199 PIC 23 - Special Education - \$882</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Provide additional support and enrichment to push students academically. Will target students achieving Meets &amp; Masters on the 2022-23 STAAR to ensure they move up to Masters or stay Masters on the 2023-24 STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will move from Meets to Masters performance level on 23-24 STAAR or stay Masters (if scored Masters on 22-23 STAAR).</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Interventionists, Instructional Specialists, and Classroom Teachers.</p> <p><b>Funding Sources:</b> - 199 PIC 11 - Instructional Services - \$563, - 199 PIC 99 - Undistributed - \$600</p>

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

**Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 71% (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Staff will receive training on appropriate and effective instructional practices and accommodations for EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement effective instructional practices in their lessons and provide accommodations on assignments and assessments to enable EB students to access the curriculum adequately.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, EB Specialist</p> <p><b>Funding Sources:</b> - 199 PIC 25 - ESL/Bilingual - \$540, - 199 PIC 11 - Instructional Services - \$2,000</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Teachers will plan for targeted instruction of each EB student in their class addressing each domain. Students will understand the focus of each domain and what they need to be able to do to demonstrate growth.</p> <p><b>Strategy's Expected Result/Impact:</b> All EB students will increase at least one composite score and/or reclassify by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Interventionists, Classroom Teachers, EB Specialist</p> <p><b>Funding Sources:</b> - 199 PIC 25 - ESL/Bilingual - \$1,000</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Staff will provide intervention to EB students in reading and in math informed by formal and informal assessment data, as well as analysis of 2022-23 TELPAS data.</p> <p><b>Strategy's Expected Result/Impact:</b> All EB students will demonstrate growth in reading and math from BOY to EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Interventionists, Classroom Teachers, EB Specialist.</p> <p><b>Funding Sources:</b> - 199 PIC 25 - ESL/Bilingual - \$1,000, - 199 PIC 24 - At Risk - \$500</p>



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

**Performance Objective 5: EARLY LITERACY:** By June 2024, Frostwood Elementary School will increase the percentage of K-2 students on track to read at grade level by 3 percentage points or  $\geq 80\%$ .

**Evaluation Data Sources:** Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling  
Grades 1 and 2: Phonics Decoding and Encoding and Oral Reading Analysis

#### Strategy 1 Details

**Strategy 1:** Analyze literacy benchmark data to inform small group instruction for all students in grades K-2. Provide intervention and extension to ensure at least one year's growth for all students.

**Strategy's Expected Result/Impact:** All students will demonstrate at least one year of growth in reading, and at least 95% of students in grades K-2 will be reading on or above grade level.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers

**Funding Sources:** - 199 PIC 36 - Early Education - \$300, - 199 PIC 11 - Instructional Services - \$3,000

#### Strategy 2 Details

**Strategy 2:** Design differentiated and individualized instruction to ensure the instructional needs of all students are met.

**Strategy's Expected Result/Impact:** Each student will receive the supports and enrichment necessary to ensure high levels of learning.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers

**Funding Sources:** - 199 PIC 11 - Instructional Services - \$2,000, - 199 PIC 99 - Undistributed - \$580

#### Strategy 3 Details

**Strategy 3:** Utilize protected WIN Time, Interventionists, and small group instruction to ensure students are meeting or exceeding district and campus benchmark expectations.

**Strategy's Expected Result/Impact:** All students in grades K-2 will be on or above grade level in reading by EOY.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Reading Interventionists, Literacy Instructional Specialists, Classroom Teachers

**Funding Sources:** - 199 PIC 11 - Instructional Services - \$1,000

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

**Performance Objective 6: EARLY NUMERACY:** By June 2024, Frostwood Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 3 percentage points or  $\geq 80\%$ .

**Evaluation Data Sources:** K-2 Math Progress Monitoring

**Strategy 1 Details**

**Strategy 1:** Utilize protected WIN Time, Interventionists, and small group instruction to ensure students are meeting or exceeding district and campus benchmark expectations.

**Strategy's Expected Result/Impact:** All students in grades K-2 will be on or above grade level in math by EOY.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Math Interventionists, Math Instructional Specialist, Classroom Teachers

**Funding Sources:** - 199 PIC 36 - Early Education - \$200, - 199 PIC 99 - Undistributed - \$500, - 199 PIC 11 - Instructional Services - \$1,000

**Strategy 2 Details**

**Strategy 2:** Teachers will work with the Math Instructional Specialist to prepare for, implement, and analyze the data from benchmark and common formative assessments to identify student needs and ensure student growth.

**Strategy's Expected Result/Impact:** All students will demonstrate growth in math from BOY to EOY.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Math Interventionists, Math Instructional Specialist, Classroom Teachers

**Funding Sources:** - 199 PIC 11 - Instructional Services - \$2,000, - 199 PIC 23 - Special Education - \$400, - 199 PIC 24 - At Risk - \$500

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

**Performance Objective 7: ADVANCED COURSES:** By June 2024, Frostwood Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

**Evaluation Data Sources:** Multiple measures

**Strategy 1 Details**

**Strategy 1:** Through grade level and vertical team PLC meetings ensure the integration of best instructional practices informed by formal and informal assessments and the analysis of data.

**Strategy's Expected Result/Impact:** Teachers will learn with and from each other in order to refine their instructional practices and implement best practices and a more standardized approach to best practices across campus.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers

**Funding Sources:** - 199 PIC 11 - Instructional Services - \$2,000

**Strategy 2 Details**

**Strategy 2:** Provide enrichment strategies and activities for students and embed in weekly plans.

**Strategy's Expected Result/Impact:** All students receive the enrichment they require in order to excel in math instruction.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers

**Funding Sources:** - 199 PIC 11 - Instructional Services - \$2,563

**Goal 2:** STUDENT SUPPORT. Frostwood Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 1:** CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, Frostwood Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

**Evaluation Data Sources:** Campus calendar and newsletters

**Strategy 1 Details**

**Strategy 1:** Frostwood staff will use a common language to support students' academic and social-emotional needs across the campus. This will ensure students are Academically Prepared, Ethical and Service Minded, Empathetic and Self Aware, and strong Communicators and Collaborators.

**Strategy's Expected Result/Impact:** Students will understand the Core Characteristics and will hear staff across the campus using common language to support that understanding.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Classroom Teachers, Counselor

**Funding Sources:** - 199 PIC 99 - Undistributed - \$400

**Strategy 2 Details**

**Strategy 2:** Purposefully teach and model effective study habits and time management skills. Protect time for students to practice these skills.

**Strategy's Expected Result/Impact:** Students will be academically prepared and will demonstrate problem solving and time management skills.

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Classroom Teachers, Counselor

**Goal 2: STUDENT SUPPORT.** Frostwood Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 2: INTERVENTIONS:** By June 2024, Frostwood Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

**Evaluation Data Sources:** Multiple measures

Strategy 1 Details
<p><b>Strategy 1:</b> Grade level teams will meet with administration, interventionists, and instructional specialists monthly to review students receiving TIER II &amp; III interventions to review student progress and plan for the needs of these students (i.e. creation &amp; monitoring of learning goals).</p> <p><b>Strategy's Expected Result/Impact:</b> All students will be provided with differentiated instruction that meets their individual needs and will experience at least one year's growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p>

**Goal 2: STUDENT SUPPORT.** Frostwood Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 3: STUDENT ATTENDANCE:** By June 2024, student attendance at Frostwood Elementary School will increase or will be  $\geq 98\%$ .

**Evaluation Data Sources:** Skyward data, TAPR

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Campus administrators will meet with the families of any students with excessive excused and/or unexcused absences to develop an Attendance Improvement Plan (AIP).</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance Improvement Plans will result in increased attendance for any students with excessive excused and/or unexcused absences.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> The campus will host engaging in-person activities on campus immediately before and/or after school holidays to encourage families not to take their kids out of school early or return late from trips.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance in the days leading up to and immediately following school holidays will improve.</p> <p><b>Staff Responsible for Monitoring:</b> All FWE staff</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Families will receive monthly updates on attendance rates, including tardies and absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will be more aware of FWE attendance rates and make an effort to minimize missing school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and ADA</p>

**Goal 3: SAFE SCHOOLS.** Frostwood Elementary School will ensure a safe and secure learning environment.

**Performance Objective 1: SAFE SCHOOL ENVIRONMENT:** Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

**Evaluation Data Sources:** Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

**Strategy 1 Details**

**Strategy 1:** The FWE counselor will implement proactive behavior lessons in classrooms to address campus behavior expectations as well as any classroom or grade level specific behavior needs.

**Strategy's Expected Result/Impact:** By proactively addressing behavior expectations and common misbehaviors student behavior referrals will decrease.

**Staff Responsible for Monitoring:** Principal, counselor

**Funding Sources:** - 199 PIC 24 - At Risk - \$400

**Strategy 2 Details**

**Strategy 2:** We will continue to reinforce our campus wide expectations (ROAR) and conduct grade-level wide discipline assemblies to inform students of our campus wide expectations across settings, including hallway, classrooms, playground, cafeteria, buses, etc.

**Strategy's Expected Result/Impact:** Improved safety and behavior campus-wide.

**Staff Responsible for Monitoring:** All FWE staff

**Goal 3: SAFE SCHOOLS.** Frostwood Elementary School will ensure a safe and secure learning environment.

**Performance Objective 2: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

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

Strategy 1 Details
<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> Administrative Team Campus Safety Committee</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Participate in 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> Administrative Team Safety Committee All Campus Staff</p>



**Goal 3: SAFE SCHOOLS.** Frostwood Elementary School will ensure a safe and secure learning environment.

**Performance Objective 3: EMERGENCY OPERATIONS:** Maintain 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**

**Strategy 1: EMERGENCY OPERATIONS PROCEDURES:** Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.

**Strategy's Expected Result/Impact:** Campus EOP is turned in and filed by September 1st.

**Staff Responsible for Monitoring:** Administrative Team

**Strategy 2 Details**

**Strategy 2: EMERGENCY OPERATIONS PROCEDURES:** Update campus EOP annually and train staff at the start of each school year.

**Strategy's Expected Result/Impact:** Campus procedures maintained in campus EOPs.

Staff training documents maintained.

EOP submitted by September 1st.

**Staff Responsible for Monitoring:** Administrators

Safety Committee

**Goal 4: FISCAL RESPONSIBILITY.** Frostwood Elementary School will ensure efficient and effective fiscal management of resources and operations.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices.

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

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Principal and Administrative Assistant will meet at least monthly to review status of budgets and plan remaining expenses accordingly. <b>Strategy's Expected Result/Impact:</b> Error free financial records, including documentation of purchases and orders. <b>Staff Responsible for Monitoring:</b> Principal, Administrative Assistant, Assistant Principals</p>
<b>Strategy 2 Details</b>
<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 with no comp time payout. <b>Staff Responsible for Monitoring:</b> Principal and Administrative Assistant</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Monitor all staff absences in AESOP to ensure accuracy in reporting of time and reason. Ensure sub category is appropriate for absence reason. <b>Strategy's Expected Result/Impact:</b> Error free AESOP reports and goodwill with the payroll department. <b>Staff Responsible for Monitoring:</b> Principal, Administrative Assistant, Staff</p>

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10,000.00
1	1	2			\$2,337.00
1	1	3			\$5,000.00
1	1	4			\$1,000.00
1	2	1			\$6,000.00
1	2	2			\$2,000.00
1	3	1			\$1,800.00
1	3	2			\$3,000.00
1	3	3			\$563.00
1	4	1			\$2,000.00
1	5	1			\$3,000.00
1	5	2			\$2,000.00
1	5	3			\$1,000.00
1	6	1			\$1,000.00
1	6	2			\$2,000.00
1	7	1			\$2,000.00
1	7	2			\$2,563.00
<b>Sub-Total</b>					\$47,263.00
<b>Budgeted Fund Source Amount</b>					\$47,263.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$500.00
1	3	1			\$1,000.00
1	3	2			\$882.00
1	6	2			\$400.00

199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$2,782.00
<b>Budgeted Fund Source Amount</b>					\$2,782.00
<b>+/- Difference</b>					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
1	4	3			\$500.00
1	6	2			\$500.00
3	1	1			\$400.00
<b>Sub-Total</b>					\$1,900.00
<b>Budgeted Fund Source Amount</b>					\$1,900.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$540.00
1	4	2			\$1,000.00
1	4	3			\$1,000.00
<b>Sub-Total</b>					\$2,540.00
<b>Budgeted Fund Source Amount</b>					\$2,540.00
<b>+/- Difference</b>					\$0.00
199 PIC 36 - Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$300.00
1	6	1			\$200.00
<b>Sub-Total</b>					\$500.00
<b>Budgeted Fund Source Amount</b>					\$500.00
<b>+/- Difference</b>					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$500.00
1	1	3			\$2,500.00
1	2	1			\$1,000.00
1	3	2			\$500.00
1	3	3			\$600.00
1	5	2			\$580.00
1	6	1			\$500.00
2	1	1			\$400.00
<b>Sub-Total</b>					\$8,580.00
<b>Budgeted Fund Source Amount</b>					\$8,580.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$63,565.00
<b>Grand Total Spent</b>					\$63,565.00
<b>+/- Difference</b>					\$0.00