Georgetown Independent School District

Frost Elementary School

2018-2019 Campus Improvement Plan

Mission Statement

Frost Mission......Dream * Explore * Grow * LEAD * Serve

District Mission.....Inspiring and empowering every learner to lead, grow, and serve

Vision

Home of the most inspired students, served by the most empowered leaders.

Core Values

GISD Learner Profile:

* Communicates, collaborates, and applies critical thinking.

* Creates and innovates.

* Obtains knowledge through inquiry and exploration

* Adapts and perseveres.

* Develops self-knowledge and personal responsibility.

* Builds and models respectful relationships.

Comprehensive Needs Assessment

Needs Assessment Overview

After completion of the Frost Campus Needs Assessment using the entire faculty and focusing on Student Achievement, Curriculum and Instruction, and Technology, we felt like we spent our time with the three most pending areas of need using the following data sources: DRA scores, Progress Monitoring data, STAAR test results, iStation, AimsWeb Plus, Advance Math diagnostics, and walkthrough data, teacher input. The following represents our goals of focus for the upcoming school year 2017-18:

Curriculum, Instruction, and Assessment

To implement Project Read and Words Their Way consistently and effectively at every grade level by providing teachers with continued support and training, as well as varied opportunities for vertical planning and collaboration. Consistent and effective implementation will be evidenced by conversations in PLC's, lesson plans, walk-throughs, and evaluations.

S – My SPECIFIC Goal

Students will develop an online portfolio including work samples that demonstrate understanding of grade level Technology TEKS.

M – How will I MEASURE my progress?

Student Goals / Checklist

A – What ACTIONS must I take to accomplish this goal?

Develop checklists within each grade level based on TEKS.

Brainstorm ways to incorporate these TEKS into instruction throughout the school

year.

Grade levels collaborate vertically for alignment.

Facilitate student portfolio development

R – Is my goal REALISTIC and attainable? ____ Yes ____ No

T – Is my goal TIMELY? When will this goal be accomplished?

Beginning of the Year - Develop checklist / brainstorm instruction

Mid Year - Check in for Vertical Alignment and Progress toward our goal

End of the Year - Portfolio Completion

Demographics

Demographics Summary

The community of Frost Elementary is overall diverse, socio-economically as well as ethically and culturally. With a wide variety of special programs represented, an unique opportunity for addressing all student needs is present. Our identified gifted and talented students also reflect diversity. This diversity continues to represent increasing need for activities and efforts to involve all parent groups equally in our school. As a campus completing the addition of grades 3-5 now in place for 3 years we continue to hire and retain excellent staff and faculty to ensure consistency and promoting higher student achievement. Frost currently has an enrollment of 366 students representing the following ethnic groups:

*43.94% White

*39.72% Hispanic

*7.61% African American

*1.13% Asian

*7.04% Two or more races

Demographics Strengths

Frost Elementary **MET STANDARD** in all student groups in all content areas, scoring 83 on Index 1 on our Accountability Summary, and **meeting 21 out of 21 System Safeguards.**

*An area of strength for Frost is our achievement for our English Language Learners in reading, math, and writing. Frost ELLs close the gap with the non-ELL peers in all content areas and are improving in commended performance.

Frost Elementary boasts a 5 STAR Distinction Designation in Accountability in the following areas (comparison to demographically comparable schools):

*Academic Achievement in Reading/ELA

*Academic Achievement in Math

*Top 25 Percent Student Progress

*Top 25 Percent Closing Performance Gaps

*Postsecondary Readiness

Our Performance Index Summary is as follows:

*Student Achievement at 83 (247 points earned out of possible 298 points)

*Student Progress at 60 (724 points earned out of possible 1,200 points)

*Closing Performance Gaps at 49 (294 points earned out of possible 600 points)

*Postsecondary Readiness at 45

Frost Elementary has a 69.3% Economically Disadvantaged population with 18.7% representing English Language Learners. Our mobility rate is 14.3% which represents no significant change in the last 4 years.

Student Achievement

Student Achievement Summary

Frost Elementary MET STANDARD on the Reading (3rd=79%, 4th=76%), Math(3rd=81%, 4th=82%), and Writing (4th=82%) on Phase-In Level 2. Our Performance Index Report reflected these results:

Index 1 (Student Achievement) = 83

Index 2 (Student Progress) = 60

Index 3 (Closing Performance Gaps) = 49

Index 4 (Postsecondary Readiness) = 45

We are always focusing on our SPED and ELL populations to ensure and increase their learning potential and passing rates. Our SPED populations scores were from 50-75% passing rates in reading, writing, and math. Our ELL populations scored from 69-100% on passing rates in reading, math, and writing.

District Benchmarks and Universal Screeners provide accurate information to help us determine/identify students needing additional interventions. Campus data indicates our math instruction is stronger than our reading instruction, but is not as strong as our writing instruction across all grade levels. This is impacted by our math literacy focus as well as our reading literacy focus, training, and required campus practices in all classrooms across all grade levels.

Our TELPAS scores continue to increase in levels of proficiency and continue to make at least one year gain in Language Proficiency standard levels.

We met 100% (21 out of 21) System Safeguards.

Student Achievement Strengths

Our scholars at Frost Elementary have earned the TEA Designations of Distinction in the following areas: (5 STAR School due to ranking in the top 25% of our comparable Texas schools)

*Academic Achievement in Reading/ELA

*Academic Achievement in Mathematics

*Top 25% Student Progress

*Top 25% Closing Performance Gaps

*Postsecondary Readiness

Although we know the work ahead for Frost is ever increasing, we are very proud of our accomplishments while transitioning from a PreK-2 Campus to a PPCD/PreK-5th Grade Campus within 3 years. Our data reflects our focus on instruction with engaged student learning.

These results show a great amount of collaboration and instructional focus not only in 3rd and 4th grades, but in our vertical alignment.

School Culture and Climate

School Culture and Climate Summary

As a professional learning community of committed Frost staff and scholars enjoy an overall healthy school culture and climate. Surveys of Frost staff and families continue to confirm Frost is a collaborative, loving, student centered learning environment that parents appreciate and enjoy being a part of. Our continued focus is to improve communication between home and school through various social media platforms bridging the home to school curriculum with technology such as Twitter. Since the implementation of CHAMPS Guidelines for Success and our 7 Habits for Happy Kids, our culture continues to practice in all areas of the school especially in all common areas.

School Culture and Climate Strengths

Frost begins each day together in our Morning Meeting emphasizing our 7 Habits by rewarding scholars observed using these habits and showing their Leadership development. Frost scholars recite a Frost Pledge each morning together after pledges to reinforce our sense of community, high expectations, and core values.

Our 7 Habits of Happy Kids are integrated in every facet of our learning from Morning Meeting to Specials to Curriculum and Instruction. This has created a climate of positive habits that are rewarded and reinforced daily and develop a sense of pride of self and school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff at Frost Elementary are highly qualified. Frost teachers are contributing members of grade level Professional Learning Communities and the Frost Professional Learning Community. We added 5th Grade this year which included three additional new teachers to our campus. Teachers are provided data using PDAS observations and walkthroughs to give accurate feedback to staff. As we continue to strengthen our Professional Learning Communities, we continue to focus on instructional coaching, opportunities for professional learning and peer coaching. Frost teachers are training LEADERS in many of our district wide training sessions.

As we have added to our staff, hiring committees were formed to ensure representation from all areas, new staff profile was determined, interview questions were developed from the profile, references were check, applicants screened, and decisions made collaboratively on all potential candidates.

Staff Quality, Recruitment, and Retention Strengths

Frost teachers continue to develop professionally as teams and as grade level Professional Learning Communities. Additional staff members are divided into specialty teams. Professional Learning Communities as gradelevels meet weekly to discuss our scholars' progress using data to drive decision making with our intervention TEAM. Frost teachers are capable of leading training on campus in any content area or use of technology.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum is clearly aligned to the Texas Assessment of Knowledge and Skills (TEKS) standards in all learning areas. Common lesson planning times and Professional Learning Communities weekly create the vehicle for each grade level to focus on lesson planning, developing engaging student activities, technology integration, and use of higher order thinking skills.

During our PLCs, we review student performance data to ensure that individual student needs are supported and met. The Intervention Team is a part of our weekly PLC and offers support and collaboration.

As we focus on the 21st Century Learning and Innovation Skills model: Critical Thinking, Communication, Collaboration, and Creativity. To continue to develop this model, we have added a instructional focus on utilizing technology, increasing student engagement, and rigor.

We use a flexible grouping model for our RtI Intervention Groups during our Polar Bear Time which is a 45 minute block each day throughout each day as we intervene to meet scholar needs.

Frost teachers are encouraged to complete a learning walk or a peer observation during the school year to support their instructional development.

Frost continues to collaborate and include our SPED population in all general education learning and instruction. Inclusion support provided by our SPED staff ensures our scholars' needs are being met.

Curriculum, Instruction, and Assessment Strengths

Frost teachers work hard together to provide well-constructed, engaging and effective lessons. Grade level teams have regular common planning times as well as one full day a semester for instructional planning and collaboration. This offers an opportunity for both vertical and horizontal alignment across grade levels.

Parent and Community Engagement

Parent and Community Engagement Summary

Opportunities for family involvement are provided throughout the school year and Frost parents pack the building anytime we have a special night. In addition to our supportive PTA and WatchDOGS programs, we have mentors, PALs, and local businesses and churches who have adopted us. (Atmos Energy, Cook Walden-Davis Funeral Home, and Grace Bible Church. At our Open House in September, we had over 300 families represented out of our current enrollment of almost 450 scholars. We continue to offer opportunities for parent involvement/communication in the following ways:

*Weekly Notifications of school events via School Messenger (email, texts, phone messages)

*Website is updated weekly to reflect upcoming events

*Marquee is updated weekly to remind parents

*Frost Twitter Account

*Monthly newsletter and calendar sent home and emailed

*Classroom newsletters, emails, tweets are sent regularly

*Daily announcements during our Morning Meeting each morning (parents stay during this time)

*WatchDOG pizza nights-include dodgeball games

*Literacy Nights-include take home activities for parents

*Math/Science/STEM nights

*SeaPerch underwater robotics program--parent and teacher driven and involved

*Grade level STAAR nights to ensure understanding of testing and accountability for parents

*College and Career Day will be implemented this year

*Music programs for every grade level

*Polar ICE music group established this year/Honor Choir

*AWARDs assemblies each quarter

*Student Council

*UIL --parents teach and support groups

*MARE Open House

*Science FAIR Night

*Spring Leadership SUMMIT where scholars show their parents their academic progress through data collected in their LEADERSHIP data binders

Parent and Community Engagement Strengths

Frost community of families and staff are a very dedicated and committed group that support student learning and achievement. These stakeholders continue to involve in any way they can. We have 100% staff participation and membership in PTA and have grown our PTA membership to over 100 members. We continue to grow our families and their support has contributed to the overall success at Frost Elementary.

School Context and Organization

School Context and Organization Summary

Frost Elementary has an enrollment of approximately 450 scholars. We span PPCD/PreK - 5th Grade grade levels. The school day at Frost is designed with a focus on student instruction. The schedule is built to optimize instructional time while still allowing 45 minutes daily of enrichment/intervention time every day. Core instruction is in blocks of time when students have maximum amount of learning time. Scheduling is a collaborative effort to best meet the learning needs for all students.

All professional staff members are part of a PLC and participate fully in team decision making collaboration. The PLCs and grade level teams meet weekly.

School Context and Organization Strengths

The Professional Learning Community of Frost cntinues to embrace high expectations and consistency in our positive environment through the guidance of CHAMPS, the teaching of The 7 Habits of Happy Kids through The Leader in Me, communication practices, and instructional programs. Frost staff and teachers are dedicated and committed to the needs of ALL scholars.....whatever it takes!

Technology

Technology Summary

Frost Elementary has increased technology capabilities and teacher training to build efficacy reflecting this increase. Tech training occurs at each staff meeting to share, collaborate, and strengthen their skills and knowledge base.

Technology Strengths

Frost has equipped each classroom with a projector, Mimio view (document camera), and a Mimio teach (interactive white board). We have 5-8 iPads in every classroom, 30 tablets used in 4th and 5th grade classrooms. Each teacher has an iPad and a classroom desktop computer. Frost also has invested in 8 Mimio Vote systems used across the grade levels. Frost has 1 stationery lab and 1 mobile laptop lab.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Student - Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 1: Student achievement, as measured using all 2019 STAAR assessments, will increase over 2018 performance in reading, math, writing, and science.

Evaluation Data Source(s) 1: Curriculum Based Assessments, Common grade level assessments, WIGs-schoolwide, grade level, classroom, personal
Leadership Notebooks--personal goal tracking for students and teachers
DRAs
Fact Fluency checks through Factastic

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Professional Learning will be provided to teachers to implement the process of designing engaging work through the PLC process, common planning time, one staff meeting Wednesday a month, peer coaching opportunities, and instructional rounds		Design TEAM Principal Assistant Principal Teachers	Student centered engaging work				
2) The use of instructional rounds during our PLC time to provide support and feedback to teachers with a beginning focus on guided reading, guided math, and station work.		Teachers Interventionists/Instructional Coaches Principals	strengthen our guided reading practices and rigor with station work increase understanding of CMP/HPLS				
3) Teachers will implement instruction of the HPLS while aligning with the YAG timeline. This will be supported during our PLC/common planning times weekly.		Principals Interventionist/Instructional Coaches	increase understanding of the HPLS using our CMP Supports and ensures vertical alignment				
4) Provide a resource, Target Math, for math teachers as part of their station rotations during guided math groups as well as Region 4 resources such as Closing the Distance. and Mathematics Workstations (online) resources.		Principals Math Teachers	Add more rigor to the station rotations				

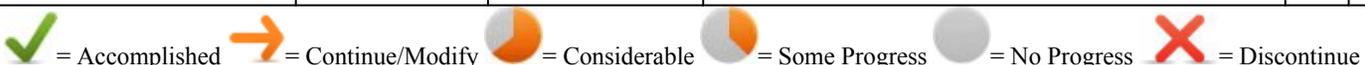|							
5) Provide for a sub for teachers who need extra time for DRA testing during BOY, MOY, or EOY testing times.		Principals Interventionists	DRA scores are accurate and input into Eduphoria in a timely manner set by the district				
6) Provide a sub for our admin team members who need one so the admin team can have a day to discuss MOY results and our plan of action for the year.		Principals	Planning time and discussion for the MOY testing results focusing on any student who did not make expected progress.				
7) To provide training and resources for getting started on Project Based Learning.		Principal	To encourage Project Based Learning in our classrooms.				
8) To provide more reading passages/resources for classroom reading support.		Principals	Good reading passages to practice reading skills.				
9) To provide materials/resources and trainings for teachers to include subs for math FACTastic.	2.4, 2.5, 2.6	Principal	To improve math fact fluency as a campus				
10) Provide the opportunity for Reflex Math online program for 5th grade.	2.4, 2.5, 2.6	5th Math Teacher--Longtin Principal--Mormon	Increased comprehension of math word problems, practice in computation, and math fact fluency				
11) Provide a sub for our Librarian as she builds our Literacy Library with new boxes and assembles YAG boxes for grades 3-5 for social studies, science, and other areas of interests.	2.4, 2.5, 2.6	Librarian Principal	Better use and more efficient use of the Literacy Library				
12) Purchase for use Dibels to use for online reading progress monitoring for comprehension and fluency.	2.4, 2.5, 2.6	Reading Interventionist Principal	A useful tool to aid in more efficient and effective progress monitoring for reading.				

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Goal 1: Student - Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Lesson design will demonstrate choice in product or process for students by 2019 as a baseline for ongoing growth.

Evaluation Data Source(s) 2: Lesson Plans, Spec sheets-classroom/grade level, Walkthrough data, T-TESS observations and feedback, Flex Friday survey feedback, DESIGN TEAM feedback and coaching circles

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) To provide and continue professional learning support for designing engaging work. We will use one Wednesday a month to focus on designing engaging work.		Design TEAM Principals	Increased understanding in designing engaging work Increase practice of designing engaging work				
2) Instructional staff will facilitate weekly flexible learning opportunities for students to explore personal interests and passions through the Frost Flex Friday time.		Design TEAM Principals Teachers	Increase student choice Motivation and ownership of learning Build more intentional relationships to include knowledge of student's interests and passions				
3) Provide grade level teams and vertical teams a day with a sub to instructionally plan and design engaging lessons for all scholars.		Principals Grade Level TEAMs Vertical TEAMs	More engaging lessons to include student choice in process and product which results in more sustained growth/progress.				
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Goal 1: Student - Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 3: Professional Learning Communities will develop into more independent grade level teams building collaboration and communication with weekly opportunities to collaborate with another grade level team while designing engaging work

Evaluation Data Source(s) 3: student feedback surveys, increased student choice, student motivation and ownership of learning, increasing student awareness, building better relationships, increasing teacher knowledge of student interests and preferred choices

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Using common planning times to build more collaborative teams but use other grade level common planning times (same time) to also build vertically. Teachers will meet two times a week for grade level teams and 2 times a week for vertical teaming.		Teachers Interventionists Principals	Collaboration and communication about student needs and how they can support one another with student needs				
2) Professional Learning for further developing our PLC culture for sustainment.		Principal	More developed and robust PLCs conversations for instructional growth				
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Goal 1: Student - Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 4: Student performance, for all sub groups on 2019 STAAR Writing and Science, will demonstrate a 2% decrease in performance gaps over 2018 STAAR.

Evaluation Data Source(s) 4: T-TESS observations, walkthroughs, lesson plans, Professional Learning Communities agenda and notes Curriculum Based Assessments, common assessments

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Increase the opportunities to write across all content areas and build a writing buddy program to go along with our reading and math buddy programs. This includes music, art, library, and PE times and opportunities to write. This is to include our teachers.		All Teachers in all content areas Principals	Increased opportunities to increase and motivate desire to write Student Journal time within our Leadership Notebooks for reflection on learning				
2) Increase our Literacy Library each year. Provide our Librarian a sub to support her as she makes selections to enhance our Literacy Library.		Librarian Principal	To improve and enhance the selections for reading in our Literacy Library for classroom use especially in the areas of high interest/low level readers.				
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Goal 1: Student - Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 5: Improve attendance rate from 96.1% to 96.3% average for the year.

    Evaluation Data Source(s) 5: Daily Attendance

    Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 1: Increase parent and community involvement opportunities over 2018 feedback survey data.

    Evaluation Data Source(s) 1: Let's Talk data usage report, Parent Sign-in sheets from Parent Involvement activities, Parent Surveys, Parent/Teacher Conference Logs, PTA Meetings Logs, Watch Dog Dads Participation Logs, Tuesday Folders, School Messenger, Teacher Newsletters, Class DoJo participation information

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug

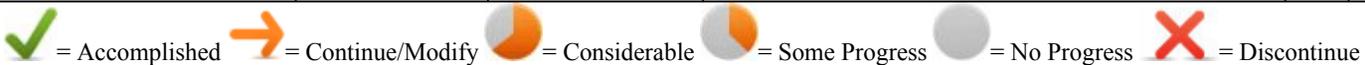|							
1) Provide parent opportunities and LEADER opportunities throughout our year as we host: *Meet the Teacher *Parent Information Nights *Musicals *WE are THANKful for our LEADERS Thanksgiving with Frost Families *Literacy Nights *Math/Science Night *Leadership Day *Veteran's Day Program *Veteran's Day Reception *Holiday parties, Valentine parties, and End of Year parties *Award Ceremonies *5th grade Graduation/Kinder graduation *Kinder Thanksgiving Show *Texas Day *FROST has TALENT SHOW		LH Team Design TEAM Principal	stronger participation and attendance to Frost events with parents and student LEADERS				
2) A new design with a parent information night at the end of the school year to supply parents with information and resources for a successful summer.							
3) Provide subs for teachers while the Talent Show auditions take place and as we prepare for this parent involvement/parent engagement event.		Principal	Create a successful opportunity for our talent show scouts to spend the time necessary for auditions and supports for our scholars as we prepare for this family involvement/family engagement event.				
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Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.

Performance Objective 2: Creation and development of the Parent LightHOUSE TEAM to work collaboratively with our Teacher and Student LightHOUSE TEAMs as part of our The Leader in Me.

Evaluation Data Source(s) 2: Attendance and participation with the Teacher LightHOUSE TEAM meetings, collaboration with the Student LightHOUSE TEAM meeting

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Create Student LH TEAM to work collaboratively with the Teacher LH Team as we plan, execute, and LEAD opportunities for LEADERship at Frost.		Teacher LightHOUSE TEAM Principals	providing LEADERship opportunities for our students through a student led team				
2) Create Parent LH TEAM to work collaboratively with Teacher and Student LH TEAMs for our The Leader in Me.		Teacher LightHOUSE TEAM Principals	collaboration on all LEADERship activities and nights				
3) Provide literature for parents from The Leader in Me/Franklin-Covey for check out and understanding/awareness for The Leader in Me way of life.		Prinicpals	To enrich families with literature raising awareness and understanding of the impact of The Leader in Me.				
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Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 1: Using our The Leader in Me platform, build capacity within our teachers by developing and organizing ACTION TEAMS for how we do business at Frost.

Evaluation Data Source(s) 1: The Leader in Me teacher feedback surveys
Parent feedback surveys for LEADERship day, Literacy nights, Math/Science Night, I am THANKful for Leadership lunch, Teacher LightHOUSE TEAM, Student LightHOUSE tEAM

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Development and organization of campus action teams that work collaboratively to accomplish all activities at Frost		Teacher LH TEAM Principals	Balance of responsibilities for the work at Frost				
2) Provide opportunity for staff to attend Leadership Day at other campuses.		Principal LightHOUSE TEAM	Gain a better understanding by visiting other campuses for Leadership Day so when we host ours campus will have a better understanding.				
3) To provide opportunity for our LEAD Process Champion to spend time with the Flippen Group rep as we build our Capturing Kid's Hearts culture stronger.		Principals Process Champions	a culture of sustainment for Capturing Kid's Hearts				
4) Providing a sub for our LightHouse TEAM as we fulfill our The Leader in Me commitment by hosting a Coaching Day with our trainer.		Principal	To further our work with The Leader in Me by providing coaching for our LightHouse TEAM				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: Provide professional learning choices for our teachers through our Design TEAM work using our Wednesday staff meeting time once a month

> **Evaluation Data Source(s) 2:** Professional Learning Communities agenda/notes
> T-TESS goal setting needs
> data from DRAs, CBAs, Common assessments
>
> **Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) The Design TEAM will create opportunities for a one time study, CMP refresher, HPLS study, book studies and others as part of our professional learning choices.		Design TEAM Principals	engaged and motivated staff for professional learning/choices				
2) Provide subs for teachers who would like to go off campus for a peer observation.		Principal	Teachers will bring back to campus ideas for our focus of guided reading and math groups and station work.				
✔ = Accomplished ➡ = Continue/Modify ◐ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue							

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

Performance Objective 1: Through our Design TEAM work and development, provide understanding/professional learning for our FROST STRONG TEAM to understand our district/campus vision, mission, beliefs, goals, and Learner Profile through our language and behavior.

Evaluation Data Source(s) 1: Professional Learning Communities agenda and notes
Walkthroughs
Flex Friday Choices/teacher and student feedback
Teacher Professional Learning choices/feedback

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Using one Wednesday a month, the Design TEAM will provide opportunities for a better understanding of our district's v, m, g, b, and LP.		Design TEAM Principals	Language and behavior that reflects our district's m,v,g,b,and LP				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

Performance Objective 2: Create and continue to develop the culture for Capturing Kid's Hearts through building meaningful relationships with teachers, students, and Frost families.

Evaluation Data Source(s) 2: Teacher Performance--walkthroughs, feedback
Student performance--progress monitoring, grades, success. attendance
family performance--attendance at events, feedback

Summative Evaluation 2: Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Provide subs for Process Team Champions when training is available and when our consultant is on campus.	2.4, 2.5, 2.6	Principal	Culture of relationships				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Professional Learning will be provided to teachers to implement the process of designing engaging work through the PLC process, common planning time, one staff meeting Wednesday a month, peer coaching opportunities, and instructional rounds