

**Lamar Consolidated Independent School District**  
**Frost Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

**Samuel Miles Frost Elementary** is committed to creating a community of life-long learners by nurturing the social, emotional, and academic gifts of all children. The Frost Community will celebrate our diversity as we soar to meet the challenges of our changing world.

## Flight Plan

**Purpose** – Growing hearts and minds in our community.

**Culture** – We are rooted in the positive relationships we build with our students and families on their educational journey.

**Values** – Strong work ethic, innovation, celebrate success, differentiated instruction, community involvement, student growth, building lifelong learners.

**Beliefs** – We believe all children can learn, we believe the heart and mind are equally important, we believe in building positive relationships, we believe in educating the whole child.

**Outlook** – “Every child is one caring adult away from being a success story.”

**Always** – Be a positive role model, set high expectations be accountable, data driven, pursue new learning, be passionate, celebrate growth, authentic engagement, growth mindset, make an impact, show gratitude, communicate effectively.

**Never** – Marginalize individuals or groups, make excuses, avoid risks in fear of failure, engage in complacency, demonstrate a fixed mindset, low expectations, compromise values, deficit thinking practices, give up.

**Promise** – Every Student, Every Day! Be the One!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Frost Elementary opened in the 2000-2001 school year. Frost is a high achieving campus with approximately 947 PK - 5th grade students enrolled during the 2021-2022 school year. The campus is projected to grow to approximately 1200 students over the next three years. The campus attendance rate was 96.8% during the 2018-19 school year. Additional centralized special education programs on campus include 2 Early Childhood Special Education/Pegasus classes and 1 Structured Learning Classroom. We have 2 full day PK classes. The campus has high parent involvement in the PTO and Volunteer program. The PTO provides funding to support curriculum and instruction.

### Student Demographics

African American 14.3%

Hispanic 24.8%

White 51%

Economically Disadvantaged 24.5%

At-Risk 29.9%

Gifted & Talented 11.6%

Special Education 13.4%

### Staff Demographics

Total Staff: 67.8 (Professional Staff 54)

Minority Staff: 21.8

Beginning Teachers 3.9

1-5 Year Experience 17.6

6-10 Years Experience 7.5

11-20 Years Experience 13.7

Over 20 Years Experience 3.0

Special Education Teachers 5.4

Gifted & Talented Education .8

### **Demographics Strengths**

As our campus increases in student enrollment, the diversity of our students and staff increases. We currently have 93 students in the ESL program.

Frost Elementary implements the Character Counts Program with fidelity. This program emphasizes the development of 6 Pillars of Character – trustworthiness, respect, responsibility, fairness, caring and citizenship. In addition, we have been designated a No Place for Hate campus for the past 5 years.

Niche ranked Frost Elementary as the #331 Best Public Elementary School in Texas. The 2022 Niche rating was A Overall Grade, A for Academics, A for Teachers, and A for Diversity. Frost earned a TEA rating of an A with 5 distinctions.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Frost is a growing campus with 1027 students currently enrolled. **Root Cause:** The Frost community is growing quickly. The school is projected to have approximately 1200 students in three years.

# Student Learning

## Student Learning Summary

2020-2021  
GRA Data for K, 1st & 2nd

Frost 2020-2021 GRA Levels

<b>4<sup>th</sup> Nine Weeks</b>	<b>Below Level</b>	<b>On Level</b>	<b>Above Level</b>
<b>Kindergarten</b>	13%	44%	42%
<b>1<sup>st</sup> Grade</b>	28%	15%	57%
<b>2<sup>nd</sup> Grade</b>	8%	16%	76%

Frost Elementary students have a long history of academic success on the STAAR Reading, Math, Writing and Science assessments. Prior to the COVID-19 pandemic, Frost was rated an A campus by Texas Education Agency. In a typical school year, Frost will earn all 6 STAAR distinctions.

### 2020 - 2021 STAAR Results

3rd - 5th Reading Approaches Grade Level - 89%

3rd - 5th Reading Meets Grade Level - 68%

3rd - 5th Reading Masters Grade Level - 47%

3rd - 5th Math Approaches Grade Level - 89%

3rd - 5th Math Meets Grade Level - 68%

3rd - 5th Math Masters Grade Level - 45%

4th grade Writing Approaches Grade Level - 74%

4th Grade Writing Meets Grade Level - 41%

4th Grade Writing Masters Grade Level - 15%

5th grade Science Approaches Grade Level - 87%

5th grade Science Meets Grade Level - 60%

5th grade Science Masters Grade Level - 32%

### **Student Learning Strengths**

During the 2020-2021 school year, 96% of our 3rd - 5th grade students participated in STAAR testing. Students scoring Approaches Grade Level in Reading, Math and Science exceeded 87% for All Student Groups.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 89% of 5th grade science students approached grade level expectations as measured by STAAR **Root Cause:** Lack of science lab investigation with hands-on opportunities due to large class size.

**Problem Statement 2 (Prioritized):** 25% of Kindergarten students scored below grade level as measured by EOY GRA. **Root Cause:** Due to COVID, most students did not attend pre-school. Students lacked social and emotional skills.

**Problem Statement 3 (Prioritized):** 56% of 3rd grade SPED Math students approached grade level expectations as measured by STAAR. **Root Cause:** Lack of foundational math skills.

**Problem Statement 4 (Prioritized):** 45% of our 2nd-5th grade students scored Intermediate or Below as measured by 2022 TELPAS speaking. **Root Cause:** Lack of practice with verbalizing using academic vocabulary and details.

# School Processes & Programs

## School Processes & Programs Summary

### Instruction

Frost Elementary has implemented Readers Workshop, Math Workshop and Writers Workshop with fidelity.

Guided Reading and Guided Math have been implemented in grades K-2 to increase student growth in literacy and numeracy using differentiated lesson plans to meet the individual needs of our students. Teachers meet with students 3-4 times per week in guided reading & guided math groups.

During Back to School Staff Development, Model Classrooms were set up for new teachers. Master teachers provided an overview of Guided Reading and Guided Math, classroom organization, and campus expectations for providing a Balanced Literacy and Balanced Numeracy program.

### **Reading Academy**

All K-3 teachers, administrators, and other assigned staff are participating in the TEA Reading Academy 2021-2022. The goal of the program is to increase teacher knowledge and implementation of evidence-based practices to positively impact literacy achievement. Participants are engaged in 60 hours of professional development for Reading Academy.

### **Instructional Leadership Team**

The Frost Instructional Leadership team that consists of Administrators, Counselors, Facilitators (ELAR, Math, ESL) and Librarian work collaboratively to implement researched based instructional practices, support the needs of staff members, and promote student growth. Each member of the leadership team roles and responsibilities are outlined in the campus leadership organization chart. The ILT team meets on a weekly basis.

### **Administration**

The campus administrative team consists of 2 certified principals: one principal and one assistant principal.

### **Office Team**

The Office Team consists of 1 principal, 1 assistant principal, 1 administrative assistant, 2 clerks and 1 nurse. The Office Team meets on a weekly basis.

### **Student Support**

Through the MTSS program, facilitators provide interventions for all students scoring below 70% on their Progress Report and/or Report Card. Student support schedules are adjusted each 9 week grading period.



## **Teacher Support**

Facilitators provide Coaching and Modeling for every new teacher to Frost Elementary. In addition, every new teacher with 0 years of experience is assigned a district mentor and a campus mentor.

## **School Processes & Programs Strengths**

Administrators and Facilitators implement a systematic approach for Collaborative Lesson Planning, Creating Common Assessments, Reviewing Assessments, and participating in Data Analysis Meetings.

# Perceptions

## Perceptions Summary

We believe in educating the WHOLE CHILD by providing academic and emotional supports. Students receive weekly guidance lessons to reinforce good character, problem solving, and making good decisions.

Students have opportunities to be involved district and campus events. Frost students participate in the LCISD UIL Competition, Science Olympiad, Battle of the Bluebonnets, Rube Goldberg, History Quiz Bowl and Spelling Bee. At the campus level, students have opportunities to participate in Safety Patrol, Art Club, Honor Choir, and Student Council.

## Perceptions Strengths

Add K-12 Insight results

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 66% of parents were satisfied with opportunities to be involved in their child's school as measured by K12 Insight Survey. **Root Cause:** Due to COVID restrictions, parent involvement activities were limited.

# Priority Problem Statements

**Problem Statement 5:** Frost is a growing campus with 1027 students currently enrolled.

**Root Cause 5:** The Frost community is growing quickly. The school is projected to have approximately 1200 students in three years.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 1:** 89% of 5th grade science students approached grade level expectations as measured by STAAR

**Root Cause 1:** Lack of science lab investigation with hands-on opportunities due to large class size.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 6:** 66% of parents were satisfied with opportunities to be involved in their child's school as measured by K12 Insight Survey.

**Root Cause 6:** Due to COVID restrictions, parent involvement activities were limited.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 2:** 25% of Kindergarten students scored below grade level as measured by EOY GRA.

**Root Cause 2:** Due to COVID, most students did not attend pre-school. Students lacked social and emotional skills.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 4:** 56% of 3rd grade SPED Math students approached grade level expectations as measured by STAAR.

**Root Cause 4:** Lack of foundational math skills.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 3:** 45% of our 2nd-5th grade students scored Intermediate or Below as measured by 2022 TELPAS speaking.

**Root Cause 3:** Lack of practice with verbalizing using academic vocabulary and details.

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- T-P ESS data

## **Parent/Community Data**

- Community surveys and/or other feedback

## **Support Systems and Other Data**

- Communications data
- Study of best practices
- Other additional data

# Goals

**Goal 1:** By June 2023, the percent of 3rd - 5th grade students that score Meets Grade Level on the STAAR Reading Test will increase from 25% to 35% and Masters from 56% to 65%.

**Performance Objective 1:** Provide differentiated reading and writing instruction for Learners based on Student Performance Data as well as work stations that hold students accountable for their learning.

**HB3 Goal**





**Evaluation Data Sources:** MAP Growth  
 GRA  
 Reader's/Writer's Workshop  
 Short Answer Response  
 Reading/Writing Response Journals

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct on campus tutorials before/after school for students averaging below 70% on campus assessments &amp; district assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Growth on GRA levels, report card grades, district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Reading Interventionist            Instructional Coaches            Teachers</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Tutor and tutoring supplies - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$8,745</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide differentiated small group reading interventions to students during the school day for students scoring below 70% on report cards and below grade level on GRA</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on GRA levels, report card grades, and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers Instructional Coaches Reading Interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement Data Team Meetings to review student performance in reading after campus major assessments and district assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on GRA levels, report card grades, and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize student performance data to plan guided reading instruction including small group and work stations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in GRA scores, district assessments scores and report card grades</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement collaborative lesson planning meetings to develop small group and whole group reading and writing instruction as well work station activities</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on GRA levels, report card grades, and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Align reading/writing instruction vertically across all subjects, including SAR expectations</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrate growth on report card grades and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Coaches Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide access to SummitK12 to EB students due to a lack of growth on TELPAS assessments (listening, speaking, and reading), and/or not Approaching on STAAR Reading assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Minimum of 1 level growth on TELPAS domains. Completion of assignments in SummitK12</p> <p><b>Staff Responsible for Monitoring:</b> Teachers EB Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Provide accelerated instruction (HB4545) for all 4th and 5th grade students who did not achieve Approaching on STAAR Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth on GRA levels, report card grades, campus and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teachers General Education Teachers Instructional Coaches Dyslexia Interventionist</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>



Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide an early intervention support for foundational reading skills in K-2nd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth on GRA levels, report card grades, campus and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> K-2nd grade Teachers Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** By June 2023, the percent of 3rd - 5th grade students that score Meets Grade Level on the STAAR Reading Test will increase from 25% to 35% and Masters from 56% to 65%.

**Performance Objective 2:** Provide Staff Development on High Impact Instructional Strategies including Student Engagement, Questioning, Verbal Discourse, Critical Thinking, Sheltered Instruction Practices and Balanced Literacy

**HB3 Goal**

**Evaluation Data Sources:** GRA

- Depths of Knowledge
- Road Maps & Planning
- Readers Workshop
- Writers Workshop
- Small Group Training
- Word Study and Phonics
- Reading Academy

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct coaching and modeling sessions for PreK-5 ELAR teachers new to their specific grade level &amp; new to their content areas</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher mastery of instructional content and implementation of campus and district expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct staff development on high-impact instructional strategies including sheltered instruction every 9 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher mastery of instructional content and implementation of campus and district expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches EB Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Sheltered Instructions Resources as needed - 263 Title III, LEP - \$2,160</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Offer best practices for reading instruction utilizing a model classroom setup to maximize instruction, movement, learning, and safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher mastery of instructional design and implementation of campus and district expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers District Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide training on Balanced Literacy Workshop</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher mastery of instructional content and implementation of campus and district expectations, including reading, writing, and word study best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize Reading Response Journals during whole group and small group instruction and independent work time (work stations and independent work time)</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of instructional strategies and implementation is demonstrated in reading response journals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Complete the Science of Reading Academies hosted by Region IV (New staff)</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher mastery of instructional content and implementation of Science of Reading Academies to meet state expectations.</p> <p><b>Staff Responsible for Monitoring:</b> K - 3rd grade Teachers, Instructional Coaches, Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2:** By June 2023, the percent of 3rd - 5th grade students that score Meets Grade Level on the STAAR Math Test will increase from 28% to 38% and Masters from 40% to 50%.

**Performance Objective 1:** Provide instructional support for 3rd Grade students in Math Category 3 -Geometry and Measurement

**Evaluation Data Sources:** STAAR 2022

MAP Scores





Curriculum Checkpoints

Graded Assignments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct differentiated STAAR math tutorial sessions for students performing at Approaching, Meets, &amp; Mastery Levels</p> <p><b>Strategy's Expected Result/Impact:</b> Meets and Mastery Levels to increase by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement Dreambox to reinforce all math skills including geometry and measurement</p> <p><b>Strategy's Expected Result/Impact:</b> Meets and Mastery Levels to increase by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct small group math interventions for students scoring below 70% on graded assignments and district assessments in the skills of geometry and measurement</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on 9 week report cards and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize Deep Practice to model problem solving skills and reinforce math concepts</p> <p><b>Strategy's Expected Result/Impact:</b> Students demonstrate an understanding of deconstructing problems and applying it to word problems</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement Math Workshop, Fact Fluency &amp; Number Talks</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on 9 week report cards and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals Facilitators Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Conduct small group math interventions for At Risk students scoring below 70% on graded assignments and district assessments in the skills of geometry and measurement</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on 9 week report cards and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Tutor Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Conduct and monitor small group math interventions for SPED students scoring below 70% on graded assignments and district assessments in the skills of geometry and measurement</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine week report card grades and major assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers SPED Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Conduct and monitor small group math interventions for EB students scoring below 70% on graded assignments and district assessments in the skills of geometry and measurement</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine week report card grades and major assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers EB Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Conduct and monitor small group math interventions for African American students scoring below 70% on graded assignments and district assessments in the skills of geometry and measurement</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine week report card grades and major assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide campus-wide intervention/enrichment tutorials 7:35 - 8:05 a.m. daily to reinforce math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine weeks report cards and major assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			



**Goal 2:** By June 2023, the percent of 3rd - 5th grade students that score Meets Grade Level on the STAAR Math Test will increase from 28% to 38% and Masters from 40% to 50%.

**Performance Objective 2:** Provide instructional support for 4th Grade Students in Math Category - Computation and Algebraic Reasoning

**Evaluation Data Sources:** STAAR 2022

MAP Scores





Curriculum Checkpoints

Graded Assignments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct differentiated STAAR math tutorial sessions for students performing at Approaching, Meets, &amp; Mastery Levels</p> <p><b>Strategy's Expected Result/Impact:</b> Meets and Mastery Level to increase by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement Dreambox to reinforce all math skills including computation and algebraic reasoning</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Meets and Masters Level on STAAR by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct small group math interventions for students scoring below 70% on graded assignments and district assessments in the skills of computation and algebraic reasoning</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on 9 week report cards and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize Deep Practice to model problem solving skills and reinforce math concepts</p> <p><b>Strategy's Expected Result/Impact:</b> Students demonstrate an understanding of deconstructing problems and applying it to word problems</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement Math Workshop, Fact Fluency &amp; Number Talks</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on 9 week report cards and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals Facilitators Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Conduct and monitor small group math interventions for At Risk students scoring below 70% on graded assignments and district assessments in the skills of computation and algebraic reasoning</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on 9 week report cards and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Tutor Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Conduct and monitor small group math interventions for SPED students scoring below 70% on graded assignments and district assessments in the skills of computation and algebraic reasoning</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine week report card grades and major assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers SPED Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Conduct and monitor small group math interventions for EB students scoring below 70% on graded assignments and district assessments in the skills of computation and algebraic reasoning</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine week report card grades and major assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers EB Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide accelerated instruction (HB4545) for all 4th grade students who did not achieve Approaching on STAAR Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets and Mastery level increase by 10% on the Math STAAR Test in computation and algebraic reasoning</p> <p><b>Staff Responsible for Monitoring:</b> Principals Special Education Teachers General Education Teachers Instructional Coaches</p> <p><b>ESF Levels:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide Campus-wide intervention/enrichment 7:35 - 8:05 a.m. daily to reinforce math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine weeks report cards and major assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2:** By June 2023, the percent of 3rd - 5th grade students that score Meets Grade Level on the STAAR Math Test will increase from 28% to 38% and Masters from 40% to 50%.

**Performance Objective 3:** Provide instructional support for 5th Grade Students in Math Category 4 - Data Analysis and Personal Financial Literacy

**Evaluation Data Sources:** STAAR 2022

MAP Scores





Curriculum Checkpoints

Graded Assignments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct differentiated STAAR math tutorials for students performing at Approaching, Meets, &amp; Mastery Levels</p> <p><b>Strategy's Expected Result/Impact:</b> Meets and Mastery Level to increase by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement Dreambox to reinforce math skills including data and personal financial literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Meets and Masters Level on STAAR by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct small group math interventions for students scoring below 70% on graded assignments and district assessments in the skills of data analysis and personal financial literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine week report cards and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement Math Workshop, Fact Fluency and Number Talks</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine week report cards and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide Campus-wide intervention/enrichment 7:35 - 8:05 a.m. daily to reinforce math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine weeks report cards and major assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Conduct small group math interventions for Asian students scoring below 70% on graded assessments and district assessments in the area of data analysis and personal financial literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine week report cards and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Conduct small group math interventions for SPED students scoring below 70% on graded assessments and district assessments in the area of data analysis and personal financial literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine week report card grades and major assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers SPED TEachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Conduct small group math interventions for EB students scoring below 70% on graded assessments and district assessments in the area of data analysis and personal financial literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% or higher on nine week report card grades and major assessments</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teacher EB Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Provide accelerated instruction (HB4545) for all 5th grade students who did not achieve Approaching on STAAR Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets and Mastery level increase by 10% on the Math STAAR Test in Data Analysis and Personal Financial Literacy</p> <p><b>Staff Responsible for Monitoring:</b> Principals Special Education Teachers General Education Teachers Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			







**Goal 2:** By June 2023, the percent of 3rd - 5th grade students that score Meets Grade Level on the STAAR Math Test will increase from 28% to 38% and Masters from 40% to 50%.

**Performance Objective 4:** Provide Staff Development for Teachers on High Impact Instructional Strategies including Student Engagement, Questioning, Verbal Discourse, Instructional Format, Critical Thinking and Best Practices for teaching Math Concepts/Skills.

**Evaluation Data Sources:** Strive Portfolio Certificates  
Professional Development Surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Offer staff development on high impact instructional strategies at staff meetings</p> <p><b>Strategy's Expected Result/Impact:</b> TTESS Walkthroughs Student Data Increases</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches , District Coaches &amp; Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide Instructional Coaching for K-5 Math teachers new to the campus &amp; new to content areas</p> <p><b>Strategy's Expected Result/Impact:</b> TTESS Scores Increase in Student Data</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide staff development on Math Workshop, Fact Fluency, Number Talks with Purposeful Recording, SAR &amp; Problem Solving</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number sense STAAR score increases</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coaches, District Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Item analysis will be completed after district assessments and campus major assessments using data from Eduphoria/Aware to determine areas requiring instructional shifts and students who will require additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Shifts in Classroom Differentiation to Instruction (Small groups)</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement vertical team meetings on content specific instructional strategies for consistent use across grade levels</p> <p><b>Strategy's Expected Result/Impact:</b> Use of consistent strategies</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>





Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide an early intervention for math concepts in PK-2nd grade. <b>Strategy's Expected Result/Impact:</b> CLI Scores TX-KEA Scores MAP Scores Increase in Student Data <b>Staff Responsible for Monitoring:</b> PK- 2nd Teachers Instructional Coaches	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 3:** By June 2023, the percent of 5th grade students that score Meets Grade Level on the STAAR Science Test will increase from 32% to 65% and Masters from 25% to 45%.

**Performance Objective 1:** Provide Interventions for Special Education and Emergent Bilingual Students in Science

**Evaluation Data Sources:** Summative and Formative Assessments  
Report Card Grades

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct science after school tutorial sessions in the second semester</p> <p><b>Strategy's Expected Result/Impact:</b> Student demonstrates mastery of science objectives on formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide differentiated small group instruction with a focus on academic vocabulary in the classroom</p> <p><b>Strategy's Expected Result/Impact:</b> Student demonstrates mastery of science objectives on formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct hands-on science investigations with students analyzing and documenting the scientific process in interactive notebooks</p> <p><b>Strategy's Expected Result/Impact:</b> Student demonstrates mastery of science objectives on formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>




Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Conduct Lunch Bunch sessions in the second semester of the school year to reinforce science concepts and skills through the utilization of hands-on investigations</p> <p><b>Strategy's Expected Result/Impact:</b> Student demonstrates mastery of science objectives on formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Consultant</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 3:** By June 2023, the percent of 5th grade students that score Meets Grade Level on the STAAR Science Test will increase from 32% to 65% and Masters from 25% to 45%.

**Performance Objective 2:** Provide instructional support for Students in Science Category 3 - Earth and Space

**Evaluation Data Sources:** Formative and Summative Assessments  
 Report Card Grades  
 Stemscoptes





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct Science after school tutorial sessions in the second semester of the school year focusing on low scoring standards and utilizing hands-on science investigations.</p> <p><b>Strategy's Expected Result/Impact:</b> Student demonstrates mastery of science objectives on formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>            Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide differentiated small group instruction with a focus on academic vocabulary, frequent opportunities for hands-on investigations, including student record reflections in interactive notebooks</p> <p><b>Strategy's Expected Result/Impact:</b> Student demonstrates mastery of science objectives on formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>            Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct science year end concept review and a 2 week STAAR review camp during the second semester of the school year</p> <p><b>Strategy's Expected Result/Impact:</b> Student demonstrates mastery of science objectives on STAAR science assessment</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Segment instruction to include science lab opportunities to utilize tools and the scientific process while investigating science concepts including student discourse and reflective responses recorded in science interactive notebooks.</p> <p>Kindergarten - 1st grade 80%</p> <p>2nd - 3rd grade 60%</p> <p>4th - 5th grade 50%</p> <p><b>Strategy's Expected Result/Impact:</b> Student demonstrates mastery of science objectives on formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide professional development for science teachers to model the scientific process outside of the science lab ( student discourse, higher order thinking questions, and hands-on learning).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student discourse and hands-on investigations</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Science Elementary Teacher</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** By June 2023, the percent of all parents responding Strongly Agree and Agree regarding parent involvement opportunities on the K12 Insight Survey will increase from 66% to 90%.

**Performance Objective 1:** Implement community involvement activities and strategies throughout the year.

**Evaluation Data Sources:** K12 Climate Survey (Parents)





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement monthly Smores email to all parents  <b>Strategy's Expected Result/Impact:</b> Increased parent/student involvement  <b>Staff Responsible for Monitoring:</b> Front office Staff                      Administrators                      Counselors</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Weekly Facebook posts, and grade level newsletters to communicate upcoming events (Skylerts as needed).  <b>Strategy's Expected Result/Impact:</b> Increased parent/student involvement  <b>Staff Responsible for Monitoring:</b> Administrators                      Front office staff                      Classroom Teachers</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 4:** By June 2023, the percent of all parents responding Strongly Agree and Agree regarding parent involvement opportunities on the K12 Insight Survey will increase from 66% to 90%.

**Performance Objective 2:** Implement and host academic opportunities for parents to participate in their student's learning.





**Evaluation Data Sources:** K12 Insight Survey (parents)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Host academic events such as STEAM Night, Curriculum Night, Science Olympiad, and Science EXPO.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement Increase in parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Classroom Teacher Instructional Coaches Admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase reading fluency and comprehension in K-2 using Read to Succeed (push-in support)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased fluency and comprehension Increased GRA levels</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Support Staff Instructional Coaches Parents Paraprofessionals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - Targeted Support Strategy</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** By June 2023, the percent of all parents responding Strongly Agree and Agree regarding parent involvement opportunities on the K12 Insight Survey will increase from 66% to 90%.

**Performance Objective 3:** Implement and provide opportunities for parents to support staff and students in a variety of special programs.

**Evaluation Data Sources:** K12 Insight Survey (parents)  
Increased parent involvement





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement Frost Pilots to support students and staff academically and socially.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in Discipline referrals Increase student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Parents will provide support in the library, science lab, book fair, and Fine Arts Gala to empower their student's learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student behavior Increased student attendance Enhance the school culture and climate</p> <p><b>Staff Responsible for Monitoring:</b> Principals, instructional coaches, Specials teachers, and classroom teachers</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Attend House Mania at Ron Clark Academy to learn how to implement the house system for the 2023-2024 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance the school culture and climate</p> <p><b>Staff Responsible for Monitoring:</b> Principals, classroom teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** By June 2023, the percent of K-2 students reading on or above grade level will increase from 83% to 90%.

**Performance Objective 1:** Promote and communicate opportunities for parent engagement to ensure the reading academic achievement of students.

**Evaluation Data Sources:** GRA  
 Grade Level Newsletters  
 MAP Data  
 Reading Response / Questioning Menus

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize daily take home readers to support independent reading</p> <p><b>Strategy's Expected Result/Impact:</b> GRA growth TX-KEA growth</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Literacy Night and Book Fair</p> <p><b>Strategy's Expected Result/Impact:</b> Parental understanding of reading support opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Librarians</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Reading celebrations: Sight Word Picnic (Kindergarten), Reader's Restaurant (1st grade), Publisher's Picnic (2nd grade)</p> <p><b>Strategy's Expected Result/Impact:</b> GRA growth MAP 1st-2nd grade growth TX-KEA growth</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Reading Incentive Program: Bean Stack Challenge, Book Character Parade</p> <p><b>Strategy's Expected Result/Impact:</b> GRA growth MAP 1st-2nd grade growth TX-KEA growth</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Librarian Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 5:** By June 2023, the percent of K-2 students reading on or above grade level will increase from 83% to 90%.

**Performance Objective 2:** Teachers will strengthen Tier 1 reading instruction.

**Evaluation Data Sources:** Guided Reading Assessment

MAP Data





TKEA

Running Records

Graded Assignments

Kindergarten Checklist





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide differentiated small group reading instruction to all during the literacy block</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on GRA levels, report card grades, and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide differentiated word study interventions using the Units of Study Phonics program and Heggerty</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on GRA levels, report card grades, and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coach Reading Interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement Heggerty Phonemic Awareness Early Pre-Kindergarten Lessons</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on GRA levels, report card grades, and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Create and implement rigorous and aligned work stations for students during independent work time</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in GRA scores, fluency and comprehension</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** By June 2023, the percent of K-2 students reading on or above grade level will increase from 83% to 90%.

**Performance Objective 3:** Professional development opportunities on questioning and higher order thinking strategies will be provided to increase reading fluency and comprehension.





**Evaluation Data Sources:** Walk-through data  
Formal teacher observations

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Beginning of the Year Campus Staff Development: Model Classrooms, Reading/Writing/Math Workshops, GRA Training, Sheltered Instruction Strategies, Data Analysis, Lesson Planning Cycle, Small Groups</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher mastery of instructional expectations and strategies with the ability to implement with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 5:** By June 2023, the percent of K-2 students reading on or above grade level will increase from 83% to 90%.

**Performance Objective 4:** Rigorous Tier 2 and 3 instruction will be implemented by instructional Coaches, EB specialists, tutors, and dyslexia interventionists.

**Evaluation Data Sources:** Guided Reading Assessment  
 TX-KEA  
 Running Records  
 Graded Assignments  
 Kindergarten Checklist

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Instructional Coaches will implement Countdown to Blast, Jan Richardson, and Jennifer Serravallo strategies during targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Demonstrated growth on GRA levels, report card grades, and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals            Instructional Coach            Reading Interventionist</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>- ESF Levers:</b>            Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>- Additional Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			



# State Compensatory

## Budget for Frost Elementary

**Total SCE Funds:** \$8,745.00

**Total FTEs Funded by SCE:** 2

### Brief Description of SCE Services and/or Programs

Funds will be utilized for before/afterschool tutorials and tutors.

## Personnel for Frost Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Foster, Kathryn	Pre K Aide	1
Melissa Graner	PreK Aide	1

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Shannon Hood	Principal
Administrator	Verna Berry	Assistant Principal
Classroom Teacher	Fiona Inman	Pre-K Teacher
Classroom Teacher	Natalie Stark	Kindergarten Teacher
Classroom Teacher	Kierra Rocio	2nd Grade Teacher
Classroom Teacher	Emily Cunningham	3rd Grade Teacher
Classroom Teacher	Brittany Schamerhorn	4th Grade Teacher
Classroom Teacher	Erika De La Ossa	5th Grade Teacher
Parent	Jamison Edmondson	Parent Representative
Parent	Edgar Hernandez	Parent Representative
Parent	Kristian Parker	Parent Representative
Parent	Jacob Pittman	Parent Representative
Classroom Teacher	Morgan Smith	PPCD / Pegasus Teacher
Community Representative	Michael Moore	Community Representative
Classroom Teacher	Cherry Hoagland	1st Grade Teacher
Classroom Teacher	Vanessa Flores	Math Facilitator
Classroom Teacher	Tonia Nelson	Reading Facilitator

# Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutor and tutoring supplies		\$8,745.00
<b>Sub-Total</b>					\$8,745.00
<b>Budgeted Fund Source Amount</b>					\$8,745.00
<b>+/- Difference</b>					\$0.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Sheltered Instructions Resources as needed		\$2,160.00
<b>Sub-Total</b>					\$2,160.00
<b>Budgeted Fund Source Amount</b>					\$2,160.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$10,905.00
<b>Grand Total Spent</b>					\$10,905.00
<b>+/- Difference</b>					\$0.00