Frontier Elementary School

2021-22 Schoolwide Improvement Plan

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Frontier Elementary School

6995 HOPEDALE LN, Clearwater, FL 33764

http://www.frontier-es.pinellas.k12.fl.us

Demographics

Principal: Gina Owens

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: A (66%) 2016-17: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We are committed to: take care of the whole child, believe the best of all stakeholders, work together as a school community, foster a growth mindset, create a safe environment.

Provide the school's vision statement.

We are dedicated to developing students into thinkers and problem solvers who are ready to be contributing members of a diverse society.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Owens, Gina	Principal	Instructional Leader and manager of all SIP goals
Pribble, James	Assistant Principal	Instructional Leader with a focus on PBIS, wellness and SIP goals
Johnson, Laura	Instructional Coach	Monitors data in ELA and Math to ensure learning gains and proficiency are taking place to achieve SIP goals.

Demographic Information

Principal start date
Thursday 7/1/2021, Gina Owens

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
50

Total number of students enrolled at the school
677

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
6

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	42	49	48	43	52	32	0	0	0	0	0	0	0	266
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	33	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	20	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	15	39	38	43	64	51	0	0	0	0	0	0	0	250

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	0	1	4	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated
Tuesday 7/13/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	119	108	98	115	99	0	0	0	0	0	0	0	581
Attendance below 90 percent	0	54	37	33	36	35	0	0	0	0	0	0	0	195
One or more suspensions	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	4	7	0	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	3	11	0	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	14	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	7	14	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	4	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	42	119	108	98	115	99	0	0	0	0	0	0	0	581
Attendance below 90 percent	0	54	37	33	36	35	0	0	0	0	0	0	0	195
One or more suspensions	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	4	7	0	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	3	11	0	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	14	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	7	14	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	1	1	0	4	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	54%	57%	58%	50%	56%
ELA Learning Gains				49%	59%	58%	58%	47%	55%
ELA Lowest 25th Percentile				59%	54%	53%	53%	40%	48%
Math Achievement				68%	61%	63%	77%	61%	62%
Math Learning Gains				58%	61%	62%	77%	56%	59%
Math Lowest 25th Percentile				40%	48%	51%	77%	42%	47%
Science Achievement				62%	53%	53%	61%	57%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	56%	5%	58%	3%
Cohort Comparison						
04	2021					
	2019	53%	56%	-3%	58%	-5%
Cohort Comparison		-61%				
05	2021					
	2019	48%	54%	-6%	56%	-8%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	62%	12%	62%	12%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	62%	64%	-2%	64%	-2%
Cohort Comparison		-74%				
05	2021					
	2019	65%	60%	5%	60%	5%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	54%	8%	53%	9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

MAP scores and Science Cycle 1 and 2.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	36	41
	Economically Disadvantaged	50	36	41
	Students With Disabilities	20	40	17
	English Language Learners	47	27	16
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	37	33
	Economically Disadvantaged	42	37	33
	Students With Disabilities	25	60	33
	English Language Learners	56	27	32

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	29	24
	Economically Disadvantaged	42	27	27
	Students With Disabilities	0	0	0
	English Language Learners	21	6	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	37	29
	Economically Disadvantaged	42	36	31
	Students With Disabilities	22	9	16
	English Language Learners	48	36	23

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	41	18
	Economically Disadvantaged	39	42	15
	Students With Disabilities	14	23	10
	English Language Learners	23	36	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	50	46
	Economically Disadvantaged	48	49	42
	Students With Disabilities	30	31	33
	English Language Learners	44	59	45

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	48	
	Economically Disadvantaged	54	45	
	Students With Disabilities	18	27	
	English Language Learners	27	27	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	37	41
	Economically Disadvantaged	36	34	40
	Students With Disabilities	9	27	70
	English Language Learners	18	32	29

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	43	
	Economically Disadvantaged	40	38	
	Students With Disabilities	7	47	
	English Language Learners	36	26	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52	47	46
	Economically Disadvantaged	45	39	35
	Students With Disabilities	20	40	57
	English Language Learners	48	32	43
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	71		85
	Economically Disadvantaged	67		81
	Students With Disabilities	25		54
	English Language Learners	62		83

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	50		17	13		25				
ELL	39	54		40	40		52				
ASN	67			75							
BLK	36	73		39	64		45				
HSP	48	60	45	47	34		52				
WHT	51	55		47	47		59				
FRL	46	58	40	45	42	24	49				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	26	30	41	23		44				
ELL	45	55		72	76		47				
BLK	45	62		55	62		53				
HSP	55	53	75	73	72		69				
MUL	64			82							
WHT	55	44	50	66	44	33	60				
FRL	48	47	63	65	55	41	59				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	56	82	63	79						
ELL	45	58	50	80	78	82	53				
BLK	50	41		72	74		50				
HSP	59	62	53	81	80	76	55				
MUL	71			88							
WHT	57	56	56	73	77	79	67				
FRL	56	59	55	74	77	76	56				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	372

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

1st grade- Students performed lower in the spring than the fall. SWD had a 20 percent gain from Fall to Winter and then dropped in the spring. ELA is a strength and Math is the area of concern for all subgroups.
2nd grade- lowest of all grades in both ELA and math
3rd grade- area of concern is ELA as every subgroup had a drop from the fall
4th grade- Held scores from the fall to winter in ELA and made gains from Fall to Spring in Math
5th grade- ELA and Math showed a slight drop from fall to winter, Science scores displayed the largest growth for all subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Primary ELA and math instruction

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Ensure that rigor is incorporated in the daily lessons, gaps are being address in learning and teachers are progress monitoring

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Science instruction showed the most growth

What were the contributing factors to this improvement? What new actions did your school take in this area?

Departmentalizing 5th grade teachers as well as incorporating science text in the ELA instruction

What strategies will need to be implemented in order to accelerate learning?

Progress monitor students each month to ensure that they are making progress and mastery of the standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Strong phonic routine, data chats and daily monitoring in the classrooms

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

use of the data wall and training teachers how to look at data to ensure all students are making progress.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our 2021 level of performance was 49% proficient as evidenced in the 2021 Florida State Assessment of English Language Arts. We expect our proficiency level to be 65%, our learning gains level to be 65% and the learning gains of L25 students to be 65% by May of 2022. Our current level of performance is 45% projected proficiency as evidenced in the English Language Arts 2021 Winter MAP data.
Measurable Outcome:	The percent of all students achieving English Language Arts proficiency will increase from 49% to 65% as measured by the Florida State Assessment of English Language Arts. The percent of students making learning gains in English Language Arts will increase from 59% to 65% as measured by the Florida State Assessment of English Language Arts. The students in the lowest 25% making learning gains in English Language Arts will increase from 38% to 65% as measured by the Florida State Assessment of English Language Arts.
Monitoring:	Monitoring by administrators will occur by leaders partnering with teachers attending ELA Champion professional development sessions. Administrators will attend site based, grade level Professional Leadership Communities to support collaborative planning. Follow up monitoring will occur through classroom visits followed by actionable feedback and collaborative data analysis.
Person responsible for monitoring outcome:	Gina Owens (owensg@pcsb.org)
Evidence-based Strategy:	Create a culture of collaboration by establishing demonstration/model classrooms at each grade level where ELA teachers learn from and inspire one another.
Rationale for Evidence-based Strategy:	The problem/gap is occurring because of the need for increased focus on rigorous standards-based instruction. If an increased focus on rigorous standards-based instruction would occur, the proficiency/scores would increase by 16%.

Action Steps to Implement

1. Recruit/retain a strong ELA Champion at each grade level.
2. Leaders and teachers attend ELA Champion meetings 3 x a year and partner to empower ELA champions/cohort teachers to develop as literacy leaders by co-planning and co-facilitating classroom visits.
3. Utilize district model classroom support documents when planning & facilitating classroom visits.
4. Ensure that the methods of instruction are planned for and delivered with fidelity (demonstration, guided practice, explicitly telling and showing an example, inquiry and repertoire lessons) with all students attentive, listening and responding to instruction and engaged in literate behaviors (reading, writing, speaking, listening).
5. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible	Gina Owens (owensg@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our 2021 level of performance was 48% proficient as evidenced in the 2021 Florida State Assessment of Mathematics. We expect our proficiency level to be 65%, our learning gains level to be 65% and the learning gains of L25 students to be 65% by May of 2022. Our current level of performance is 48% projected proficiency as evidenced in the Math 2021 Winter MAP data.
Measurable Outcome:	The percent of all students achieving Mathematics proficiency will increase from 48% to 65% as measured by the Florida State Assessment of Mathematics. The percent of students making learning gains in Mathematics will increase from 46% to 65% as measured by the Florida State Assessment of Mathematics. The students in the lowest 25% making learning gains in Mathematics will increase from 29% to 65% as measured by the Florida State Assessment of Mathematics.
Monitoring:	Monitoring by administrators will occur by leaders partnering with teachers attending math professional development sessions. Administrators will attend site based, grade level Professional Leadership Communities to support collaborative planning. Follow up monitoring will occur through classroom visits followed by actional feedback and collaborative data analysis.
Person responsible for monitoring outcome:	Gina Owens (owensg@pcsb.org)
Evidence-based Strategy:	Effective use of Professional Learning Communities by using assessment purposefully and analyzing Common Exit Tickets, pre-requisite assessments, and Unit Assessments. Ensure that all teachers collaboratively engage in mathematics unit planning to include rigorous, grade level content, purposeful practice, and remediation/enrichment.
Rationale for Evidence-based Strategy:	The problem/gap is occurring because of the need for increased focus on rigorous standards-based instruction. If an increased focus on rigorous standards-based instruction would occur, the proficiency/scores would increase by 17%.

Action Steps to Implement

1. Calendar dates for Professional Learning Communities focused on mathematics.
2. Support rigorous student-centered instruction and collaborative planning during Professional Learning Communities by utilizing district planning documents to incorporate mathematics unit planning.
3. Utilize assessment schedules to incorporate formative and summative assessment analysis into the calendar.
4. Monitor classroom instruction and provide individualized actional feedback.
5. Facilitate mathematics-focused, consistent, sustained professional development through Professional Learning Communities by empowering mathematics teacher leaders to facilitate alongside administrators.

Person Responsible	Gina Owens (owensg@pcsb.org)

6. Provide feedback both in and out of the Marzano framework to all mathematics teachers incorporating positive sticky notes, face to face meetings and open-ended questions.
7. Utilize multiple forms of assessment to inform instruction, including Unit Assessments, Exit tickets, MFAS and Illustrative Mathematics tasks and "in the moment" student work analysis. Use student work to guide analysis of student learning in grade level PLCs.

Person Responsible	Gina Owens (owensg@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our 2021 level of performance was 56% proficient as evidenced by the 2021 Florida Statewide Science Assessment. We expect our proficiency level to be 65% by May of 2022.
Measurable Outcome:	The percent of students achieving Science proficiency will increase from 56% to 65% as measured by the Florida Statewide Science Assessment.
Monitoring:	Monitoring by administrators will occur by leaders partnering with teachers attending science professional development sessions. Administrators will attend site based, grade level Professional Leadership Communities to support collaborative planning. Follow up monitoring will occur through classroom visits followed by actional feedback and collaborative data analysis.
Person responsible for monitoring outcome:	Gina Owens (owensg@pcsb.org)
Evidence-based Strategy:	Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase development of key content.
Rationale for Evidence-based Strategy:	The problem/gap is occurring because of the need for increased focus on rigorous standards-based instruction. If an increased focus on rigorous standards-based instruction would occur, the proficiency/scores would increase by 9%

Action Steps to Implement

1. Utilize systematic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level use of science labs in alignment to the 1st through 5th grade standards.
2. Facilitate science professional development through curriculum meetings and Professional Learning Communities.
3. Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade Diagnostic Assessment. Students in grades 4 and 5 will participate in taking the unit assessments. Identify low performing standards from the assessments and embed in the review plan.

Person Responsible Gina Owens (owensg@pcsb.org)

4. Support the 5E instructional model through identification and understanding each component.
5. Implement and monitor science gaming based in data, with a focus on 60 Power Words and other related vocabulary based on grade level standards.

Person Responsible Gina Owens (owensg@pcsb.org)

#4. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Our 2021 level of performance is XX% of black students were proficient as evidenced in the 2021 Florida State Assessment of English Language Arts. We expect our performance level to be increased to 65% of black students will be proficient by May of 2022.
Measurable Outcome:	The percent of black students increasing proficiency will increase from XX% to 65% as measured by the Florida State Assessment of English Language Arts.
Monitoring:	Monitoring by administrators will occur by leaders partnering with Equity Champions attending Equity professional development sessions. Administrators will attend site based, grade level Professional Leadership Communities to support collaborative planning with a focus on equitable practices. Follow up monitoring will occur through classroom visits using the culturally relevant teaching walkthrough tool to observe practices, target growth areas and provide actionable feedback related to culturally relevant practices and data analysis.
Person responsible for monitoring outcome:	Gina Owens (owensg@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant instructional practices in classrooms such as music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
Rationale for Evidence-based Strategy:	The problem/gap is occurring because of the need for increased implementation of culturally relevant instructional practices.

Action Steps to Implement

1. Implement Restorative Practices throughout the school. Provide Social Emotional Learning and programs to help students develop specific social emotional competencies.
2. Support teachers by providing staff professional development opportunities with a focus on Equity with Excellence to increase building relationships and deeper cultural understanding.
3. Analyze black/non-black discipline data monthly and implement strategies to eliminate disparity, if needed.

Person Responsible	Gina Owens (owensg@pcsb.org)

4. Implement universal screening for gifted identification to expand the number of black students served within the talent development program and/or identified as gifted learners.
5. Identify and provide additional culturally relevant books, resources and technology to classrooms.

Person Responsible	Gina Owens (owensg@pcsb.org)

#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Our current level of performance in school-wide behavior is a referral risk ratio of 6.6% as reported in the School Profiles data base. We expect our level of performance to be a risk level of 4.5 % as reported in School Profiles by May 2022.
Measurable Outcome:	The number of students receiving referrals will decrease from 17 students to 12 students, as evidenced by School Profiles discipline data.
Monitoring:	Monitoring by administrators will occur by leaders partnering with staff to participate professional development sessions with a focus on PBIS, Equity and Restorative Practices. Administrators, PBIS coordinator and Restorative Practices trainer will facilitate site based, professional collaborative planning and dialog. Follow up monitoring will occur through school walkthroughs followed by actional feedback and collaborative data analysis.
Person responsible for monitoring outcome:	James Pribble (pribblej@pcsb.org)
Evidence-based Strategy:	Strengthen the ability of all staff to establish and maintain positive relationships with all students.
Rationale for Evidence-based Strategy:	The problem/gap in behavior performance is occurring because a need for increased implementation of culturally responsive teaching strategies. If the increased use of culturally responsive teaching strategies would occur, the problem would be reduced by 1.7% as evidenced by School Profiles data. We will analyze and review our data for effective implementation by May 2022.

Action Steps to Implement

1. Prior to the first day of school, the PBIS coordinator will use the walkthrough document to ensure signage reflecting the schoolwide guidelines for success are posted in common areas.
2. All staff will receive training on how to teach classroom rules and procedures using restorative circles and use of impromptu conversations. Staff will proactively review rules and expectations with students.
3. The Restorative Practices trainer will provide resources and modeling on how to incorporate use of affective language when providing positive praise and corrective feedback.

Person Responsible	James Pribble (pribblej@pcsb.org)

4. Utilize a system of recognition to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the schoolwide expectations. At least 90% of school members will participate in the reward system and the rewards will be varied and reflect student interests.
5. Orient students, staff and families to the Schoolwide Positive Behavior System and conditions for learning.
6. Each day, classroom teachers will greet and welcome students using trust generated actions, building rapport and strong relationships.
7. Analyze and monitor discipline data and plan necessary strategies at monthly PBS meetings.

Person Responsible	James Pribble (pribblej@pcsb.org)

8. During the first week of school, teachers and students will collaboratively develop classroom agreements that reflect the schoolwide expectations by engaging student voices and submit class agreements/expectations to the PBIS coordinator.

9. Classroom teachers will conduct weekly class meetings/community building circles that reflect the schoolwide expectations.
10. Staff contact at least 2 student families with positive feedback on student performance weekly and log the contact in FOCUS.

Person Responsible   James Pribble (pribblej@pcsb.org)

#6. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Our current attendance rate is 90.7%. We expect our attendance rate to be 95% by May of 2022 as indicated by School Profiles data.
Measurable Outcome:	The percent of students missing 10% or more days of school will decrease from 37% to 25% as measured by School Profiles data.
Monitoring:	Monitoring by administrators will occur by leaders partnering with the Child Study Team, Student Services Staff and teachers to closely monitor and analyze attendance data for root causes and actionable interventions and proactive strategies.
Person responsible for monitoring outcome:	Gina Owens (owensg@pcsb.org)
Evidence-based Strategy:	Strengthen the problem-solving process to address and support the needs of students across all Tiers on an ongoing basis as related to school attendance.
Rationale for Evidence-based Strategy:	The problem/gap in attendance is occurring because of the lack of motivation and/or recognition of the importance of regular attendance and its relationship to student achievement. If a recognition/incentive program would occur, the problem would be reduced by 3% as reported in School Profiles. School Profiles attendance data will be analyzed and reviewed for effective implementation strategies by May 2022.

Action Steps to Implement

1. Strengthen the implementation of Tier 1 interventions to address and support the needs of the students. Ensure that attendance is accurately taken and recorded daily and reflects the appropriate entry codes.
2. Review attendance taking processes and school-wide strategies for positive attendance with all staff.
3. Engage students and families in attendance related activities to ensure that they are knowledgeable of the data and aware of the importance of attendance.
4. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.
5. Implement Tier 2 and Tier 3 plans for specific needs and review barriers and effectiveness on a bi-weekly basis.
6. Beginning in August and September, monitor absences of students identified in 2020-2021 having more than 10% absences. Contact families of those students if absences occur.

Person Responsible   Gina Owens (owensg@pcsb.org)

#7. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	Family engagement is a key strategy essential for student achievement. When school staff and families focus on building trusting relationships and connecting authentic family engagement to student learning and building the capacity of educators and families to work together to support learning at home, family engagement can lead to a family-school partnership that can positively impact student outcomes and close achievement gaps.
Measurable Outcome:	Attendance at schoolwide events linked to learning will increase by 10% as measured by attendance rosters and parent surveys.
Monitoring:	Monitoring by administrators will occur through parent/family communications logs in FOCUS and student planners, parent surveys and attendance logs.
Person responsible for monitoring outcome:	Gina Owens (owensg@pcsb.org)
Evidence-based Strategy:	Effectively communicate with families about their student's progress and school processes and practices.
Rationale for Evidence-based Strategy:	Increased family communication related to student progress empowers families with strategies to partner with teachers to support their student's academic growth.

Action Steps to Implement

1. Classroom teachers touch base at the beginning of the year with all families and establish preferred methods of communication.
2. Utilize social media, School Messenger, school website, family engagement events, family conferences and student planners to increase parent communication.
3. Use technology to make family interactions more equitable, using recordings, sharing links, etc.
4. Provide academic tools to families in support of their students' achievement at home by linking family engagement events to results oriented learning.
5. Purposely involve families with opportunities for them to advocate for their students through attendance at workshops and organizations that promote parent advocacy.
6. Intentionally build positive relationships with families and community partners through activities designed to build respect and trust between home and school. Classroom teachers make positive phone calls home on a regular basis.
7. Conduct data chats with families to discuss student progress: FSA, MAP scores & grades.

Person Responsible	Gina Owens (owensg@pcsb.org)

#8. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our level of performance of SWD is 26%, as evidenced in our 2021 FSA ELA data. We are 17% proficient on our FSA Math data. We expect our ELA FSA and Math FSA performance level to be 50% proficient by the end of the 2021-2022 school year. The problem/gap is occurring due to the lack of inclusion structures where the Gen-ed and VE Resource teachers collaboratively team teach to provide differentiation. If both, Gen-ed and VE Resource teachers consistently utilize data to plan for differentiation and scaffold instruction to increase the achievement of SWD, the problem/gap would be reduced by closing the achievement gap between our ESE and non-ESE students.
Measurable Outcome:	The percent of ESE students achieving ELA proficiency will increase from 26% to 50%, as measured by the 2022 FSA ELA Assessment. Math proficiency will increase from 17%-50%.
Monitoring:	Ensure that an inclusion model where both, Gen-Ed and VE Resource teachers intentionally plan for the differentiated needs of EACH student with consideration of the principles of UDL to ensure content is accessible to the broadest range of learners.
Person responsible for monitoring outcome:	Gina Owens (owensg@pcsb.org)
Evidence-based Strategy:	Ensure that an inclusion model where both, Gen-Ed and VE Resource teachers intentionally plan for the differentiated needs of EACH student with consideration of the principles of UDL to ensure content is accessible to the broadest range of learners.
Rationale for Evidence-based Strategy:	Based on the learning gains and trend data of schools with similar ESE populations; school leaders shared that implementing an inclusion (push-in) model is one of the major the contributing factors to increased ESE improvement.

Action Steps to Implement

1. ESE and classroom teachers routinely collaboratively plan for grade level student-centered complex tasks deliberately designed with a trajectory of rigor and challenge utilizing appropriate ESE strategies including: higher level questioning and explicit vocabulary instruction.
2. Monitor the use of appropriate curriculum and supportive strategies to ensure student needs are met.
3. Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.
4. Ensure the cohesive use of Thinking Maps across content areas to make the learning more student centered and differentiated for each individual learner.
5. Participate in professional development associated with but not limited to the above action steps

Person Responsible	Gina Owens (owensg@pcsb.org)

#9. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	Our level of performance of Black African/American is 36%, as evidenced in our 2021 FSA ELA data. We are 39% proficient on our FSA Math data. We expect our ELA FSA and Math FSA performance level to be 50% proficient by the end of the 2021-2022 school year. The problem/gap occurred in 2021 due to brand new students to our school. We need to work with these students within the core and remediate the gaps that they came in with.
Measurable Outcome:	The percent of Black/African American students achieving ELA proficiency will increase from 36% to 55%, as measured by the 2022 FSA ELA Assessment. Math proficiency will increase from 39%-55%.
Monitoring:	Lesson plans and small group plans will be monitored for specific bridging the gap areas with these students. OPM data will be looked at in PLCs targeting these specific students and the growth they are making.
Person responsible for monitoring outcome:	Gina Owens (owensg@pcsb.org)
Evidence-based Strategy:	Using formative assessments to differentiate instruction for groups in order to close the learning gap. Reteach and Re-assess.
Rationale for Evidence-based Strategy:	We need to make sure students are receiving core instruction but also need to address the gaps they have come in with.

Action Steps to Implement	
Teachers identify students based on data.	
Person Responsible	James Pribble (pribblej@pcsb.org)
Teachers use OPM to monitor student progress.	
Person Responsible	James Pribble (pribblej@pcsb.org)
Review progress in PLCs and continue shifting of students based on student needs and specific content	
Person Responsible	James Pribble (pribblej@pcsb.org)

#10. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	Our level of performance for ELL is 39%, as evidenced in our 2021 FSA ELA data. We are 40% proficient on our FSA Math data. We expect our ELA FSA and Math FSA performance level to be 55% proficient by the end of the 2021-2022 school year. The problem/gap is occurring due to the lack of inclusion structures where the Gen-ed and ELL teachers collaboratively team teach to provide differentiation. If both, Gen-ed and ELL teachers consistently utilize data to plan for differentiation and scaffold instruction to increase the achievement of ELL, the problem/gap would be reduced by closing the achievement gap between our ELL and non-ELL students.
Measurable Outcome:	The percent of ELL students achieving ELA proficiency will increase from 39% to 55%, as measured by the 2022 FSA ELA Assessment. Math proficiency will increase from 40%-55%.
Monitoring:	Ensure that an inclusion model where both, Gen-Ed and ELL teachers intentionally plan for the differentiated needs of EACH student with consideration of the principles of UDL to ensure content is accessible to the broadest range of learners.
Person responsible for monitoring outcome:	Gina Owens (owensg@pcsb.org)
Evidence-based Strategy:	Ensure that an inclusion model where both, Gen-Ed and ELL teachers intentionally plan for the differentiated needs of EACH student with consideration of the principles of UDL to ensure content is accessible to the broadest range of learners.
Rationale for Evidence-based Strategy:	Based on the learning gains and trend data of schools with similar ELL populations; school leaders shared that implementing an inclusion (push-in) model is one of the major the contributing factors to increased ELL improvement.

Action Steps to Implement

ELL and classroom teachers routinely collaboratively plan for grade level student-centered complex tasks deliberately designed with a trajectory of rigor and challenge utilizing appropriate ESE strategies including: higher level questioning and explicit vocabulary instruction.
2. Monitor the use of appropriate curriculum and supportive strategies to ensure student needs are met.
3. Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.
4. Ensure the cohesive use of Thinking Maps across content areas to make the learning more student centered and differentiated for each individual learner.
5. Participate in professional development associated with but not limited to the above action steps

Person Responsible	Gina Owens (owensg@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Regularly assess (formally and informally) and analyze data in PLCs to inform instruction in whole group, small group as well as on-on one instruction.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Frontier School believes in involving parents in all aspects of their child's education, therefore our school encourages parents to become active members of our School Advisory Council (SAC) and Parent Teacher Association (PTA). This ensure that parents will be provided opportunities to give input in the development and decision-making process of all activities related to the school. Frontier School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school with questions or concerns. The leadership and staff of Frontier Elementary have a strong belief in the importance of parental involvement and therefore are flexible with times and days for parent involvement events and include mornings and evening and different days of the week for family meeting/events. We provide an interpreter and digital equipment for family members whose primary language is Spanish. We also plan to make attending SAC meetings through a virtual platform such as Microsoft Teams an option so parents can participate from home or work if needed. We utilize our school facebook page to communicate with parents and showcase the many wonderful things their children do while on campus. We offer curriculum/family sessions to help parents better understand standards, assessments, and online programs. During these sessions parents will learn all about grade level standards, programs that are utilized to ensure academic success, and assessments taken during the school year. It is our goal to make parents and our community members our full time partners as we strive to ensure all students at Frontier Elementary experience success.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

It is our goal to make parents and our community members our full time partners as we strive to ensure all students at Frontier Elementary experience success.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
5	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
6	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
7	III.A.	Areas of Focus: Culture & Environment: Community Involvement	$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	$0.00
10	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
		Total:	**$0.00**