

The School District of Palm Beach County

Frontier Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Frontier Elementary School

6701 180TH AVE N, Loxahatchee, FL 33470

<https://fres.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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 1 data 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, 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),

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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Advisory Council consisting of parents. community/business members, instructional/non instructional staff, and school leaders. Educational Leadership team members consisting of a representative from each grade level additionally contributed to creating the goals for the SIP. School leaders reviewed FY23 data to ensure that all sub groups data was monitored for progress in FY24. Goals were made with collaboration from SAC, school staff, and school's leadership.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be reviewed weekly and data collected from district tests and I Ready weekly progress will be compared to our SIP goals to make certain students data is on track for growth.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	50%
2022-23 Economically Disadvantaged (FRL) Rate	66%
Charter School	No

RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	22	25	13	25	18	0	0	0	103	
One or more suspensions	0	2	0	0	2	0	0	0	0	4	
Course failure in English Language Arts (ELA)	0	31	30	35	49	36	0	0	0	181	
Course failure in Math	0	7	6	16	38	19	0	0	0	86	
Level 1 on statewide ELA assessment	0	0	0	1	21	13	0	0	0	35	
Level 1 on statewide Math assessment	0	0	0	1	18	10	0	0	0	29	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	31	30	1	21	13	0	0	0	96	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	12	16	16	44	26	0	0	0	114

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	44	27	35	26	28	0	0	0	160	
One or more suspensions	0	4	0	3	1	3	0	0	0	11	
Course failure in ELA	8	14	39	6	6	6	0	0	0	79	
Course failure in Math	3	7	7	7	4	6	0	0	0	34	
Level 1 on statewide ELA assessment	0	0	0	0	6	8	0	0	0	14	
Level 1 on statewide Math assessment	0	0	0	0	4	18	0	0	0	22	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	17	36	25	20	0	0	0	105	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	9	10	15	20	21	0	0	0	75

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	44	27	35	26	28	0	0	0	160	
One or more suspensions	0	4	0	3	1	3	0	0	0	11	
Course failure in ELA	8	14	39	6	6	6	0	0	0	79	
Course failure in Math	3	7	7	7	4	6	0	0	0	34	
Level 1 on statewide ELA assessment	0	0	0	0	6	8	0	0	0	14	
Level 1 on statewide Math assessment	0	0	0	0	4	18	0	0	0	22	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	17	36	25	20	0	0	0	105	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	9	10	15	20	21	0	0	0	75

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	60	53	53	77	59	56	77		
ELA Learning Gains				74			75		
ELA Lowest 25th Percentile				69			71		
Math Achievement*	70	57	59	83	53	50	71		
Math Learning Gains				84			63		
Math Lowest 25th Percentile				78			33		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	70	54	54	81	59	59	70		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	66	56	59	64			50		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	610
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	45			
AMI				
ASN				
BLK	45			
HSP	66			
MUL	68			
PAC				
WHT	71			
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	64			
ELL	69			
AMI				
ASN				
BLK	81			
HSP	82			
MUL	77			
PAC				
WHT	73			
FRL	77			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	60			70			70					66
SWD	34			48			42				5	45
ELL	33			50			58				5	66
AMI												
ASN												
BLK	42			42			50				4	
HSP	63			71			71				5	64
MUL	57			79							2	
PAC												
WHT	62			74			75				4	
FRL	48			62			67				5	64

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	77	74	69	83	84	78	81					64
SWD	53	67	68	61	75	70	50					64
ELL	62	63		71	83							64
AMI												
ASN												
BLK	64	78		88	95							
HSP	78	81	75	87	87	89	93					65
MUL	78	82		78	73		73					
PAC												
WHT	77	67	62	80	79	68	81					
FRL	72	76	72	81	85	86	80					62

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	77	75	71	71	63	33	70					50
SWD	48	70	62	48	46	38	44					18
ELL	64			45								50

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	85	60		69	50		90					
HSP	76	78	60	61	52	30	50					46
MUL	67			67								
PAC												
WHT	78	77	80	78	67	30	75					
FRL	70	72	69	60	57	25	58					40

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	69%	56%	13%	54%	15%
04	2023 - Spring	61%	58%	3%	58%	3%
03	2023 - Spring	61%	48%	13%	50%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	57%	8%	59%	6%
04	2023 - Spring	77%	52%	25%	61%	16%
05	2023 - Spring	77%	56%	21%	55%	22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	68%	51%	17%	51%	17%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Overall performance 64% FY24 goal 77%

Grade 3 ELA 61%

Grade 4 ELA 62%

Grade 5 ELA 69%

Math Overall performance 73% FY24 goal 80%

Grade 3 math 65%

Grade 4 math 77%

Grade 5 math 78%

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 FY23

ELA

Black females 33%

ELL females 25%

SWD females 28%

SWD males 26%

SWD females 25%

Math

ELL females 38%

SWD females 28%

SWD females 25%

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.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

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.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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.

Which data component showed the most improvement? What new actions did your school take in this area?

Grades K,1,2 showed proficiency growth from PM1 to PM3
 Students in grades 4 and 5 math scored over 75% on PM3
 Grade 4 math 77%
 Grade 5 math 78%

Our instructional staff focused on 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

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A potential areas of concern includes student absences and weakness in the acquisition of core instruction.

We intend on dedicating weekly school based team time to target student absences and meet with parents to reduce poor attendance barriers. 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

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

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 Grades 3,4,5: Continuing to Increase proficiency in 3rd-5th 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.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school, aligned with our school district, will focus on the following three instructional priorities.

Instructional Priority #1- Deliver content, concept, or skill that is aligned to the benchmark and intended learning.

Instructional Priority #2- Monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

Instructional Priority #3- User trends in student data and work samples to identify learning needs in order to adjust instruction.

If we focus on standards-based instruction to increase learning gains in school-wide ELA, 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 subgroups will also be conducted during PLC's. Subgroup from FY23 that performed below expectation and will be monitored for growth include- black females ELA and ELL females ELA.

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

FY24 Goal- To increase ELA proficiency from 64% to 75%

ELA Diagnostic Proficiency:

Kindergarten= Spring-80% +1 winter-79% (fall-51%) +28

1st Grade=Spring-76% on reading test, winter-63% (fall-56%) +7

2nd Grade=Spring-74% on reading winter-60% (fall-53%) +7

3rd Grade=Spring-72/118=61% winter-72% (fall 64/112=57%) +15 (Winter=82/114=72%)

4th Grade=Spring-68/111=62% winter-62% (fall 57/109=52%)+10 (Winter=69/112=62%)

5th Grade=Spring-77/111=69% winter-65% (fall 71/108=66%) = (Winter=72/110=65%)

FY22=76% FY23; 217 /340=64% -12%

Teacher Outcomes:

By February of 2024, 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 as well as employing small group instruction within their ELA block.

By May 2024, 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 as well as employing small group instruction within their ELA block.

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, the Gradual Release Model of Instruction, and small group instructional practices,

Monitoring:

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

Weekly district assessments

Unit district assessments

Formative assessments

I Ready weekly data

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence of standards-based instruction.

Plan for the most impactful instructional strategies with gradual release and a focus on the student “you do” and ownership of the learning.

Plan using the Pillars of Effective Instruction (Standards, Personalized, High Expectations, Engaged)

Data-driven instruction: Pull small groups and differentiate instruction according to student's needs.

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 and make adjustments to instruction.

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

By When: 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 use 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 last year, FY23 FSA, District Assessments Diagnostics; and ESSA identified subgroups: Black females ELA and ELL females ELA.

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 24 (mid progress monitoring) , we will increase the overall percentage of student achieving proficiency in ELA.

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

By When: 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 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.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment to the District's Strategic Action Plan. We enhance a sense of belonging safety, and acceptance for all students. Our priority is to have students in class daily for instruction without interruption due to attendance or behavioral concerns.

Measurable Outcome:

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

Student outcomes:

Reducing amount of attendance and classroom behavioral concerns by 10% by mid year review and an additional 10% by of year review.

September 2023 baseline data-

23 students gave 6-10 absences as of September 2023.

February 2023 baseline data-

21 referrals were entered by Feb 2023

Locations of incidents of 2023

Bus 2

Cafeteria 7

Classroom 12

School grounds 3

Hallway 1

Library 2

Office 1

Playground 2

Restroom 1

Incidents by time 2023

8am 1

9am 3

10am 9

11am 1

Noon 7

1pm 5

2pm 5

Monitoring:

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

- Classroom observation of implementation of SwPBS
- Scheduled pulling of Attendance data
- Scheduled SwPBS meeting with implementation strategies
- CHAMPS
- Classroom incentives for attendance

Person responsible for monitoring outcome:

Susan Groth (susan.groth@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- CHAMPS
- SwPBS
- Parent Involvement

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be through use of the STAR matrix.
2. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to students to be in school on time and ready to learn.
3. CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations
4. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
5. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school
6. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Policy 2.09 and Required Instruction Florida State Statute 1003.42

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions

(t) Civic & Character Education

(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

By When: May 2024

*CHAMPS/SWPBS

*Provide teachers with professional development to understand CHAMPS/SWPBS

*Ensure all expectations are clearly explained and understood

*Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching

*Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms

*Monitor executions and implementation with fidelity.

* Monthly attendance reports

*Attendance meetings

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

By When: May 2024

Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

By When: May 2024