Frontier Elementary School

2022-23 Schoolwide Improvement Plan

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Frontier Elementary School

6701 180TH AVE N, Loxahatchee, FL 33470

https://fres.palmbeachschools.org

Demographics

Principal: Susan Groth

Start Date for this Principal: 7/7/2010

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2021-22 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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (78%) 2018-19: A (78%) 2017-18: A (71%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Palm Beach 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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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.

Frontier Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

To root a lasting association between plants and animals and the Frontier community family by educationally inspiring our students to become active, eco-friendly participants striving to preserve a safe and enduring environment.

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or
discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired.
Each and every one will succeed and flourish.
The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by
creating environments where students, families, staff, and communities will develop agency and voice.
A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical,
emotional, academic, and social needs are met.
...WE SEE YOU

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Groth, Susan	Principal	The role of the school Leadership team is to ensure fidelity and implementation of the the school improvement plan. The members of the School Leadership Team also serve as instructional leaders and participate in shared decision making through their practices of collecting and reviewing data from various sources such as Performance Monitoring state assessments, I-Ready, district assessments, Benchmark and math unit assessments. Principal Groth will monitor and work will all instructional staff members to ensure implementation with MTSS and SIP support. Principal Groth oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. Principal Groth will guide and facilitate instruction with the use of best practices and school district recommended resources/materials.
Suarez Wilt, Laurie	Assistant Principal	The role of the school Leadership team is to ensure fidelity and implementation of the the school improvement plan. The members of the School Leadership Team also serve as instructional leaders and participate in shared decision making through their practices of collecting and reviewing data from various sources such as Performance Monitoring state assessments, I-Ready, district assessments, Benchmark and math unit assessments. Asst Principal Wilt will pull weekly I-Ready reports and construct data sheets for weekly newsletter. Asst Principal Wilt assists with eliminating barriers and distractions that interfere with effective teaching and learning. Asst Principal Wilt supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
O'Sullivan, Michelle	Teacher, K-12	The role of the school Leadership team is to ensure fidelity and implementation of the the school improvement plan. The members of the School Leadership Team also serve as instructional leaders and participate in shared decision making through their practices of collecting and reviewing data from various sources such as I-Ready, district assessments, unit assessments (USA/FSQ), Reading. This team member is specifically responsible for leading grade 1data analysis with grade level team and administration. Mrs. O'Sullivan will also assist in the new K-2 standards rollout.
Miller, Steve	Teacher, K-12	The role of the school Leadership team is to ensure fidelity and implementation of the the school improvement plan. The members of the School Leadership Team also serve as instructional leaders and participate in shared decision making through their practices of collecting and reviewing data from various sources such as I-Ready, district assessments, unit assessments (USA/FSQ), Reading
Liberati, Alyssa	Teacher, ESE	The role of the school Leadership team is to ensure fidelity and implementation of the the school improvement plan. The members of the School Leadership Team also serve as instructional leaders and participate in shared decision making through their practices of collecting and reviewing data from various sources such as I-Ready, district assessments, unit assessments (USA/FSQ),

Name	Position Title	Job Duties and Responsibilities
		Reading. This team member is specifically responsible for leading grade 3 data analysis with grade level team and administration.
Caprio, Lisa	Teacher, K-12	The role of the school Leadership team is to ensure fidelity and implementation of the the school improvement plan. The members of the School Leadership Team also serve as instructional leaders and participate in shared decision making through their practices of collecting and reviewing data from various sources such as I-Ready, district assessments, unit assessments (USA/FSQ), Reading This team member is specifically responsible for leading grade 5 math data analysis with grade level team and administration. Mrs. Caprio will serve as math contact for our school.

Demographic Information

Principal start date

Wednesday 7/7/2010, Susan Groth

Number of teachers with a 2022 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.*

6

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

683

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	112	132	111	114	111	110	0	0	0	0	0	0	0	690
Attendance below 90 percent	0	44	27	35	26	28	0	0	0	0	0	0	0	160
One or more suspensions	0	4	0	3	1	3	0	0	0	0	0	0	0	11
Course failure in ELA	8	14	39	6	6	6	0	0	0	0	0	0	0	79
Course failure in Math	3	7	7	7	4	6	0	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	6	8	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	18	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	7	17	36	25	20	0	0	0	0	0	0	0	105

Using the table above, complete the table below with the number of students by current grade level who have 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	9	10	15	20	21	0	0	0	0	0	0	0	75

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 9/12/2022

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	114	103	107	109	105	111	0	0	0	0	0	0	0	649
Attendance below 90 percent	13	12	10	5	9	5	0	0	0	0	0	0	0	54
One or more suspensions	0	0	1	0	1	1	0	0	0	0	0	0	0	3
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	42	17	34	0	0	0	0	0	0	0	93
Level 1 on 2019 statewide FSA Math assessment	0	0	0	33	19	21	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	0	0	33	19	21	0	0	0	0	0	0	0	73
FY21 ELA Winter Diag Level 1 & 2	0	0	0	38	25	48	0	0	0	0	0	0	0	111
FY21 Math Winter Diag Level 1 & 2	0	0	0	38	26	32	0	0	0	0	0	0	0	96

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	0	0	0	0	0	0	0	0	0	

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	3	4	2	5	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	114	103	107	109	105	111	0	0	0	0	0	0	0	649
Attendance below 90 percent	13	12	10	5	9	5	0	0	0	0	0	0	0	54
One or more suspensions	0	0	1	0	1	1	0	0	0	0	0	0	0	3
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	42	17	34	0	0	0	0	0	0	0	93
Level 1 on 2019 statewide FSA Math assessment	0	0	0	33	19	21	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	0	0	33	19	21	0	0	0	0	0	0	0	73
FY21 ELA Winter Diag Level 1 & 2	0	0	0	38	25	48	0	0	0	0	0	0	0	111
FY21 Math Winter Diag Level 1 & 2	0	0	0	38	26	32	0	0	0	0	0	0	0	96

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	0	0	0	0	0	0	0	0	0	

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	3	4	2	5	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	77%	59%	56%				77%	58%	57%
ELA Learning Gains	74%						76%	63%	58%
ELA Lowest 25th Percentile	69%						64%	56%	53%
Math Achievement	83%	53%	50%				85%	68%	63%
Math Learning Gains	84%						87%	68%	62%
Math Lowest 25th Percentile	78%						73%	59%	51%
Science Achievement	81%	59%	59%				82%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	54%	23%	58%	19%
Cohort Comparison		0%				
04	2022					
	2019	73%	62%	11%	58%	15%
Cohort Comparison		-77%				
05	2022					
	2019	75%	59%	16%	56%	19%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	65%	10%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	87%	67%	20%	64%	23%
Cohort Comparison		-75%				
05	2022					
	2019	88%	65%	23%	60%	28%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	79%	51%	28%	53%	26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	53	67	68	61	75	70	50				
ELL	62	63		71	83						
BLK	64	78		88	95						
HSP	78	81	75	87	87	89	93				
MUL	78	82		78	73		73				
WHT	77	67	62	80	79	68	81				
FRL	72	76	72	81	85	86	80				
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	48	70	62	48	46	38	44				
ELL	64			45							
BLK	85	60		69	50		90				
HSP	76	78	60	61	52	30	50				
MUL	67			67							
WHT	78	77	80	78	67	30	75				
FRL	70	72	69	60	57	25	58				
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	49	62	55	60	67	58	67				
ELL	67	71		78	100						
BLK	81	59		74	71		60				
HSP	79	77	70	83	85	81	77				
MUL	67			67							
WHT	77	77	64	90	91	78	87				
FRL	73	70	63	79	84	71	75				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	610
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	64
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	69
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	81
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	82
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	77
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA
Grade 3 ELA 71%
Grade 4 ELA 76%
Grade 5 ELA 85%
Math
Grade 3 math 77%
Grade 4 math 87%
Grade 5 math 85%
Based on this data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically continue to focus on our ESSA identified subgroups; SWD, ELL, Black/African American, Hispanic, Multiracial, White, and Economically Disadvantaged students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.
Our goal includes improving sub group data from FY22

ELA
SWD 53
ELL 62
BLK 64
HSP 78
MUL 78
WHT 77
FRL 72

Math
SWD 61
ELL 71
BLK 88
HSP 87
MUL 73
WHT 79
FRL 85

Our tiered support ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules adjusted to include tutorial days and ensure student participation. Administrators and guidance counselors assigned to support the students and build relationships with them to motivate and ensure their attendance. A truancy team has been established at our school to proactively work with individual families known to have attendance concerns in prior years. The team meets weekly to discuss new truancy concerns as well as monitor the current caseload.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on this data trend our focus will be to increase learning gains in grades 4, 5, and retained third grade students. We will also focus on achievement (proficiency) for grade 3 in addition to focusing on the needs of our students with disabilities. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups: SWD, ELL, Black/African American, Hispanic, Multiracial, White, and Economically Disadvantaged students
The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to be involved. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. Our school behavioral health and admin team will also be involved in the process of making certain all our students are on campus with us daily. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days.

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

An area of concern is the number of level 1 and 2 students on the statewide assessment. Our focus is to decrease the number and increase learning gains and achievement. iReady data results, K-5, indicate significant numbers of students were scoring below grade level in pre-reading skills (phonemic awareness, phonics, and vocabulary). To address this problem, we are utilizing small group instruction to remediate our students. Our K-5 teachers will also be supported by a district literacy leader during PLCs on the components of Benchmarks, standards based instruction, and balanced literacy. Explicit vocabulary instruction is a school wide initiative to occur in the context of all content area instruction. Additionally, high-level research based texts provided for teachers to implement rigorous standards-based instruction using the three Core Actions (reading text, talking about the text and completing a task

around the text/standard). Targeted support provided for all struggling learners with focus on our ELL and SWD students. Academic tutors will assist teachers with small group strategy and skill based instruction. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency. Student and teacher data chats scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners. Individual student data will be reviewed during Monday School Based Team Meetings. Teachers will collect weekly data to show students strengths and weaknesses and goals will be established according to student data.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our 4th and 5th grade reading students ranked 7th in the district for percent of a year's worth of growth n a years time. Our fifth grade students earned 1.24 percent of a years worth of growth. Frontier Elementary was 7th in the district for Percentage of Years Growth Frontier was ranked #2 in Palm Beach County for Math Learning Gains at 84%. Our school was ranked #3 in PBC for Math lowest 25% learning gains at 78% and ranked 5th overall in PBC for PYG of 1.47. Our 4th grade math students were ranked at #6 in PBC for math proficiency score of 855 and PYG SCORE OF 1.71. Our students scored 81% proficiency on Science FCAT. In 4th reading our students made 1.20 percentage of a years growth and ranked #7 in the district. Our fifth grade reading students earned 1.24 percentage of a years growth.
In kinder, first , and second grade0 our students made 1.20 percentage of a years growth as measured by I Reay diagnostic results in reading. Our fist grade students made 1.33 PYG learning gains and our third grade students made 1.37 PGY learning gains as measured by I Ready diagnostic.

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

Our instructional staff focused of strong core instruction. We focused on the use of formative assessments, small group instruction, and purposeful remediation groupings. Teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

At Frontier Elementary school, we focused on student achievement, student-learning gains and overall social / emotional growth. We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:
- A clear and focused path to success
- Development of time management & preparedness
- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Development of Grit and Resilience in facing challenges
- Enhanced Social-Emotional Learning opportunities

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

1. Science - Teacher planning/collaboration & professional development to ensure we meet the needs of all of our students in an equitable and accessible manner are in place.Frontier incorporate our environmental and animal science program throughout each grade level utilizing SSS.
2. ELA and Math Continuum - During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using

vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies.

3. Low 25% LG- Focusing on standards-based instruction, research-based strategies and resources, we ensure improved student achievement. Early identification of L25 allows for tracking/ support.. L25 students will be taught by reading endorsed/certified interventionist to ensure closing of the achievement gap. L25 students receive priority for math and ELA tutorials.

4. Reduction of Suspensions/Office Discipline Referrals - A school-wide approach to positive behavior is utilized throughout our campus. Our students are taught to be Safe, Trustworthy, Active Learners and Responsible throughout all areas of campus. Classroom expectations aligned with our School-wide Positive Behavior Support matrix. Teachers clearly define expectations for students on a routine basis. Students are celebrated for their successes and coached towards individual behavioral goals.

Our school implements Morning Meeting-Social Emotional Learning (SEL), in all classes daily. Setting aside time to meet the social and emotional needs of all students, we are able to put measures in place to prevent incidents from escalating to a level of suspension.

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.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

Teachers will continue to receive PD to focus on Marzano's taxonomy of instruction. Teachers will receive PD on the mental process students experience when learning. Instruction on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning through the various professional bucket opportunities provided through PBC Schools- Content, Equity, Social Emotional Learning, Technology.

Our school will additionally focus on training for ELA Benchmarks in grades K-5.

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

Our focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level. Teachers collaborate weekly to ensure the academic success of our students. As instruction implemented, it is key that the teacher ensures maximum student engagement.

Goals-

1. Reading Proficiency Grade 3: Continuing to Increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in K, 1, 2 so that achievement gaps in reading are closed. In grades K-5 weekly progress monitoring of I-Ready and district assessments will be conducted throughout the school year. ELL and SWD students are provided targeted instruction using WIDA data results and iReady results. District formative assessments are also utilized for progress monitoring.

2. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring for all students. However, students who fall within our ESSA Subgroups will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support specific needs of students.

3. Collaborative planning including coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. The leadership team plans on addressing our school improvement priorities by developing goals per grade level that are focused on standards-based instruction and ensuring best practices are utilized throughout all content areas. Specific monitoring of our SWD, ELL, and minority subgroups will also be conducted during PLC's Individual grade level goals include: Grade K ELA from 89% to 92% (i-Ready) by May of 2023 Grade 1 ELA from 77% to 83% (i-Ready)) by May of 2023 Grade 2 ELA from 54% to 75% (I-Ready) by May of 2023 Grade 3 ELA from 71% to 76% (FAST- 2023) by May of 2023 Grade 4 ELA from 75% to 80% (FAST-2023) by May of 2023 Grade 5 ELA from 83% to 88% (FAST-2023) by May of 2023 Overall School Goals: FY23 Goal 1: Increase ELA Proficiency from FY22 77% to 82% by May of 2023 FY23 Goal 2: Increase Math Proficiency from FY22 81% to 86% by May of 2023 FY23 Goal 3: Increase Science Proficiency from FY22 81% -86% by May of 2023 Pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to: The History of the Holocaust The History of Black and African Americans The Contributions of Latino and Hispanics The Contributions of Women The Sacrifices of Veterans and Medal of Honor recipients within US History. Behavior: School-wide Positive Behavior Support Climate: Universal behavior matrix and universal attention signals
Measurable Outcome: State the specific	By February 23 (mid progress monitoring) , we will increase the overall percentage of student achieving proficiency in ELA as measured below. Student Outcomes: Grade K ELA from 89% to 80 % I-Ready) by May of 2023

Grade 1 ELA from 17% to 75% (I-Ready) by May of 2023
Grade 2 ELA from 54% to 80% (I-Ready) by May of 2023
Grade 3 ELA from 71% to 75% (state assessment) by May of 2023
Grade 4 ELA from 75% to 80% (state assessment) by May of 2023
Grade 5 ELA from 83% to 86% (state assessment) by May of 2023

measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teacher Outcomes:
By February of 2023, 75% of our teachers will be effectively utilize the Gradual Release Model of instruction, by
ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to
demonstrate understanding of the standard.
By May 2023, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

Leadership Outcomes:
The leadership team will participate in professional learning communities and observe teachers to determine their knowledge and implementation of the standards within their classroom. Observational data and student outcome data will be utilized to coach and mentor teachers specifically on standards-based instructional practices and the Gradual Release Model of Instruction.

Weekly I- Ready, unit assessments , and Benchmark data will be updated, and reviewed by School base team, administration, and classroom teachers.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan,Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Frontier Elementary we strategically plan for a variety of monitoring techniques:
Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology
The monitoring will be supported by key members of the leadership team:
Principal, Assistant Principal, and team leaders support content and grade levels

Person responsible for monitoring outcome:

Susan Groth (susan.groth@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including I Ready. Language Arts teachers will use Benchmarks, novel study and writing strategies to enhance students' ability to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure

teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA. 2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. 3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs used with fidelity. The Reading Plus program, Study Island, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need. 4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step 1. Incorporate Small group instruction:
a. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses. b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, whites).
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
e. Teachers develop ongoing formative assessments to track student learning n make adjustments to instruction.

Person Responsible	Susan Groth (susan.groth@palmbeachschools.org)

Action Step 2: Tutorial and additional double down supports
a. Analyze student data to determine students for tutorial groups and the support necessary.
b. Choose research-based supplemental materials and resources to during tutorials and double downs
c. Analyze teacher classroom data to determine who will be tutors.
d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
e. Students will be selected and grouped for pullout tutorials, afterschool and during double down sessions based on the results from FY22 FSA, District Assessments Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.

Person Responsible	Susan Groth (susan.groth@palmbeachschools.org)

Action Step 3: Adaptive Technology (IReady)
Teachers will be continuously supported by administration on the implementation of IReady within their classroom.
Students will utilize IReady for the specified time per week in the areas of reading and math.
IReady reading progress in K-5 will be tracked weekly by administration and teachers. Lessons will be added by teachers as needed.

By February 23 (mid progress monitoring) , we will increase the overall percentage of student achieving

proficiency in ELA as measured below.
Student Outcomes:
Grade K ELA from 89% to 80 % I-Ready) by May of 2023
Grade 1 ELA from 17% to 75% (I-Ready) by May of 2023
Grade 2 ELA from 54% to 80% (I-Ready) by May of 2023

Person Responsible   Susan Groth (susan.groth@palmbeachschools.org)

Action Step 4: Implementation of gradual release model for instruction
Teachers will discuss specific student evidence process during PLC's that identify students acquisition of the the standards.
Administration will be able to monitor, through classroom walkthroughs, that the students are doing the majority of academic talk within the classrooms.
Students will be able to speak to the standards they are learning and present their evidence of acquiring the standards taught through work samples and conversations regarding their learning.
Students will be actively engaged in cooperative learning groups within their classrooms.

Person Responsible   [no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Frontier ES will continue to foster positive relationships with parents, families, and stakeholders through parent engagement meetings that will focus on the holistic needs of students. These meetings will focus on educating parents on the resources that are available to their learners, as well as strategies that can be used to support the learning that takes place in the classroom.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts.

Within our school, teachers will articulate, demonstrate, and teach specific practices that reflect the application of the school's SwPBS universal guideline of students practicing being safe, trustworthy, active learners. and responsible.

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence.

Frontier Elementary will continue to support our culture and climate through school wide implementation of Social Emotional Learning-Morning Meetings and Positive Behavior Support. Our school has assembled a multi-disciplinary team to meet weekly and discuss the needs of our students and create action steps to support students academically, behaviorally, and emotionally. As a school, our instructional models will include differentiated and individualized attention to meet the unique needs of all students.

Throughout our campus, we encourage and support School-wide Positive Behavior Support practices through student celebrations, certificates, and incentive programs. Within our guidance department, a focus on character building is also incorporated in weekly lessons. Our homeroom teachers will also incorporate SEL/Morning Meetings daily in an effort to support our students emotional growth.

Within in our K-5 curriculum, homeroom teachers additionally address: patriotism, responsibility, citizenship, kindness, respect for authority, life, liberty, and personal property; honest; charity; self-control, racial, ethnic, and religious tolerance, and cooperation.

Our school additionally encourages behaviors to prepare our students for success at the middle, high, and college levels though teaching students organizations, study skills, communication, and self-advocacy.

Communication- Our primary methods of communication with our faculty includes a weekly newsletter, twice a month team leader meeting, and once a month faculty meeting. Students utilize planners as home school connections and our school utilizes text, Facebook, twitter, and robo-calls as additional methods of communication.

Frontier encourages partnerships with our community, families, business partners, and volunteers through our community business liaison.

Community members , families, teachers, staff, and business partners are encouraged to participate in school decision making through participation in our School Advisory Committee.

SEL strategies are also incorporated into all parent, families and community meetings. Each meeting is initiated by an opening ritual to establish a positive and welcoming environment and the meeting concludes with an optimistic closure where participants are encouraged to provide feedback, and reflect on what was shared. On-going communication is established to keep parents informed as well.

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

Susan Groth, School Principal- Communication of goals and school safety
Frank Riccardi- School Resource Officer- School Safety Plans and monitoring environment
Karenna Holt and Laurie Suarez Wilt- Implementation of SwPBS and monitoring of school discipline data
Teachers and Staff- Reinforcing SwPBS matrix of expectations