

Spring Branch Independent School District

Frostwood Elementary School

2024-2025



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 74 students from the 2021–2022 school year to the 2023–2024 school year.

Enrollment Trends:

2023-2024: Enrollment – 836

2022-2023: Enrollment – 798

2021-2022: Enrollment – 762

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 2023-2024 school year, 16.9% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 23.3% At-Risk; 5.1% Immigrant; 13.6% of students were identified for special education services; and 23.9% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 10 (1.2%)

2022-2023: African American – *

2021-2022: African American – *

2023-2024: American Indian-Alaskan Native – *

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

2021-2022: American Indian-Alaskan Native – *

2023-2024: Asian – 208 (24.9%)

2022-2023: Asian – 189 (23.7%)

2021-2022: Asian – 180 (23.6%)

2023-2024: Hispanic – 115 (13.8%)

2022-2023: Hispanic – 111 (13.9%)

2021-2022: Hispanic – 107 (14.0%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)

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

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

2023-2024: White – 444 (53.1%)
2022-2023: White – 431 (54.0%)
2021-2022: White – 415 (54.5%)

2023-2024: Two-or-more – 55 (6.6%)
2022-2023: Two-or-more – 57 (7.1%)
2021-2022: Two-or-more – 54 (7.1%)

Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Additional Student Information:

2023-2024: At-Risk – 195 (23.3%)
2022-2023: At-Risk – 162 (20.3%)
2021-2022: At-Risk – 184 (24.2%)

2023-2024: Economically Disadvantaged – 94 (11.2%)
2022-2023: Economically Disadvantaged – 94 (11.8%)
2021-2022: Economically Disadvantaged – 97 (12.7%)

2023-2024: Emergent Bilingual/English Learner – 141 (16.9%)
2022-2023: Emergent Bilingual/English Learner – 127 (15.9%)
2021-2022: Emergent Bilingual/English Learner – 137 (18.0%)

2023-2024: Gifted and Talented – 200 (23.9%)
2022-2023: Gifted and Talented – 169 (21.2%)
2021-2022: Gifted and Talented – 145 (19.0%)

2023-2024: Homeless – *
2022-2023: Homeless – 0 (0.0%)
2021-2022: Homeless – *

2023-2024: Immigrant – 43 (5.1%)
2022-2023: Immigrant – 39 (4.9%)
2021-2022: Immigrant – 30 (3.9%)

2023-2024: Migrant – 0(0.0%)
2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)

2023-2024: Special Education – 114 (13.6%)
2022-2023: Special Education – 95 (11.9%)
2021-2022: Special Education – 75 (9.8%)

Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Attendance Rates:

2021-2022: 96.6%

2020-2021: 98.0%

2019-2020: 99.2%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2021-2022: 2.4%

2020-2021: 0.8%

2019-2020: 0.6%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

1. Diversity of the students and variety of cultures
2. Consistent cultural celebrations
3. Inclusion of all students into General Education

Problem Statements Identifying Demographics Needs

Problem Statement 1: Frostwood's attendance rates have declined since COVID, while chronic absenteeism rates have increased. **Root Cause:** Many families take trips during the school year and our "sick" seasons have been worse recently, resulting in more students being out.

Problem Statement 2: The number of students requiring specially designed instruction through Special Education has increased over the last 3 years, resulting in different staffing. **Root Cause:** Dyslexia is now housed under Special Education and more students are entering with outside diagnoses.

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 Redesign Reading passing rates for 2023 (Baseline Year):

3rd Grade Reading - 98% Approaches; 88% Meets; 55% Masters

4th Grade Reading - 93% Approaches; 69% Meets; 42% Masters

5th Grade Reading - 98% Approaches; 91% Meets; 72% Masters

SPED All Grades Reading - 80% Approaches; 46% Meets; 20% Masters

EB/EL All Grades Reading - 91% Approaches; 73% Meets; 46% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rate for 2023 (Baseline Year):

3rd Grade Mathematics - 98% Approaches; 84% Meets; 53% Masters

4th Grade Mathematics - 92% Approaches; 74% Meets; 48% Masters

5th Grade Mathematics - 98% Approaches; 96% Meets; 80% Masters

SPED All Grades Mathematics - 78% Approaches; 58% Meets; 22% Masters

EB/EL All Grades Mathematics - 93% Approaches; 80% Meets; 54% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

1. Consistent performance of 90% or greater at the Approaches level on STAAR.
2. Emergent Bilingual reclassification rates are high.

3. Phonics and decoding proficiency for primary grades are increasing.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Despite the learning we have done as a faculty and the strategies we have implemented, our EB students are not reclassifying on track as often as they should. Speaking and Writing remain areas with lower TELPAS performance. **Root Cause:** The TELPAS test is a very hard test and it is hard to realistically simulate the test in practice. Due to students being pulled for various other services, it is often hard to pull some EB students consistently for small group instruction.

Problem Statement 2: 4th Grade math STAAR scores have fallen for the 2nd year in a row. **Root Cause:** The 4th grade math team in 2023-2024 was not cohesive and didn't consistently follow the SBISD math curriculum. Team composition has changed for the 2024-2025 school year and the team is aligned to the SBISD math curriculum.

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:

2023-2024: Beginning – 0.0 FTE (0.0%)

2022-2023: Beginning – 1.0 FTE (2.1%)

2021-2022: Beginning – 1.0 FTE (2.2%)

2023-2024: 1-5 Years – 17.8 FTE (36.1%)

2022-2023: 1-5 Years – 15.0 FTE (30.8%)

2021-2022: 1-5 Years – 12.0 FTE (26.8%)

2023-2024: 6-10 Years – 6.0 FTE (12.2%)

2022-2023: 6-10 Years – 8.0 FTE (16.4%)

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

2023-2024: 11-20 Years – 6.5 FTE (13.2%)

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

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

2023-2024: Over 20 Years – 19.0 FTE (38.5%)

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

2021-2022: Over 20 Years – 17.0 FTE (37.9%)

2023-2024: Total – 49.3 FTE (100%)

2022-2023: Total – 48.7 FTE (100%)

2021-2022: Total – 44.8 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

1. Highly effective teachers and teams are strategically placed
2. Instructional specialists support new staff members
3. Parents and community are supportive of staff

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Maintaining a fully staffed Special Education team is challenging. We are have an unfilled paraprofessional unit and teacher unit on that team, resulting in higher case loads and tricky scheduling. **Root Cause:** Low pay for paraprofessionals and lack of well-qualified candidates

Problem Statement 2: We lost 7 teachers at the end of 2023-2024 school year to private schools and the private sector. **Root Cause:** High stress, responsibility, and class sizes in public education, as well as lack of funding and low pay.

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 12,000+ 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

High PTA membership

Community events throughout school year- Book Fair, Carnival, International Festival, Art Fair, Literacy Night

Parent volunteers active on campus- library, readers, special events, salad bar

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We want to encourage and increase involvement of working parents and those that speak a language other than English. **Root Cause:** Language barrier and timing of campus events.

Problem Statement 2: We work on increasing parent engagement is all of our cultural events **Root Cause:** Timing of campus events

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 2025, 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, 2 percentage points in meets, and 2 percentage points in masters.

2023-24: Reading: 97% (approaches), 86% (meets), 58% (masters); Math: 95% (approaches), 83% (meets), 53% (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 and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: During August Inservice, teachers and instructional specialists will look closely at data from the 2023-2024 school year, including literacy benchmark assessments, PSAs, STAAR, TELPAS, and K-2 progress monitoring 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: Analysis of prior data will result in targeted planning and instruction.

Staff Responsible for Monitoring: Principal, APs, Interventionists, CAIS, and teachers.

Funding Sources: - 199 PIC 24 - At Risk - \$500

Strategy 2 Details

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

Strategy's Expected Result/Impact: Targeted instruction and proficiency in grade level standards

Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, and teachers

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

Strategy 3 Details

Strategy 3: During WIN Time, Frostwood 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 regular PLC discussions, SSC meetings, 504 meetings, and ARD meetings.

Strategy's Expected Result/Impact: Intervention and instructional support tailored to students' needs without loss of Tier 1 instruction.

Staff Responsible for Monitoring: Principal, APs, Interventionists, Resource teachers, and classroom teachers,

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

Strategy 4 Details

Strategy 4: Teachers will meet weekly as a PLC to review instructional data, plan common assessments, and determine student needs with the support of administration and instructional specialists. Each semester teachers will have a planning day to allow meaningful collaboration.

Strategy's Expected Result/Impact: Alignment of instructional plans among teachers and tailored to student needs.

Staff Responsible for Monitoring: Principal, APs, classroom teachers, and instructional specialists.

Funding Sources: - 199 PIC 11 - Instructional Services - \$1,500

Strategy 5 Details

Strategy 5: Students that Did Not Meet expectations on STAAR will receive Accelerated Instruction in math and reading.

Strategy's Expected Result/Impact: Students will increase proficiency on the concepts missed on STAAR and score in the Approaches or higher range on STAAR.

Staff Responsible for Monitoring: Principal, APs, Interventionists and teachers.

Funding Sources: - 199 PIC 24 - At Risk - \$250

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 2025, Frostwood Elementary School will increase the percentage of students demonstrating STAAR Redesign academic growth in reading and math by 2 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 86%/53% (Reading); 82%/69% (Math)

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

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Teachers and staff will review the 2023-24 STAAR, PSTAAR, TELPAS, and local assessment data to design targeted instruction, intervention, and extension opportunities for all Frostwood students.</p> <p>Strategy's Expected Result/Impact: Student growth in reading and math</p> <p>Staff Responsible for Monitoring: Principal, APs, CAIS, Instructional Specialist, Intervention, and teachers.</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$5,000, - 199 PIC 99 - Undistributed - \$500</p>
Strategy 2 Details
<p>Strategy 2: Teams will meet biweekly in PLCs with administrators, and instructional specialists to ensure integration of best instructional practices and to analyze assessment data.</p> <p>Strategy's Expected Result/Impact: Students will grow at least one grade level in reading from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Principal, APs, CAIS, Interventionists, Instructional Specialist and teachers.</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$1,000</p>
Strategy 3 Details
<p>Strategy 3: 12 Frostwood teachers will participate in coaching cycles (3 per quarter) to integrate student centered instruction with a focus on student growth in their classrooms.</p> <p>Strategy's Expected Result/Impact: Increased student growth in the area of reading and writing.</p> <p>Staff Responsible for Monitoring: Principal, APs, Instructional Specialist, CAIS, and identified teachers.</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$800</p>

Strategy 4 Details

Strategy 4: During WIN Time, Frostwood 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 regular PLC discussions, monthly RtI meetings, SSC meetings, 504 meetings, and ARD meetings.

Strategy's Expected Result/Impact: Improved academic performance and a minimum of one year's growth for all students.

Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, CAIS, Interventionists, and teachers.

Funding Sources: - 199 PIC 24 - At Risk - \$500, - 199 PIC 11 - Instructional Services - \$1,000, - 199 PIC 23 - Special Education - \$500

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 2025, 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 1 component point.

2023-24: 31 of 32 Academic Achievement Points Met; 96.9% 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 and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Ensure consistency and fidelity of math and reading interventions for those needing Tier II and Tier III interventions.</p> <p>Strategy's Expected Result/Impact: Students receiving RtI services will score approaches or higher on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Interventionists, CAIS, and teachers.</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$2,000, - 199 PIC 99 - Undistributed - \$500</p>
Strategy 2 Details
<p>Strategy 2: Differentiate the level of content complexity and enrichment to close the gaps between students served by Special Education and students not identified with a learning disability.</p> <p>Strategy's Expected Result/Impact: Aligned performance on STAAR between students served by Special Education and those not served.</p> <p>Staff Responsible for Monitoring: Principal, APs, Instructional Specialists, Interventionists, CAIS, SpEd teachers, and GenEd teachers.</p> <p>Funding Sources: - 199 PIC 23 - Special Education - \$1,200, - 199 PIC 11 - Instructional Services - \$7,000, - 199 PIC 99 - Undistributed - \$1,000</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 2025, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 76%

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

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Teachers will plan targeted instruction for their EB students addressing each of the four domains. Students will understand the focus of the domain and what they need to do to demonstrate growth.</p> <p>Strategy's Expected Result/Impact: All EB students will increase at least one composite score and/or reclassify by EOY.</p> <p>Staff Responsible for Monitoring: Principal, APs, EB specialist, classroom teachers, interventionists, and CAIS.</p> <p>Funding Sources: - 199 PIC 25 - ESL/Bilingual - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: Teachers will utilize instructional strategies and programming, such as Talk Read Talk Write and Summit K-12, to reinforce and enhance student mastery of the four domains.</p> <p>Strategy's Expected Result/Impact: All EB students will increase at least one composite score and/or reclassify by EOY.</p> <p>Staff Responsible for Monitoring: Principal, APs, EB specialist, classroom teachers, interventionists, and CAIS.</p> <p>Funding Sources: - 199 PIC 25 - ESL/Bilingual - \$1,920</p>
Strategy 3 Details
<p>Strategy 3: Teachers, interventionists, and the EB specialist will use specific student data to design and implement intervention for students in reading and math.</p> <p>Strategy's Expected Result/Impact: All EB students will demonstrate growth in reading, math, and science from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Principal, APs, EB specialist, classroom teachers, interventionists, and CAIS.</p> <p>Funding Sources: - 199 PIC 24 - At Risk - \$700</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 2025, Frostwood Elementary School will increase the percentage of K-2 students on track to read at grade level by 5 percentage points or $\geq 80\%$.

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling (Baseline Year)
Grades 1 and 2: Spring Branch Literacy Checkpoints (Baseline Year)

Strategy 1 Details
<p>Strategy 1: Utilize 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.</p> <p>Strategy's Expected Result/Impact: At least 85% of students in grades K-2 will be reading one or above grade level by EOY.</p> <p>Staff Responsible for Monitoring: Principal, APs, CAIS, Literacy Instructional Specialist, Interventionist, and teachers,</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$1,000, - 199 PIC 99 - Undistributed - \$1,000</p>
Strategy 2 Details
<p>Strategy 2: Meet all student needs through intentionally designed and differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Students will receive the support and enrichment necessary to ensure high levels of learning.</p> <p>Staff Responsible for Monitoring: Principal, APs, CAIS, Literacy Instructional Specialist, Interventionist, and teachers.</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$1,500</p>

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 2025, Frostwood Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 2 percentage points or $\geq 80\%$.

Evaluation Data Sources: K-2 Math Progress Monitoring (Baseline Year)

Strategy 1 Details
<p>Strategy 1: Use WIN time, intervention and small group instruction to ensure students are meeting or exceeding district and campus expectations on benchmarks.</p> <p>Strategy's Expected Result/Impact: All students in grades K-2 will be at or above level in math by EOY.</p> <p>Staff Responsible for Monitoring: Principal, APs, CAIS, Instructional Specialist, Interventionist, and teachers.</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$1,000</p>

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 2025, Frostwood Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Embed enrichment and extension opportunities in weekly plans.

Strategy's Expected Result/Impact: All students will be appropriately challenged and enriched in order to excel in math..

Staff Responsible for Monitoring: Principal, APs, CAIS, Instructional Specialist, Interventionist, and teachers.

Funding Sources: - 199 PIC 11 - Instructional Services - \$4,500, - 199 PIC 99 - Undistributed - \$1,200

Strategy 2 Details

Strategy 2: Through grade level meetings and vertical team PLCs, staff will share and integrate best practice into their instructional plans with informal and formal assessment data in mind.

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

Staff Responsible for Monitoring: Principal, APs, CAIS, Instructional Specialist, Interventionist, and teachers.

Funding Sources: - 199 PIC 11 - Instructional Services - \$1,500

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 2025, 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
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will understand the SBISD Core Characteristics and will hear staff across the campus using common language to support that understanding.</p> <p>Staff Responsible for Monitoring: All FWE Staff</p>

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

Performance Objective 2: INTERVENTIONS: By June 2025, Frostwood Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Teams will collaborate with specialists and administrators to plan for the needs of students requiring intervention.

Strategy's Expected Result/Impact: All FWE students will be provided with differentiated instruction that meets their individual needs allowing them to experience at least one year's growth.

Staff Responsible for Monitoring: Principal, APs, CAIS, Literacy Instructional Specialist, Interventionist, and teachers.

Funding Sources: - 199 PIC 11 - Instructional Services - \$1,500

Strategy 2 Details

Strategy 2: Frostwood SSC team will set specific goals for all Tier II and Tier III students and progress monitor to ensure growth.

Strategy's Expected Result/Impact: All Tier II and Tier III students will experience growth.

Staff Responsible for Monitoring: Principal, APs, CAIS, Literacy Instructional Specialist, Interventionist, and teachers.

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

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

Performance Objective 3: STUDENT ATTENDANCE: By June 2025, student attendance at Frostwood Elementary School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: Frostwood will host engaging in-person activities on campus immediately before or after school holidays to encourage families not to take students out early/extend their vacations. This will include Field Day prior to Spring Break, 5th grade Colonial Day before Thanksgiving, class parties before Winter Break, and strategically placed Garden education days.</p> <p>Strategy's Expected Result/Impact: Attendance in the days leading up to and following school holidays will improve.</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$3,000</p>
Strategy 2 Details
<p>Strategy 2: Campus administrators will meet with the families of any students with excessive excused or unexcused absences to develop an Attendance Intervention Plan (AIP).</p> <p>Strategy's Expected Result/Impact: AIPs will result in increased attendance for any student with excessive absences.</p> <p>Staff Responsible for Monitoring: Principal and APs</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 social and behavior lessons in classrooms to address campus expectations, as well as any identified classroom or grade level specific needs.

Strategy's Expected Result/Impact: By proactively addressing expectations and social norms, student discipline referrals will decrease.

Staff Responsible for Monitoring: Principal, APs, Counselor and teachers

Funding Sources: - 199 PIC 24 - At Risk - \$300

Strategy 2 Details

Strategy 2: Frostwood will continue to reinforce our campus-wide expectations (ROAR) and conduct quarterly Student Culture assemblies by grade level to inform students of our expectations, including implementation across settings (hallway, cafeteria, playground, classrooms, 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>Strategy 1: Frostwood will establish a Safety Committee composed of cross-sections of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: Maintain a safe learning environment and campus. Staff Responsible for Monitoring: All FWE Staff</p>
Strategy 2 Details
<p>Strategy 2: Participate in the Region IV Campus Safety Audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Principal, APs, Safety Committee, all FWE 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
<p>Strategy 1: Frostwood's EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures and will include Standard Response Protocol.</p> <p>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1.</p> <p>Staff Responsible for Monitoring: Admin Team</p>
Strategy 2 Details
<p>Strategy 2: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by Sept 1.</p> <p>Staff Responsible for Monitoring: Administration, Safety Committee</p>

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)

Strategy 1 Details
<p>Strategy 1: Principal and Admin Assistant will meet at least monthly to review campus budget and plan remaining expenses accordingly. Strategy's Expected Result/Impact: Error free financial records, including documentation of purchases and orders. Staff Responsible for Monitoring: Principal, Administrative Assistant, and APs</p>
Strategy 2 Details
<p>Strategy 2: Monitor Paraprofessional work and time off for campus efficiency. Strategy's Expected Result/Impact: Well run office and school building with no comp time payout. Staff Responsible for Monitoring: Principal and Admin Assistant</p>
Strategy 3 Details
<p>Strategy 3: Monitor all staff absences in AESOP to ensure accuracy in reporting of time and reason for absence. Ensure sub category is appropriate for absence reason. Strategy's Expected Result/Impact: Error free AESOP reports and goodwill with Payroll department. Staff Responsible for Monitoring: Principal, Administrative Assistant, all FWE staff</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$1,000.00
1	1	3			\$1,000.00
1	1	4			\$1,500.00
1	2	1			\$5,000.00
1	2	2			\$1,000.00
1	2	3			\$800.00
1	2	4			\$1,000.00
1	3	1			\$2,000.00
1	3	2			\$7,000.00
1	5	1			\$1,000.00
1	5	2			\$1,500.00
1	6	1			\$1,000.00
1	7	1			\$4,500.00
1	7	2			\$1,500.00
2	2	1			\$1,500.00
2	2	2			\$1,000.00
2	3	1			\$3,000.00
Sub-Total					\$35,300.00
Budgeted Fund Source Amount					\$44,981.00
+/- Difference					\$9,681.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$500.00
1	3	2			\$1,200.00
Sub-Total					\$1,700.00
Budgeted Fund Source Amount					\$2,120.00

199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$420.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
1	1	5			\$250.00
1	2	4			\$500.00
1	4	3			\$700.00
3	1	1			\$300.00
Sub-Total					\$2,250.00
Budgeted Fund Source Amount					\$1,960.00
+/- Difference					-\$290.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$1,000.00
1	4	2			\$1,920.00
Sub-Total					\$2,920.00
Budgeted Fund Source Amount					\$2,920.00
+/- Difference					\$0.00
199 PIC 36 - Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$250.00
+/- Difference					\$250.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$500.00
1	3	1			\$500.00
1	3	2			\$1,000.00
1	5	1			\$1,000.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$1,200.00
Sub-Total					\$4,200.00
Budgeted Fund Source Amount					\$5,950.00
+/- Difference					\$1,750.00
Grand Total Budgeted					\$58,181.00
Grand Total Spent					\$46,370.00
+/- Difference					\$11,811.00