

# **Georgetown Independent School District**

## **Frost Elementary School**

### **2024-2025 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Learning, Growth and Progress

### Student Learning, Growth and Progress Summary

Student academic growth is measured through informal and formal assessments such as STAAR, Mclass/Amplify, MAP, running records, unit assessments and observations (not an exhaustive list). The main focus of the campus has been on intentional and high rigor of Tier 1 instruction for all students.

In the area of **English Language Arts**, the 2024 STAAR assessment showed some growth in the areas of student achievement. For approaches, overall, it remained at 64% which is no increase from the previous year. 32% of students met the standard which is a 6% increase from 2023 and 10% of students mastered the standard which is a 4% increase. The increase in student growth can mostly be attributed to a focus on high rigor Tier 1 instruction as well as intentional teacher planning materials to ensure consistency between grade level classrooms as well as vertical teams. In the area of Academic Growth for the STAAR assessment, previously the raw score for students who were able to meet the progress measure (or more) was 66, this past year, Frost scored a 71. As a campus there will be continued focus on Tier 1 focus with an additional focus on Tier 2 instruction in reading and math. The campus mClass data was a strong indicator of the STAAR data that was to follow. Overall, the mClass data stated that 48% of Frost students were on benchmark, 14% above benchmark, 11% below benchmark and 27% above benchmark at the end of the year mClass assessment. After examining the data, action items for classrooms Kindergarten through 5th grade ELAR classrooms is going to be the use of high level questioning of students both verbally and written as well as a universal use of the RACE strategy.

In the area of **math**, the 2024 STAAR assessment shows the following percentages in the category of approaching grade level.

- 3rd grade= 46% Approaches
- 4th grade- 50% Approaches
- 5th grade- 63% Approaches

The end of the year MAP assessments showed Kindergarten with 81% of students on grade level or above which is also an increase from the 50-55th percentile to the 70-77th percentile from the middle of the year.

In first grade, their students completed the year with 44% of students grade level or above; however their percentile rose similar to Kinder from the 50-50th to the 70-77th. 2nd grade showed 36% of students on grade level in math and their percentile decreased from 53rd to 32nd. Third grade completed the year with 36% of students on grade level in math and their percentile remained steady around 45. Fourth grade had 28% of students finish the year on grade level or above and their percentile moved from 35th to 42nd. In 5th grade, the year ended with 51% of students on grade level and moved from the 55th percentile to the 62nd. This showed significant growth. Overall, student achievement in MAP and STAAR are lower than expected or desired. However, progress is being made from the beginning to the end of the school year in the area of overall achievement. In the area of meets expectations for the MAP assessment, 21% of students at the beginning of the year rose to 28% of students overall by the end of the year. In the area of approaching grade level standards, for all student groups, this percentage decreased from the beginning to the end of the year from 26% to 16%.

What we have learned from the data is that for Frost Elementary the MAP assessment has a strong correlation on how students will perform on the state assessment. Understanding the components of the MAP assessment and what specifically students are struggling with will assist teachers and students in

moving forward and closing achievement gaps. We also understand that high achievement and success comes from the alignment and fidelity of the resources provided by the district. When the resources are being utilized Kinder through 5th grade with fidelity, students are better able to understand and grasp concepts with more continuity. We also understand the importance and urgency around the work of analyzing and making informed instructional decisions for formative and common assessments. Teachers are able to make informed decisions however, it is unclear if they have the tools and resources they need in order to make the re-teach portion occur.

In order to support the learning of all students as well as invest in the whole child, Frost continues to implement with fidelity multiple school wide behavior supports. The campus adopted school wide expectations and routinely reviewed the expectations for all students. With clear expectations, teachers focused on the continuation of providing PAWS (Polar Bears Act Respectfully, Work Responsibly and Stay Safe) stickers to students in order to win a celebration for themselves and then the entire school. There was an implementation of Social Emotional Learning (SEL) lessons across the campus however, the fidelity and consistency of those lessons were prevalent for the entire school. We have recently adopted a Social Emotional Learning Curriculum called Everyday Speech to create and foster common language, engage students in rich social and emotional conversations and develop self regulation strategies.

Frost continues to be a Capturing Kids Hearts Showcase School. Along with this title, teachers and students implement CKH strategies throughout the school day. These strategies tie directly into the GISD Learner Profile as well as the PBIS that is implemented.

#### Strengths:

- Regular and routine lesson plan templates completed to ensure fidelity to the district curriculum documents and resources
- Routine and protected time for grade level PLC to occur.
- Teachers engage with the PLC process in order to examine data and plan for extension and intervention
- Consistent implementation of school wide expectations and positive behavior support systems
- CKH strategies (such as mood meters outside of the door) were implemented in all classrooms throughout the day
- Intentional professional development, design days and walkthrough shadowing in order to increase the rigor of Tier 1 instruction.

#### Problem Statements Identifying Student Learning, Growth and Progress Needs

**Problem Statement 1 (Prioritized):** 48% of Frost Elementary students are reading below grade level according to end of the year mClass data. 55% of Frost Elementary student are performing below grade level according to end of the year MAP data.

**Root Cause:** A standard of high rigor within Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS.

**Problem Statement 2 (Prioritized):** Overall achievement scores on STAAR Reading and STAAR Math Assessments in 2024 were below satisfactory in grades 3rd through 5th in overall achievement. In grade 3rd through 5th 32% of students met expectation on reading STAAR and 26% met expectation on math STAAR.

**Root Cause:** Effective and routine implementation and tracking of common formative assessments have not taken place holistically across the campus to inform instruction on specific TEKS.

# Student and Staff Well-Being

## Student and Staff Well-Being Summary

1. The overall school culture and climate of Frost continues to grow in a positive and inclusive trajectory every year. Campus leaders and staff make relationship building, connections with students and families as well as providing a safe learning environment a focus on our campus. By incorporating a responsive and positive discipline philosophy through relational practices, restorative practices training and meeting the needs of the whole child has decreased student discipline referrals.

After assessing data from the Emergent Tree survey and the Learner Profile surveys from the previous year from parents and students, we determined there was a need for a campus wide Tier 1, 2 and 3 Social Emotional Learning curriculum. The one that was chosen was Everyday Speech. The curriculum helps create common language amongst classrooms, is researched based on its language and practices and provides continuity between all stakeholders and students. The language presented through the lessons will support students' interpersonal skills and intrapersonal skills.

We are continuing to implement Tier 1 positive behavior supports such as earning PAWS (Polar Bears Act Respectful Work Responsibly and Stay Safe). Teachers are well versed on the process for recognizing students for positive behavior as well as identifying and addressing students who were not showing desired behaviors. All teachers and staff engaged with and will continue to engage with our School Wide Positive Behavior Support Systems. Staff recognize students who are demonstrating P.A.W.S behavior by explicitly stating which behavior they demonstrated and giving them a PAWS sticker. Teachers then enter their information in a Google form and students write their name on the classroom brag board. Weekly drawings are made for the data in the QR code and classroom rewards are provided when a goal on the brag board is met. Students also interact with a school wide puzzle by earning pieces from benchmark numbers on their brag board. Once the puzzle is complete, a school wide celebration occurs.

Teachers have also utilized Capturing Kids Hearts strategies and practices into their everyday instruction. There are pockets of these practices occurring on the campus however, they are not consistent across classrooms and grade levels. In terms of student accountability, consistently across the campus teachers utilized "Minor Infraction Forms" to address student behavior as well as complete a Think Sheet. Students and teachers used Think Sheets as a communication and processing tool between the student and their peers, teachers and parents. Majority of teachers were able to show a balance between the positive recognition of students behavior and appropriate responses to behavior. Continued work on SEL lesson implementation on a daily basis will increase staff and student well being.

Additional student support initiatives include Education Connection readers on a weekly basis, the PALS program from Georgetown High School on a weekly basis and a new program to where Georgetown High School athletes work with groups of students on a bi-weekly to monthly basis to read and instill Learner Profile attributes.

Staff well being is a continued initiative. Efforts to increase staff connectivity with one another have been assigning new staff members mentors within the building that are additional from the district provided mentors to up to three years of teaching. Additionally, each staff member is also assigned a "buddy" who is not on their team and is charged with monthly to bi-weekly check-ins and adopts their birthday celebration and other ways to honor them.

## Problem Statements Identifying Student and Staff Well-Being Needs

**Problem Statement 1 (Prioritized):** Students and staff demonstrate deficits in interpersonal skills and the ability to communicate effectively when at a heightened stated.

**Root Cause:** The lack of skill building and common language surrounding interpersonal skills.

# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

At Frost Elementary, we currently have seven new to campus teachers and four new to campus paraprofessionals. We have conducted new onboarding practices for these employees which have included new employee Meet and Greets in which they have gotten to know one another and the Frost and GISD vision, mission and beliefs were shared, broken down and discussed. New employees from one to five years also are invited to join a cohort that meets every other week after school to discuss current hurdles, behavior management and other topics the group wishes to pursue. Additionally, all new employees are provided a mentor for instructional support and then a buddy who is a colleague who is a person not on their direct team and sports them with all additional job related questions and checks in on them routinely.

Professional Learning Communities and intentional professional development continue to be a focus at Frost. Intentional work around the four pillars (vision, mission, values and goals) of PLC is the focus to begin the year and then professional learning around the team, school and district goals will come.

Almost, every grade level at Frost experienced new teachers on their team this past year. Consistent PLC practices such as a focus on data and instruction, was crucial to continue the work and then elevate the work from the previous year. Refining the PLC process and focus is an area of growth in the future. The implementation of lesson plan templates ensured that all components of instruction were present on a daily basis as well as alignment to the district curriculum. Each grade level participated in the completion of the lesson plan template each week. Areas of refinement for the lesson plans would be to calibrate the expectations for each grade level. Teachers will continue to participate in weekly PLC meetings in which staff will focus on student data, Tier 2 instruction through Essential Intervention Standards as well as effective high yield strategies in order to improve student growth and achievement. Teachers are also being immersed in student discourse and engagement strategies in order to engage students within their learning and work towards mastery.

## Problem Statements Identifying Staff Recruitment and Retention Needs

**Problem Statement 1 (Prioritized):** Frost elementary teachers have a novice or basic understanding of the fundamental parts of what make up a Professional Learning Community.

**Root Cause:** Teacher teams have not had the opportunity or taken the opportunity to experience PLC at work to fully understand the functions of a PLC.

# Community and Connectivity

## Community and Connectivity Summary

Parent involvement and inclusion has increased to almost the same as pre-COVID. The ongoing efforts of a grass roots PTA has provided opportunities for parents to be more involved and has provided a voice to parent needs. There was a disconnect due to parents not being allowed in the building and those walls are slowly being taken down. We have opened up our space and have welcomed lunch time visitors, various volunteer opportunities for parents and community members, continued to foster our relationship with the Georgetown Junior Forum, initiated WatchDOGS, hosted community engagement events such as the Polar Express to name a few. As parents and guardians desire to be more informed regarding their child's academic progress, we will be implementing a few tools to foster their concerns such that each teacher was provided with an iPad in order to report progress through the app of SeeSaw multiple times a week. Parents will be able to see their child's work and progress as well as the feedback the teacher provided to the student.

An increased presence on social media through the app ParentSquare has provided parents with communication and awareness of teacher /parent conferences, daily classroom learning and events to come for the students and class. The app has increased the engagement with parents and the level of transparency teachers are able to provide into their classrooms. Interim progress reports for parents that focus on student needs and areas of accomplishment and are tailored individually to each student. Additionally, parent communication will be streamlined and include evidence of each Essential Intervention Standard that is being taught at that time.

## Problem Statements Identifying Community and Connectivity Needs

**Problem Statement 1 (Prioritized):** Parents express they feel unequipped or qualified to assist their student at home academically or behaviorally.

**Root Cause:** Frost Elementary has not done an effective job of providing resources and strategies to parents in order to assist their child to grow academically or reinforce positive behavior.

# Priority Problem Statements

**Problem Statement 1:** 48% of Frost Elementary students are reading below grade level according to end of the year mClass data. 55% of Frost Elementary student are performing below grade level according to end of the year MAP data.

**Root Cause 1:** A standard of high rigor within Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS.

**Problem Statement 1 Areas:** Student Learning, Growth and Progress

**Problem Statement 2:** Overall achievement scores on STAAR Reading and STAAR Math Assessments in 2024 were below satisfactory in grades 3rd through 5th in overall achievement. In grade 3rd through 5th 32% of students met expectation on reading STAAR and 26% met expectation on math STAAR.

**Root Cause 2:** Effective and routine implementation and tracking of common formative assessments have not taken place holistically across the campus to inform instruction on specific TEKS.

**Problem Statement 2 Areas:** Student Learning, Growth and Progress

**Problem Statement 3:** Students and staff demonstrate deficits in interpersonal skills and the ability to communicate effectively when at a heightened stated.

**Root Cause 3:** The lack of skill building and common language surrounding interpersonal skills.

**Problem Statement 3 Areas:** Student and Staff Well-Being

**Problem Statement 4:** Frost elementary teachers have a novice or basic understanding of the fundamental parts of what make up a Professional Learning Community.

**Root Cause 4:** Teacher teams have not had the opportunity or taken the opportunity to experience PLC at work to fully understand the functions of a PLC.

**Problem Statement 4 Areas:** Staff Recruitment and Retention

**Problem Statement 5:** Parents express they feel unequipped or qualified to assist their student at home academically or behaviorally.

**Root Cause 5:** Frost Elementary has not done an effective job of providing resources and strategies to parents in order to assist their child to grow academically or reinforce positive behavior.

**Problem Statement 5 Areas:** Community and Connectivity



# Strategic Priority Areas

## Strategic Priority Area 1: Student Learning, Growth and Progress

**Picture of Success:** Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.





**Strategic Objective 1:** In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.

### HB3 Strategic Priority Area

**Change Decision:** Major Change

**Desired State:** Teacher teams and collaborative partners will utilize Design Days and PLC to create and reflect upon backwards design unit plans. The unit plans will encompass the understanding and unpacking of the rigor of essential standards, the unpacking of prerequisite skills needed for focus TEKs and formative assessment timing and response strategies needed in order to respond to students.

Within the backwards design unit plan, an intentional focus will be placed on the creation and analysis of unit summative and formative assessments. The teams will ensure the rigor of the assessment and the TEK are comparable. Once the assessment is created, teachers will routinely administer formative assessments according to their unit assessments. Following the administration, teachers will record and utilize the data in order to make informed decisions on student progress as well as intervention and extension opportunities. Teachers will work collaboratively with their teams to identify areas of strength and areas of growth in order to address the needs of students collectively.

Evidence of Progress Toward Objective 1 Details	Reviews			
<p><b>Evidence of Progress Toward Objective 1:</b> Teachers teams alongside support staff have initiated backwards design unit plans for the first unit of the year using a specific backwards design unit template. The template has built in systems to check for the level of rigor of the instruction and the assessment to the TEK. The backwards design template also provides a plan for teachers to plan out when common formative assessments take place and ensure they are targeting specific skills. Teacher teams with support staff are working towards examining the data after the assessment is given and then providing the appropriate intervention or extension.</p> <p>Currently, 48% of Frost Elementary students are reading below grade level according to end of the year mClass data. 55% of Frost Elementary students are performing below grade level according to end of the year MAP data.</p> <p><b>Evidence of Desired State:</b> 70% of Frost Elementary students will be reading on grade level according to end of the year mClass data. 70% of Frost Elementary students will perform on grade level for math according to end of the year MAP data.</p> <p>During walkthroughs and documented on the collective efficacy feedback forms, teachers should be implementing 2-3 high impact strategies per walkthrough. The walkthroughs should also reveal teachers utilizing and implementing backwards design units plans. The plans include backwards designed units based on summative assessments and various formative assessments to assess student knowledge on specific TEKs and in alignment to the GISD curriculum docs.</p> <p><b>Problem Statements:</b> Student Learning, Growth and Progress 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Strategy 1:** \*Implement professional development opportunities aimed at improving teachers' skills in backwards design and assessment vetting to enhance curriculum planning and student learning outcomes.

**Staff Responsible:** Administration

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy**

**Strategy 2:** \*Establish a systematic approach for collaborative teams of teachers to regularly analyze student assessment data and use these insights to tailor and improve instructional strategies.

**Staff Responsible:** Administration, Interventionist, teaching staff

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **Targeted Support Strategy**

**Strategy 3:** \*Teachers will administer formative assessments, synthesize the data produced from the formative assessments and respond by either extending students' learning or providing opportunities of re-teach through small group instruction.

**Staff Responsible:** Teaching staff

**TEA Priorities:**  
Build a foundation of reading and math, Improve low-performing schools  
- **Targeted Support Strategy**

**Strategic Objective 1 Problem Statements:**

Student Learning, Growth and Progress
<p><b>Problem Statement 1:</b> 48% of Frost Elementary students are reading below grade level according to end of the year mClass data. 55% of Frost Elementary student are performing below grade level according to end of the year MAP data. <b>Root Cause:</b> A standard of high rigor within Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS.</p> <p><b>Problem Statement 2:</b> Overall achievement scores on STAAR Reading and STAAR Math Assessments in 2024 were below satisfactory in grades 3rd through 5th in overall achievement. In grade 3rd through 5th 32% of students met expectation on reading STAAR and 26% met expectation on math STAAR. <b>Root Cause:</b> Effective and routine implementation and tracking of common formative assessments have not taken place holistically across the campus to inform instruction on specific TEKS.</p>


Strategic Priority Area 1: Student Learning, Growth and Progress


Strategic Objective 2: In GISD, we monitor progress toward students' developing attributes in the Learner Profile.


**Change Decision:** Major Change


**Desired State:** Teacher teams will examine the focus TEKS for each unit of study. Teams will then determine a minimum of three prerequisite skills needed for mastery of grade level TEKS. The prerequisite skills will be represented in the form of questions within the formative assessments in each unit. Teachers will utilize high engagement strategies and differentiated instruction to meet, assess and progress monitor students towards mastery.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Currently, teacher teams examine the focus TEKS however, have had minimal training and experience holistically as to how to break down the TEK into various parts and pull out the prerequisite or formative skills. Teacher teams traditionally have taught to the rigor of the students rather than the rigor of the TEK. Progress monitoring strategies as well as what is being assessed has been varied and not consistent.  Focused on the "what" and now we need to focus on the "how" Higher order learning experiences for students. Teacher needs to facilitate this learning.  <b>Evidence of Desired State:</b> 80% of Frost Elementary students will show expected growth in the area of reading and math from the beginning of the year to the end of the year as measured by MAP and mClass assessment data.  Regular walkthroughs will reveal teachers utilizing a variety of student leveled questioning. The questions provided to students are in alignment with the Depth of knowledge and level of Bloom's Taxonomy of the TEK being taught.  <b>Problem Statements:</b> Student Learning, Growth and Progress 1, 2	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Strategy 1:** \*Train teaching staff and implement Kagan Cooperative Learning strategies across all classrooms on a daily basis to enhance student engagement, collaboration, and learning outcomes.

**Staff Responsible:** Administration and teaching staff

**TEA Priorities:**  
Improve low-performing schools  
- Targeted Support Strategy

**Strategy 2:** \*By May 2024, Frost Elementary Teachers will engage in learning relative to depth of knowledge and will increase the level of rigor in their

classroom discussions (teacher to students and student to student) as measured by student responses reflecting higher order thinking, through teacher training and consistent implementation of advanced questioning techniques.

**Staff Responsible:** Teaching staff

**TEA Priorities:**  
Improve low-performing schools  
- **Targeted Support Strategy**

**Strategic Objective 2 Problem Statements:**

Student Learning, Growth and Progress
<p><b>Problem Statement 1:</b> 48% of Frost Elementary students are reading below grade level according to end of the year mClass data. 55% of Frost Elementary student are performing below grade level according to end of the year MAP data. <b>Root Cause:</b> A standard of high rigor within Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS.</p> <p><b>Problem Statement 2:</b> Overall achievement scores on STAAR Reading and STAAR Math Assessments in 2024 were below satisfactory in grades 3rd through 5th in overall achievement. In grade 3rd through 5th 32% of students met expectation on reading STAAR and 26% met expectation on math STAAR. <b>Root Cause:</b> Effective and routine implementation and tracking of common formative assessments have not taken place holistically across the campus to inform instruction on specific TEKS.</p>

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 3: GISD students are prepared for postsecondary education and the workforce.

- Change Decision: Maintain
- Desired State: Staff will host opportunities and experiences for students to explore various careers and post secondary education settings.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Frost currently hosts a career day for students to explore various careers as well as students participate in various counseling lessons that assist them in exploring which careers they may like to participate in. <b>Evidence of Desired State:</b> Hosting a Career Day that represents a wide variety of careers. <b>Problem Statements:</b> Student and Staff Well-Being 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: By the end of the 2024-2025 school year, Frost Elementary will create a minimum of two opportunities for students in which they are able explore careers, interact with professionals from various industries and gain hands-on experience through internships or shadowing opportunities.

- Staff Responsible: Counselor
- TEA Priorities:
  - Connect high school to career and college

Strategic Objective 3 Problem Statements:

Student and Staff Well-Being
<b>Problem Statement 1:</b> Students and staff demonstrate deficits in interpersonal skills and the ability to communicate effectively when at a heightened stated. <b>Root Cause:</b> The lack of skill building and common language surrounding interpersonal skills.

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 4: GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

- Change Decision: Minor Change
- Desired State: All general education teachers will share a minimum of two assignments or assessments with all appropriate stakeholders in the areas of math and reading per week in order to communicate a student's learning progress.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Currently, parents are provided work samples at will of the teacher and not on a consistent basis. Formal reporting on student progress is reported to parents at each nine weeks via the student's report card.  <b>Evidence of Desired State:</b> Progress towards this goal will be monitored through teacher activity in SeeSaw. The assignments in which teachers share with parents do not have to come from SeeSaw; however, the mode in which they communicate through will be required to be SeeSaw in order to track progress.  <b>Problem Statements:</b> Community and Connectivity 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

- Strategy 1: At the conclusion of each week, 100% of general education classrooms will share a minimum of two assignments and/or assessments in reading and math with guardians in order to communicate student progress.
- Staff Responsible: teaching staff
- TEA Priorities:  
Improve low-performing schools

Strategic Objective 4 Problem Statements:

Community and Connectivity
<b>Problem Statement 1:</b> Parents express they feel unequipped or qualified to assist their student at home academically or behaviorally. <b>Root Cause:</b> Frost Elementary has not done an effective job of providing resources and strategies to parents in order to assist their child to grow academically or reinforce positive behavior.

Strategic Priority Area 2: Student and Staff Well-Being

**Picture of Success:** Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Strategic Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

**Change Decision:** Minor Change

**Desired State:** Students will have strong intrapersonal skills such as coping strategies, self confidence and self discipline as well as strong interpersonal skills such as effective conflict resolution techniques and the ability to listen to others differing perspectives. This is all in efforts for students to have respectful relationships with their peers and with adults.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Currently, students reported in the Learner Profile survey that areas of growth could be that students are not kind to one another. The second area of growth from the survey is that when students are feeling angry or upset, they are not utilizing calming strategies. Frost holistically is not explicitly teaching these behaviors and methods in which to deploy these behaviors.  <b>Evidence of Desired State:</b> Evidence of growth in the area of interpersonal and intrapersonal skills would be an increase in the baseline line data from the beginning of the year. The implementation of the curriculum Everyday Speech has additional progress monitoring assessments to evaluate the overall progress of students.  <b>Problem Statements:</b> Student and Staff Well-Being 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Strategy 1:** By May 2025, grade level teachers will integrate a minimum of four Everyday Speech Social Emotional learning lessons per week in order to enhance students' emotional intelligence, resilience, interpersonal and intrapersonal skills.

**Staff Responsible:** Teaching staff, counselor

**TEA Priorities:**  
Improve low-performing schools

Strategic Objective 1 Problem Statements:



**Student and Staff Well-Being**

**Problem Statement 1:** Students and staff demonstrate deficits in interpersonal skills and the ability to communicate effectively when at a heightened stated. **Root Cause:** The lack of skill building and common language surrounding interpersonal skills.

Strategic Priority Area 2: Student and Staff Well-Being

Strategic Objective 2: GISD employees find meaning and value in their work.

Change Decision: Maintain

Desired State: Collaboratively create and implement processes for instructional rounds/walkthroughs and feedback loops which focus on primarily positive feedback and affirmations for all teachers. Identify and recognize staff on a weekly basis for implementing campus goals effectively.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Currently, we are conducting walkthroughs and providing teacher teams feedback through Strive or via email. A Spring 2024 staff survey revealed that teachers were desiring more in the moment feedback from Administration. Feedback on current lesson plans was collectively deemed too late in the process and not always practical.  <b>Evidence of Desired State:</b> Teachers are provided feedback and positive affirmations via online through the district provided form and additional positive immediate feedback via written notes from administrators.  <b>Problem Statements:</b> Student Learning, Growth and Progress 1, 2		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

Strategy 1: \*By the end of each instructional week, the administrative team will implement a process of visiting a minimum of 10 classroom walkthroughs aimed at providing constructive and positive feedback to teachers, enhancing teaching practices and fostering a supportive school culture.

Staff Responsible: Administration

TEA Priorities:  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  
- Targeted Support Strategy

Strategic Objective 2 Problem Statements:

Student Learning, Growth and Progress
<b>Problem Statement 1:</b> 48% of Frost Elementary students are reading below grade level according to end of the year mClass data. 55% of Frost Elementary student are performing below grade level according to end of the year MAP data. <b>Root Cause:</b> A standard of high rigor within Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS.

Student Learning, Growth and Progress

**Problem Statement 2:** Overall achievement scores on STAAR Reading and STAAR Math Assessments in 2024 were below satisfactory in grades 3rd through 5th in overall achievement. In grade 3rd through 5th 32% of students met expectation on reading STAAR and 26% met expectation on math STAAR. **Root Cause:** Effective and routine implementation and tracking of common formative assessments have not taken place holistically across the campus to inform instruction on specific TEKS.

Strategic Priority Area 2: Student and Staff Well-Being

Strategic Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

**Change Decision:** Maintain

**Desired State:** Students at Frost Elementary will have a strong understanding of the school wide expectations (Safe, Respectful and Responsible) as it pertains to the various areas around the school. Additionally, students will demonstrate this behavior and be reinforced using school wide incentives such as PAWS stickers, brag boards, school wide puzzle, wheel of names, spirit sticks and Polar Bear Awards.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Majority of students are able to identify the school wide expectations to adults as well as what it should look like in each particular setting. Students are incentivized to "Earn their PAWS" and work towards their goal. Students are learning how their individual class brag board works towards the overall school wide incentive.  <b>Evidence of Desired State:</b> Frost faculty will interact with the school wide positive behavior support systems by having class wide incentives and the school will have a minimum of four school wide celebrations for earning their PAWS within the school year.  <b>Problem Statements:</b> Student and Staff Well-Being 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		

0%

No Progress

100%

Accomplished

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Continue/Modify

✖

Discontinue

**Strategy 1:** At Frost Elementary we will, establish and reinforce clear, consistent school-wide expectations regarding behavior, academic integrity, and respect for all community members to foster a positive and productive school environment in order to have less than 25 Minor Infraction Forms per nine weeks of school.

**Staff Responsible:** All staff

**TEA Priorities:**  
Improve low-performing schools

Strategic Objective 3 Problem Statements:

Student and Staff Well-Being
<b>Problem Statement 1:</b> Students and staff demonstrate deficits in interpersonal skills and the ability to communicate effectively when at a heightened stated. <b>Root Cause:</b> The lack of skill building and common language surrounding interpersonal skills.

Strategic Priority Area 3: Staff Recruitment and Retention

**Picture of Success:** Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Strategic Objective 1: GISD provides competitive compensation and benefits to employees.

**Change Decision:** Maintain

**Desired State:** Provide professional development opportunities or shadowing opportunities for staff who are interested in stepping into roles that offer additional compensation.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> We currently do not have a lot of staff that are looking to move roles, however the staff members that do want to move positions vertically have been identified. These individuals have been provided additional leadership opportunities and others have been recommended to be part of the G.R.E.A.T program.  <b>Evidence of Desired State:</b> Shadowing opportunities for staff, opportunities to attend AP Learning Academy at the district level, substituting in classrooms as needed  <b>Problem Statements:</b> Staff Recruitment and Retention 1	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Strategy 1:** Provide professional development opportunities or shadowing opportunities for staff who are interested in stepping into roles that offer additional compensation.

**Staff Responsible:** District personnel, campus administration

**TEA Priorities:**  
Recruit, support, retain teachers and principals

Strategic Objective 1 Problem Statements:

<b>Staff Recruitment and Retention</b>
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<b>Problem Statement 1:</b> Frost elementary teachers have a novice or basic understanding of the fundamental parts of what make up a Professional Learning Community. <b>Root Cause</b> : Teacher teams have not had the opportunity or taken the opportunity to experience PLC at work to fully understand the functions of a PLC.
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### Strategic Priority Area 3: Staff Recruitment and Retention


**Strategic Objective 2:** Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.


**Change Decision:** Maintain


**Desired State:** Foster a positive culture by establishing a campus on boarding system to guide and support new to profession and new to district staff.

Evidence of Progress Toward Objective 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p><b>Evidence of Progress Toward Objective 1:</b> Prior to school starting, a "New to Frost Meet and Greet" was held for all new staff. This was for the staff to get to know one another and engage with the Leadership Team and one another. We also have a mentor and buddy for each teacher, host a bi-weekly 0-5 year teacher round table discussion group and provide weekly check ins from our Learning Design Coach for the new to profession teachers.</p> <p><b>Evidence of Desired State:</b> Provide multiple opportunities prior to school starting for "New to Profession" and "New to Frost" staff to engage and interact with other staff members, plan out lessons, engage with their mentor as well as understand the vision and mission of Frost. Additionally, ongoing gatherings of new staff for community and learning will be provided.</p> <p><b>Problem Statements:</b> Staff Recruitment and Retention 1</p>	Effect Achieved	Effect Achieved		

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Strategy 1:** Develop and implement a comprehensive onboarding program for all new employees that includes orientation sessions, training workshops, and mentorship opportunities to ensure they are well-integrated and equipped for success in their roles.

**Staff Responsible:** Administration

**TEA Priorities:**

Recruit, support, retain teachers and principals

### Strategic Objective 2 Problem Statements:

Staff Recruitment and Retention
<p><b>Problem Statement 1:</b> Frost elementary teachers have a novice or basic understanding of the fundamental parts of what make up a Professional Learning Community. <b>Root Cause</b> : Teacher teams have not had the opportunity or taken the opportunity to experience PLC at work to fully understand the functions of a PLC.</p>

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 3: In GISD, professional learning communities thrive across the organization.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Teacher teams meet weekly for the purpose of examining student data and determining various ways to respond to the data presented.  <b>Evidence of Desired State:</b> Teacher teams are meeting once a week and are able to provide summative and formative data to analyze during these meetings. Additionally, grade level teams will utilize a data analysis tool to be able to synthesize the data presented and determine the next steps of instruction based on the data.  <b>Problem Statements:</b> Student Learning, Growth and Progress 1, 2		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>					

Strategy 1: We will meet weekly Collaborative Team Meetings for teacher teams across all departments to collaboratively examine student performance data, discuss insights, and make informed decisions to enhance teaching strategies and improve student outcomes.

Staff Responsible: Administration, teaching staff

TEA Priorities:  
Build a foundation of reading and math, Improve low-performing schools

Strategic Objective 3 Problem Statements:

Student Learning, Growth and Progress
<b>Problem Statement 1:</b> 48% of Frost Elementary students are reading below grade level according to end of the year mClass data. 55% of Frost Elementary student are performing below grade level according to end of the year MAP data. <b>Root Cause:</b> A standard of high rigor within Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS.
<b>Problem Statement 2:</b> Overall achievement scores on STAAR Reading and STAAR Math Assessments in 2024 were below satisfactory in grades 3rd through 5th in overall achievement. In grade 3rd through 5th 32% of students met expectation on reading STAAR and 26% met expectation on math STAAR. <b>Root Cause:</b> Effective and routine implementation and tracking of common formative assessments have not taken place holistically across the campus to inform instruction on specific TEKS.



Strategic Priority Area 4: Community and Connectivity

**Picture of Success:** Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

**Strategic Objective 1:** GISD is transparent with reporting progress and providing access to information.

**Change Decision:** Minor Change

**Desired State:** Frost Elementary teachers will share student assignments and assessments with parents on a weekly basis via SeeSaw in the content areas of reading and math. Through the sharing of assignments parents will be able to monitor students progress, see feedback to students provided by teachers and overall student growth. Parents will also have access to more formal progress monitoring measures with district progress reports, renewed district report cards and IEP progress reports (if applicable).

Evidence of Progress Toward Objective 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	July
<p><b>Evidence of Progress Toward Objective 1:</b> According to the 2023-2024 Parent Climate Survey completed in May 2024, 66% of Frost parents agree or strongly agree that the school keeps them well informed of their student's learning progress. 19% of parents feel neutral to this statement. Parents primarily monitor their students progress through progress reports and report cards provided by GISD. Additionally, teachers communicate through Skyward gradebook, phone calls, emails and a small portion utilize SeeSaw.</p> <p>Currently, some Frost teachers actively use SeeSaw as a way to track and monitor student progress and share with parents. Teachers are continuing to be trained in SeeSaw and have not engaged parents in the process of accessing their student's work. Teachers are able to produce data to share with parents however, the platform in which they share is varied throughout each grade level and teacher.</p> <p><b>Evidence of Desired State:</b> The evidence of progress monitoring and transparency with parents will be seen through the parent participation in SeeSaw for each individual homeroom and the individual assignments and/or assessments posted within SeeSaw each week.</p> <p><b>Problem Statements:</b> Student Learning, Growth and Progress 1 - Community and Connectivity 1</p>	On Track	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Strategy 1:** Grade level teachers will provide transparency with making student learning data available to parents at all times by publishing a minimum of two assignments or assessments per week in the content of reading and math on the platform of SeeSaw for parents to see and comment on.

**Staff Responsible:** Teaching staff

**TEA Priorities:**

**Strategic Objective 1 Problem Statements:**

Student Learning, Growth and Progress
<b>Problem Statement 1:</b> 48% of Frost Elementary students are reading below grade level according to end of the year mClass data. 55% of Frost Elementary student are performing below grade level according to end of the year MAP data. <b>Root Cause:</b> A standard of high rigor within Tier 1 and Tier 2 instruction has not yet been established across campus in order for students to increase overall achievement with the grade level TEKS.
Community and Connectivity
<b>Problem Statement 1:</b> Parents express they feel unequipped or qualified to assist their student at home academically or behaviorally. <b>Root Cause:</b> Frost Elementary has not done an effective job of providing resources and strategies to parents in order to assist their child to grow academically or reinforce positive behavior.

Strategic Priority Area 4: Community and Connectivity

**Strategic Objective 2:** GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

**Change Decision:** Maintain

**Desired State:** Continue to partner with community organizations (i.e. The Georgetown Junior Forum) in order to support students, families and teachers. Continue to work with community members and organizations such as Education Connection to bring in volunteers and mentors to read with students and build relationships and a love for learning. Additionally, have community organizations be present at family events in order for parents to have additional resources and connections with the resources available to them.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Education Connection readers, lawyers from a local lawyers office and Georgetown Area Junior Forum volunteers will be present weekly or bi-weekly to read and make connections with students.  <b>Evidence of Desired State:</b> Education Connection readers, lawyers from a local lawyers office, Georgetown High School reading buddies and Georgetown Area Junior Forum volunteers will be present weekly or bi-weekly to read and make connections with students. Additionally, parents will indicate on their feedback surveys that their students feel more connected to school and they will report they feel more connected to their community due to the efforts of Frost Elementary.  <b>Problem Statements:</b> Student Learning, Growth and Progress 2 - Student and Staff Well-Being 1		Formative			Summative
		Oct	Jan	Apr	July
		On Track			

0%

No Progress

100%

Accomplished

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Continue/Modify

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Discontinue

**Strategy 1:** When hosting parent involvement evening events, Frost will host a minimum of three community based resources for students and families to engage with in order to establish trusting relationships between all stakeholders.

**Staff Responsible:** Administration. teaching staff

**TEA Priorities:**  
Improve low-performing schools

Strategic Objective 2 Problem Statements:

<b>Student Learning, Growth and Progress</b>
<b>Problem Statement 2:</b> Overall achievement scores on STAAR Reading and STAAR Math Assessments in 2024 were below satisfactory in grades 3rd through 5th in overall achievement. In grade 3rd through 5th 32% of students met expectation on reading STAAR and 26% met expectation on math STAAR. <b>Root Cause:</b> Effective and routine implementation and tracking of common formative assessments have not taken place holistically across the campus to inform instruction on specific TEKS.
<b>Student and Staff Well-Being</b>
<b>Problem Statement 1:</b> Students and staff demonstrate deficits in interpersonal skills and the ability to communicate effectively when at a heightened stated. <b>Root Cause:</b> The lack of skill building and common language surrounding interpersonal skills.

Strategic Priority Area 4: Community and Connectivity

Strategic Objective 3: Parents and community members feel welcome and invited in GISD schools.

**Change Decision:** Maintain

**Desired State:** In order for all families to feel welcome and invited into Frost elementary, we will continue to provide opportunities for families to become more involved and included in events at school (i.e. lunch with their student, WatchDOGS, PTA meetings, Title nights, etc.) by communicating events and volunteer opportunities through Polar Bear Blast, Parent Square and increased social media presence. Additionally, teachers will host volunteer opportunities for parents to volunteer inside of their classrooms or remotely.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Currently, parents have opportunities to be involved in their students learning by being active participates with Parent Square and social media. Parents also are welcome to come to several during school day events and several after school/evening events. There are also several volunteer opportunities to assist with the running of these events. Our PTA is active and thriving. Parents can volunteer to assist with committees and can elect to volunteer their time to assist the events that we run.  <b>Evidence of Desired State:</b> According to the Spring 2024 parent survey, 72% of parents feel welcomed at Frost Elementary. With the increase of parent involvement messages in Parent Square and opportunities to volunteer this number would be expected to rise.  <b>Problem Statements:</b> Community and Connectivity 1		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		

0%

No Progress

100%

Accomplished

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Continue/Modify

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Discontinue

**Strategy 1:** By the end of the year GISD Parent Climate Survey, 85% of parents will report feeling welcomed at Frost Elementary by teachers creating volunteer opportunities within their classrooms and then continuation of parent involvement groups that host volunteer opportunities in and out of school hours.

**Staff Responsible:** Administration

**TEA Priorities:**  
Improve low-performing schools

Strategic Objective 3 Problem Statements:

### Community and Connectivity

**Problem Statement 1:** Parents express they feel unequipped or qualified to assist their student at home academically or behaviorally. **Root Cause:** Frost Elementary has not done an effective job of providing resources and strategies to parents in order to assist their child to grow academically or reinforce positive behavior.