

Pinellas County Schools

Frontier Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Asian Students Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: B (56%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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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Frontier Elementary School

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

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	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	61%

School Grades History

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

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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: Ensure all stakeholders will work together to create a safe community that encourages students to become thinkers and problem solvers who are ready for higher education and success in a global society.

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

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
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.

Demographic Information

Principal start date

Thursday 7/1/2021, Gina Owens

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.*

30

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.*

15

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

706

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

7

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

9

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	104	108	128	113	81	109	0	0	0	0	0	0	0	643
Attendance below 90 percent	11	35	46	32	32	38	0	0	0	0	0	0	0	194
One or more suspensions	0	0	0	0	0	1	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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	10	0	10	26	10	16	0	0	0	0	0	0	0	72

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	2	16	16	48	48	38	0	0	0	0	0	0	0	168

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	0	9	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Saturday 7/16/2022

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	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

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	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

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	43%	55%	56%				54%	54%	57%
ELA Learning Gains	64%						49%	59%	58%
ELA Lowest 25th Percentile	65%						59%	54%	53%
Math Achievement	56%	51%	50%				68%	61%	63%
Math Learning Gains	67%						58%	61%	62%
Math Lowest 25th Percentile	55%						40%	48%	51%
Science Achievement	48%	62%	59%				62%	53%	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	61%	56%	5%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	53%	56%	-3%	58%	-5%
Cohort Comparison		-61%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	48%	54%	-6%	56%	-8%
Cohort Comparison		-53%				

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	74%	62%	12%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	62%	64%	-2%	64%	-2%
Cohort Comparison		-74%				
05	2022					
	2019	65%	60%	5%	60%	5%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	54%	8%	53%	9%
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	12	38	64	25	58	60					
ELL	33	66	71	53	72	75	24				
ASN	57	80		79	80						
BLK	38	67	60	50	63	38	58				
HSP	42	66	59	55	74	54	44				
WHT	43	59	71	58	62	69	46				
FRL	39	63	68	56	66	59	46				

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				

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	58
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	65
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	57
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	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
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	58
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	58
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	59
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?

The trends across grade levels showed a decrease in proficiency in ELA and Math instruction. Students are displaying gaps in phonemic awareness, which has led to inability to read grade level content. This trend is across all subgroups in grades k through 5.

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

Phonemic Awareness based on ELFAC data and Number Sense based on MAP scores display the greatest area in need for improvement.

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

Contributing factors would be students that attended school virtually are displaying gaps in their learning due to not having needs met face to face. New actions include ensuring 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 2022 state assessments, showed the most improvement?

Our learning gains and lowest 25% performance in ELA and Math displayed the greatest improvement.

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

Identifying the lowest 25% of students and partnering them with a teacher for weekly check ins to discuss progress on Dreambox, iStation and grades.

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.

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 ELA**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Our 2022 level of performance was 43% proficient as evidenced in the 2022 Florida State Assessment of English Language Arts. We expect our proficiency level to be 65%, our learning gains level to be 70% and the learning gains of L25 students to be 70% by May of 2023.

Measurable**Outcome:****State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The percent of all students achieving English Language Arts proficiency will increase from 43% 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 64% to 70% as measured by the Florida Assessment of Student Thinking in English Language Arts. The students in the lowest 25% making learning gains in English Language Arts will increase from 65% to 70% as measured by the Florida Assessment of Student Thinking in English Language Arts.

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

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

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:****Explain the rationale for selecting this specific strategy. Describe the resources/**

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 22%. With the implementation of the B.E.S.T standards in the intermediate grades, teachers will need support from each other as well as district coaches.

**criteria used for
selecting this
strategy.**

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.

Leaders and teachers attend ELA champion meetings partnering to empower ELA champions/cohort teachers to develop as literacy leaders specifically relating to B.E.S.T standards.

Provide all students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Utilize and present a variety of question stems when asking questions verbally or in written form.

Build reading stamina in every grade level.

Continue basing small groups in primary on ELFAC data and use the ELFAC data to drive instruction

Utilize ELFAC data in 3rd grade for students that are not on grade level.

Provide continuing professional development for teachers to enhance skills with small group guided reading strategies and with "Science of Reading".

Implement schoolwide book buddies 30 minutes each week. 5th grade with 2nd grade, 4th-1st grade, and 3rd- 1st grade. This will help highlight the importance of reading for all children schoolwide.

**Person
Responsible** Gina Owens (owensg@pcsb.org)

#2. Instructional Practice specifically relating to Math**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our 2022 level of performance was 56% proficient as evidenced in the 2022 Florida State Assessment of Mathematics. We expect our proficiency level to be 65%, our learning gains level to be 70% and the learning gains of L25 students to be 65% by May of 2023.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The percent of all students achieving Mathematics proficiency will increase from 56% to 65% as measured by the Florida State Assessment of Mathematics. The percent of students making learning gains in Mathematics will increase from 67% to 70% as measured by the Florida State Assessment of Mathematics. The students in the lowest 25% making learning gains in Mathematics will increase from 55% to 65% as measured by the Florida Assessment of Student Thinking in Mathematics.

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

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 actionable feedback and collaborative data analysis.

Person responsible for monitoring outcome:

Gina Owens (owensg@pcsb.org)

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

Effective use of Professional Learning Communities by using assessment purposefully and analyzing Common Exit Tickets, readiness 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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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%. The teachers have been trained in the B.E.S.T. standards by district coaches and in order to allow students to practice the skills learned, they need to be equipped with manipulatives and foundations of mathematics.

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.

Teachers and administrators engage in Just-in-Time B.E.S.T. PD becoming familiar with the design to understand what students need to master; including the progression of standards, coding scheme, MTR's and stages of fluency.

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Ensure feedback, professional development, and PLC's support Florida B.E.S.T. Standards and promote strong alignment between standard, target and task.

Ensure that rigorous, student-centered instruction occurs daily using FL Reveal Math, DreamBox Learning, Number Routines, and other standards-aligned resources.

Employ instructional practices to motivate and deepen student engagement including, positive expectations for success; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

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)

#3. Instructional Practice specifically relating to Science**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our 2022 level of performance was 48% proficient as evidenced by the 2022 Florida Statewide Science Assessment. We expect our proficiency level to be 65% by May of 2023. We will have STEAM clubs in grades 2-5 as well as Extended Learning Programs that focus on science content for grades 3-5 after school.

Measurable Outcome:

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

The percent of students achieving Science proficiency will increase from 48% to 65% as measured by the Florida Statewide Science Assessment.

Monitoring:

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

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 actionable feedback and collaborative data analysis.

Person responsible for monitoring outcome:

James Pribble (pribblej@pcsb.org)

Evidence-based**Strategy:**

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

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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.

Integrate Science into ELA and small guided reading groups using informational texts.

Person Responsible

James Pribble (pribblej@pcsb.org)

Grade Level and Cross Grade Level articulation to ensure missing standards are being taught at the correct depth of knowledge.

Person Responsible

Gina Owens (owensg@pcsb.org)

Full Science investigation using the 5E's in all grades. Teacher-Led in K-2, but hands on for students, and Student-Led in 3-5 with the teacher as the facilitator.

Person Responsible James Pribble (pribblej@pcsb.org)

Implement and monitor science gaming based on continuous data, with a focus on 60 Power Words and other related vocabulary based on grade level standards.

Person Responsible Gina Owens (owensg@pcsb.org)

Introduce a digital component so students will have access from anywhere to continue their explorations.

Person Responsible James Pribble (pribblej@pcsb.org)

No description entered

Person Responsible [no one identified]

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our level of performance of SWD is 38%, as evidenced in our 2022 FSA ELA data. We expect our ELA FSA and Math FSA performance level to be 50% proficient by the end of the 2022-2023 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of ESE students achieving ELA proficiency will increase from 38% to 50%, as measured by the 2023 Florida Assessment of Student Thinking in ELA Assessment. Math proficiency will increase from 17%-50%.

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

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

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 contributing factors to increased ESE improvement.

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.

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.

Person Responsible

Gina Owens (owensg@pcsb.org)

Monitor the use of appropriate curriculum and supportive strategies to ensure student needs are met.

Person Responsible

Gina Owens (owensg@pcsb.org)

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.

Person Responsible

Gina Owens (owensg@pcsb.org)

Ensure the cohesive use of Thinking Maps across content areas to make the learning more student centered and differentiated for each individual learner.

Person Responsible Gina Owens (owensg@pcsb.org)

Participate in professional development associated with but not limited to the above action steps

Person Responsible Gina Owens (owensg@pcsb.org)

#5. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 2023.

Measurable

Outcome:

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

The number of students receiving referrals will decrease from 17 students to 12 students, as evidenced by School Profiles discipline data.

Monitoring:

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

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 actionable feedback and collaborative data analysis.

Person responsible for monitoring outcome:

James Pribble (pribblej@pcsb.org)

Evidence-based

Strategy:

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

Strengthen the ability of all staff to establish and maintain positive relationships with all students.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 2023.

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.

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)

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.

Each day, classroom teachers will greet and welcome students using trust generated actions, building rapport and strong relationships.

Analyze and monitor discipline data and plan necessary strategies at monthly PBIS meetings.

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.

Classroom teachers will conduct weekly class meetings/community building circles that reflect the schoolwide expectations.

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)

Orient students, staff and families to the Schoolwide PBS and conditions for learning.

Person Responsible James Pribble (pribblej@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

- K- 80% of students reading on grade level
- 1- 56% of students reading on grade level
- 2- 47% of students reading on grade level

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

- 3- 32% of students reading on grade level
- 4- 64% of students reading on grade level
- 5- 56% of students reading on grade level

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Based on the Spring 2022 MAP scores in ELA, students in primary grades were above 50% proficiency in kindergarten and 1st grade. In grade 2, will meet or exceed 60% proficiency as measured by the Spring FAST assessments by implementing a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Grades 3-5: Measureable Outcome(s)

Based on the Spring 2022 MAP scores in ELA, students in grades 4 and 5 were above 50% proficiency. In grade 3, students will meet or exceed 60% proficiency as measured by the Spring FAST assessment by providing all students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Every child and classroom is listed on an electronic data form that is monitored weekly by administration. Each month, teachers update the form with running record, quarterly ELFAC data and teacher observation to ensure every child is making growth. We will prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Owens, Gina, owensg@pcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will be holding small reading groups based on ELFAC data and progress monitoring every four weeks. Students will continue using iStation to address student needs and progress monitoring each month using ISIP. The core instruction will be using the B.E.S.T. ELA standards and curriculum purchased by the school district. Recruit/retain a strong ELA Champion at each grade level

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

- Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.
- Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; thought-provoking challenges or dilemmas; analogies, metaphors, or humorous anecdotes; opportunities for students to ask their own questions, set their own goals, and make their own choices.
- Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.
- Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Reading Recovery for grades k, 1, and 2 students that met criteria.	Owens, Gina, owensg@pcsb.org
Ensure professional development is content-focused, teacher and student-focused, instructionally relevant, and actionable.	Owens, Gina, owensg@pcsb.org
Ensure that teachers and administrators receive the just-in-time training they need to support implementation of the curriculum and other instructional initiatives already underway.	Owens, Gina, owensg@pcsb.org

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 Elementary 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 ensures that parents will be provided opportunities to give input in the development and decision-making process of all activities related to the school. Frontier Elementary 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. We will implement a parent report card where parents can earn points towards a variety of Frontier logo items. The largest prize being a shirt saying "I am an A+ parent at Frontier Elementary". 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 school culture and environment.

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.