
Title I Comprehensive Schoolwide Plan
FRONTIER ELEMENTARY SCHOOL (2551)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Frontier's FY23 FAST PM3 data overall reading proficiency-60% Frontier's FY 24 Checkpoint 1 overall reading proficiency-58% Frontier's FY24 Checkpoint 2 overall reading proficiency-61% Lowest performing subgroups- Black females 36% as of FY24 CP2 ELL females 30% as of FY24 CP2 SWD females 24% as of FY24 CP2 SWD makes 28% as of FY24 CP2 FY24 School Improvement ELA Goal Grades 3-5: Increase overall ELA proficiency from FY23 60% as measured by PM3 to 75% proficiency as measured by FY24 PM 3

2. List the root causes for the needs assessment statements you prioritized.

-high numbers of students needing tier 2/ tier 3 support--limited comprehension of grade level text -poor phonics and phonemic awareness -high absence rates -weak vocabulary -poor reading stamina -limited number of staff to provide interventions, lack of parent knowledge of literacy strategies, how to support learning at home, and impact of attendance in academics. Lack of instructional knowledge of tiered intervention supports due to new standards and curriculum materials.

3. Share possible solutions that address the root causes.

-implementation of daily prescribed/direct phonics instruction in Kindergarten through 2nd grades, and then as needed for intervention in grades 3,4, and 5 -have attendance clerk, SBT, and counseling team work with families for attendance have CLF, ELL, and guidance teachers support migrant and/or homeless families -provide literacy professional development for instructional staff -provide targeted vocabulary instruction knowledge - increase resource/support teachers pushing into classrooms for small groups and interventions -purchase additional resources for ELA instruction - tutoring for students -offer ELA parent trainings to build parent knowledge to support learning at home-use assistive technology/computer based ELA programs - implement reading at home incentives for students. Teachers will identify secondary benchmarks to re-teach, Teachers will deliver explicit standards-based instruction to all students. Instructional staff will use question stems and Test Type questions as exit tickets and to monitor learning, opportunities for extended learning opportunities. Provide informational parent meetings, include child care, and perhaps food/snacks.

4. How will school strengthen the PFEP to support ELA?

- **Communication**

Communication via Community Newsletter, Frontier's Facebook Page, parentlink, use of CLF, flyers, phone calls, and SAC meetings will be utilized to share upcoming events and strengthen/maintain home school communication.

- **Parent Training**

Suggestions include: -parent family literacy nights (World Reading) to include tips on helping parent understand how to help students with reading fluency -how to build background -vocabulary building -strategies to build comprehension with children at home

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

School will provide additional support to target small group instruction addressing academic deficits supporting students' learning needs. Provide and track on-going formative assessments as students work towards mastery of selected standards closing the learning gaps in ELA Conduct teacher/student data chats (goal setting)

- **Students**

-Participate in small group instruction. Participate in teacher/student data chats (goal setting). Track individual growth in using outcome of formative assessments

- **Parents**

-Assist with minimizing tardies, early releases, and absences. Read with children daily -monitor homework -attend conferences, meetings, trainings, and events

- **Staff Training**

Suggestions include: -data tracking and responding to data, How to form fluid small groups using data, intervention programs/materials. Teachers will be able to conduct parent conferences to share data and provide resources and strategies to parents.

- Accessibility

-Allow parents the option to attend meetings via Google Meets. Offer meetings and conferences at various times of day

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Frontier's FY23 FAST PM3 for grade 3-5 data overall math proficiency-73% Frontier's FY 24 Checkpoint 1 overall math proficiency-71% Frontier's FY24 Checkpoint 2 overall math proficiency-70% Lowest performing subgroups- ELL females 45% as of FY24 CP2 SWD females 35% as of FY24 CP2

2. List the root causes for the needs assessment statements you prioritized.

-math fact fluency is poor -limited amount of math manipulatives for teaching every skill - -foundational math knowledge is lacking -student attendance concerns including early releases and tardies

3. Share possible solutions that address the root causes.

-have math resource teacher/coach extend math PLCs each day to accommodate math planning with teachers -daily math fact fluency practice on computer -increase the use of math manipulatives in math lessons -increase resources and materials, resource/support teachers pushing into classrooms for targeted small group instruction -provide professional development for teachers to increase instructional strategies and use of math manipulatives for math instruction during math PLCs or by extending math PLCs -allow students to take computers home for computer based math homework and math fact fluency - parents to monitor as students complete -allow parent volunteers -parents agree to work with children at home on math fluency -provide opportunities for students to attend field trips to support math instruction -have a parent liaison or SSF to work with families for attendance, supporting home learning, or other needs; they can also assist with supporting migrant and/or homeless families -provide teachers with more math instructional resources to support the new standards Teachers will deliver explicit standards-based instruction to all students. Instructional staff will Use question stems and Test Type questions as exit tickets and to monitor learning opportunities for extended learning opportunities. Provide informational parent meetings, include child care, and perhaps food/snacks.

4. How will school strengthen the PFEP to support Math?

- Communication

Communication via Community Newsletter, Frontier's Facebook Page, parentlink, use of CLF, flyers, phone calls, and SAC meetings will be utilized to share upcoming events and strengthen/maintain home school communication.

- Parent Training

Suggestions include: -how to use technology to support math instruction at home -math games at home -fact fluency activities and technology programs

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

Provide additional small group instruction in Math addressing academic deficits supporting and strengthening student computation and problem solving skills in math. Provide and track on-going formative assessments as students work towards mastery of selected standards closing the learning gaps in Math. Conduct teacher/student data chats (goal setting). Standards based instruction (Explicit lessons, gradual release, and rigorous instruction Disaggregate Data at PLCs. Target L30% Learning Gains. After school tutorial for targeted students. PLC work-Plan, Do, Check, Act

- Students

practice math facts -complete homework-attend school daily, be active learners

- Parents

help children become fluent with math facts -monitor homework -attend conferences, meetings, trainings, and events

- Staff Training

Suggestions include: Engagement activities, technology programs, and use of hands on manipulatives

- Accessibility

-Allow parents the option to attend meetings via Google Meets. Offer meetings and conferences at various times of day

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Overall 5th grade science proficiency FY23-68% CP 2 FY24 Science proficiency 60% FY24 School Improvement Science Goal: Increase overall Science proficiency from FY23 68% as measured by PM3 to 80% proficiency as measured by FY24 PM 3

2. List the root causes for the needs assessment statements you prioritized.

-Inability to read science material due to low reading ability -minimal resources available for science projects and hands on experiences - lack of textbook support -poor student attendance -students lacking foundational and background knowledge in science

3. Share possible solutions that address the root causes.

Teachers K-4 teach science skills required of their grade level that will be needed for the fifth grade science assessment. Increase hands-on activities in science classrooms. Use computer based technology programs to support science instruction -provide increased opportunities for students to attend science themed field trips to support classroom learning -have attendance clerk, SBT, CLF, and guidance teachers work with families for attendance, supporting home learning, or other needs; they can also assist with supporting migrant and/or homeless families -provide science teachers with additional science resource/materials for science projects and hands on learning, opportunities for extended learning opportunities. Provide informational parent meetings, include child care, and perhaps food/snacks.

4. How will school strengthen the PFEP to support Science?

- **Communication**

Communication via Community Newsletter, Frontier's Facebook Page, parentlink, use of CLF, flyers, phone calls, and SAC meetings will be utilized to share upcoming events and strengthen/maintain home school communication.

- **Parent Training**

Suggestions include: Science Night(s) and PENDA resources

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

-provides small group, differentiated instruction -provide hands on science activities and projects, data chats and goal setting with teachers and students.

- **Students**

-utilize PENDA -complete homework

- **Parents**

-attend science trainings -read daily with children -monitor homework -attend conference, meetings, trainings, and events

- **Staff Training**

Suggestions include: -teaching parents strategies for reading at home with children -how to complete family science projects

- **Accessibility**

-Allow parents the option to attend meeting via Google Meets. Offer meetings and conferences at various times of day

Action Step: Classroom Instruction

Provide quality instruction and extended learning opportunities that are rigorous, standards-based, and differentiated for all students based on multiple data sources.

Budget Total: \$38,985.75

Acct Description	Description									
Supplies	Item	Quantity	Rate	Supply Type			Type		Total	
	iReady Magnetic Reading Consumables, manipulatives, books and teaching guides, K-5	1	\$10,120.00	Instructional Materials			Original		\$10,120.00	
	Pencils, pens, markers, paper, chart paper, whiteboards, dry erase markers.	1	\$467.75	General Supplies			Original		\$467.75	
	Added- UFLI Manuals	2	\$90.00	Instructional Materials			Other		\$180.00	
	Reduced- Pencils, pens, markers, paper, chart paper, whiteboards, dry erase markers to add UFLI Manuals	-1	\$180.00	General Supplies			Other		-\$180.00	
	BT 493492- Transferred funds to cover the iReady Toolbox digital access	-1	\$3,468.00	General Supplies			Budget Transfer		-\$3,468.00	
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	1st-5th Grades, Primary Foundation Skills, Standards based-tutorial for Intermediate (3-5), ELA, Math, & Science. Tentatively set to begin in September.	15	\$37.00	2	1	19	Certified	Original	\$21,090.00	

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	BT 493492- Added iReady Toolbox- to support student learning for ELA in grades K-5	1	\$3,468.00	Budget Transfer	\$3,468.00

Action Step: Parent and Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students’ academic success.

Budget Total: **\$3,579.00**

Acct Description	Description				
Supplies	Item	Quantity	Rate	Supply Type	Total
	Parent Training/Meeting Supplies: paper, pens, chart paper, markers.	1	\$100.00	General Supplies	\$100.00
Enrichment Contracts	Item	Quantity	Rate	Type	Total
	Cox Science Museum Parent Night tentatively scheduled for October 2024. They will provide hands-on Science experiments for families.	1	\$600.00	Original	\$600.00

Acct Description	Description									
Parent Support by School Staff										
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified K-5 Teachers to support parent trainings listed in the PFEP	19	\$25.00	1	1.5	3	Certified	Original	\$2,138.00	

Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: \$83,745.00

Acct Description	Description
LTF	The Learning Team Facilitator will be responsible for grades K-5 ELA data reviews, working with ELA teachers on examining needs based on fluid data sources, assisting with determining resources needed to assist with mastery of specific standards, model instruction for classes in ELA utilizing results from district and state assessments.

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and

- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Frontier Elementary is committed to involving parents in shared decision-making and encouraging parents to become active participants in their child's educational process by effectively communicating instructional goals, creating an environment that is inviting for parents, and establishing the school as the center of the community.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Susan Groth	School Principal
Laurie Suarez Wilt	Asst. Principal
Deb Rawn Foreman and kinder team	Grade Chair for Kindergarten Teachers
Michelle O'Sullivan and 1st grade team	Grade Chair for First Grade Teachers
Janet Vino and 2nd grade team	Grade Chair for Second Grade Teachers
Alyssa Liberati and 3rd grade team	Grade Chair for Third Grade Teachers
Lisa Donovan and 4th grade team	Grade Chair for Fourth Grade Teachers
Lori Parson and 5th grade team	Grade Chair for Fifth Grade Teachers
Steve Miller and fine Arts Team	Grade Chair for Fine Arts team
Toria Tacy and Resource Team	Grade Chair for Resource team including SAI, ELL ESE, Reading positions
Kuircy Pena and non instructional team	Confidential Secretary and lead for non-instructional team
Norma Valiente and SAC Members	School Advisory Council Chair
April Coggins and Parent Stakeholders	Collected CNA from Parental Input Meeting
Elizabeth Poeschl	Parent
Cassidy Allwardt	Parent
Betty Ann Miret	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Stakeholders from the school, parents and community are invited to participate to in SAC. Parents volunteer to serve as members and then elected by ballot. School staff are selected by peers to represent the staff as SAC members. All SAC members are elected positions based on SAC bylaws. Parental groups are represented by PTO. Leadership positions within PTO are also elected by parental input. Also, SAC members are selected and voted to reflect the diverse community Frontier Elementary school serves.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders were invited to attend spring planning sessions to provide input and feedback on the CNA/SWP Staff members also met to provide input and feedback March 6, 2024 Leadership met to provide input and feedback March 1, 2024 Parents met to review data and provide input on CNA on March 6, 2024 All stakeholder feedback was captured in the-Recording Templates for Academics and Parent Engagement.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders reviewed student achievement data and determined how to meet the academic needs of students. Discussions resulted in providing three family engagement nights to include Reading, Math, & Science with some focus at the beginning of each session to address help for parents on how to navigate standards based grading/report cards. Title I Funds for Parent Engagement will be used for supplies, Cox Museum, and staff to support parent trainings.

Name	Title
Susan Groth	Principal
Laurie Suarez Wil	Asst. Principal
April Coggins	Resource

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

Wednesday, October 9, 2024 at 5 pm in the school Cafeteria

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents, teachers, and the community will be notified of the Annual Parent Media via Parentlink (call out), School's Facebook Page, and Frontier's Weekly Community Newsletter.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

To host the meeting, an aligned Title I PowerPoint regarding Annual Meeting will be presented. Materials and supplies needed include the following: chart/poster paper, ink, paper, pens, highlighters, folders, paper. A copy of FY25 Parent Compact and PFEP Summary

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Faculty/Staff Professional Development on Parental Communication for standards based learning

- What specific strategy, skill or program will staff learn to implement with families?

Staff will be able to continue to have open and positive relationships with parents to strengthen the home school connection (i.e. read and disaggregate reports to share information with parents using parent friendly language; building partnership, learning resources to share with families to support learning at home) Staff will learn reporting platforms/applications such as I ready; and be able to communicate strategies for improvement using these platforms, with parents. Teachers will also learn how to teach parents to read and understand the reports, and resources parents will be able to use at home to support their child's learning.

- What is the expected impact of this training on family engagement?

The impact of this training on family engagement is intended on supporting staff as they communicate with families on student progress as well as provide resources to parents on their students individual needs and the state's Progress Monitoring data.

- What will teachers submit as evidence of implementation?

Teachers will provide conference notes showing utilization of platforms/applications such as I ready, stating how they will work together to support learning, and sharing the resources parents can use at home to support learning.

- Month of Training

August 2024

- Responsible Person(s)

Susan Groth, Laurie Suarez Wilt, April Coggins, Team Leaders

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

40

- What were teachers able to do as a result of the training?

TBD following the presentation. The expected outcome is that instructional staff will have greater parental support for their students and a stronger home school connection.

- How do you know?

TBD following the training

- What went well with the training

TBD following the training

- What improvements would be made and what steps will you implement to make the training more effective

TBD following the training

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Instructional Practices to support Student Learning at school and at Home

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will receive training through Penda Learning, IXL, Reflex Math, Research-based Reading Strategies; and as a result, staff will identify strategies/resources that they can share with parents to use those programs at home.

- What is the expected impact of this training on family engagement?

Teachers, parents and students will interact with these programs intended to strength parental support and student learning and understanding of core standards.

- What will teachers submit as evidence of implementation?

Teachers will provide evidence of identifying and sharing strategies with parents via parent reports and conference notes, or communication such as newsletters, DOJO, Remind, or parent notes.

- Month of Training

October 2024

- Responsible Person(s)

Susan Groth Laurie Suarez Wilt

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD via participation, sign in, exit survey completed at end of trimester of implementation.

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD following PD

- What improvements would be made and what steps will you implement to make the training more effective

TBD following PD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

How to Access Different Communication Platforms to Access Grade Level Standards, Report Card Information, etc.

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn how to access different platforms to student report cards through Parent SIS Gateway and will also learn about resources they can use at home to support learning. Parents will also learn about alignment between school homework and assessments their child will have to participate in.

- Describe the interactive hands-on component of the training.

Parents will access Parent SIS Gateway and navigate the platform to get report card, and work through samples of state standards based home assignments and how they align with questions on assessments posed on PM1,2,3.

- What is the expected impact of this training on student achievement?

The expected outcome is that parents to have a greater knowledge of standards and how support for their students' learning at home, and have a stronger home school connection.

- Date of Training

August 2024

- Responsible Person(s)

Susan Groth, Laurie Suarez Wilt, April Coggins, Team Leaders

- Resources and Materials

Media- Smart Panel State Standards Report Card Student Samples

- Amount (e.g. \$10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

STEM Parent and Family NIGHT

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parent will participate in STEM Activities to strengthen an understanding of math and science standards to support student learning at home.

- Describe the interactive hands-on component of the training.

Parents, students, and staff will interact with STEM Activities at an evening event intended to strength parental support and students understanding of math/science standards using a hands on approach to learning.

- What is the expected impact of this training on student achievement?

Participant sign ins Student involvement in science night

- Date of Training

October 9, 2024

- Responsible Person(s)

Susan Groth, Laurie Suarez Wilt, Jennifer Bakakos

- Resources and Materials

COX Science Materials

- Amount (e.g. \$10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

New Worlds Reading Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn about Reading across texts and genres for understanding and instilling a love for reading to increase student comprehension for student success.

- Describe the interactive hands-on component of the training.

Reading materials for parents and students to practice together how to use generic questions stems with different depths of knowledge.

- What is the expected impact of this training on student achievement?

Students will be reading more frequently which will improve student stamina on long assessments.

- Date of Training

January 2025

- Responsible Person(s)

Susan Groth, Laurie Suarez Wilt, April Coggins, Kathleen Sabatka

- Resources and Materials

Reading Materials and questions stems provided by New World's Reading Initiative

- Amount (e.g. \$10.00)

0

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney Vento

- Describe how agency/organization supports families.

McKinney vento department supports our families by providing information, resources (within the district and outside of district) to support student and families.

- Based on the description list the documentation you will provide to showcase this partnership.

Emails, flyer, uniforms, transportation, etc.

- Frequency

Ongoing as needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

The School District of Palm Beach County Safe Schools Department

- Describe how agency/organization supports families.

Safe Schools provide resources and guidance to families in Skills for Learning and Life. They support fostering a positive environment focused on building healthy relationships. They teach strategies related to the SLL core competencies; they help students manage stress and increase their well being.

- Based on the description list the documentation you will provide to showcase this partnership.

Newsletter, emails, resources to share with families

- Frequency

Annually

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

School District of Palm Beach County Multicultural Department

- Describe how agency/organization supports families.

The Multicultural Department supports families, and schools in decreasing barriers resulting in improved parent/family communication and desired student academic outcomes.

- Based on the description list the documentation you will provide to showcase this partnership.

Multi cultural presentation, invitations, information resources, emails, infor for LEP meetings, CLF

- Frequency

Annually

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Frontier families will be informed via parentlink (call out and/or emails), Frontier Elementary's Facebook page, flyers, and Frontier's Community Newsletter.

- List evidence that you will upload based on your description.

Digital log of social media informing parents, and copy of flyers, newsletters, parent link, .

- Description

We share curriculum information and proficiency levels their child is expected to meet during Curriculum Night. We also provide this information during parent conferences.

- List evidence that you will upload based on your description.

Copy of Presentation, handouts, conference notes,

- Description

We share academic assessments and student progress with families through parent teacher conferences, SAC meeting , ESE/LEP meetings, SBTs meetings to keep families engaged in their child's education.

- List evidence that you will upload based on your description.

Parent Conference Note, SAC agenda/presentation, sample of assessment, SBT/ESE/LEP notes,

- Description

Invitation to PTO meetings and events, School Advisory Council Invitation to Parent Conferences Invitation to ESOL Parent Meeting Invitation to Curriculum Night

- List evidence that you will upload based on your description.

Digital copies of invitations, flyers, social media, and Frontier's Community Newsletter

- Description

Morning meetings will be held immediately after student arrival to assist in gaining more parental support. Parent conferences in person will be offered via phone, virtual, and in person. SAC meetings will be provided both in person and virtually.

- List evidence that you will upload based on your description.

Calendar reflecting meeting dates and times for trainings, invitation with links to parent conferences and invitations sent via newsletters.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

All communication to parents and families with limited English proficiency, is translated by our Community Language Facilitator. The CLF will be available to translate during trainings, evening, community events, parent conferences, phone calls, etc. In addition, flyers and newsletters will also be translated.

- List evidence that you will upload based on your description.

Translated community newsletters, flyers, conference notes with sign in from CLF or phone logs from CLF, Compact in all languages, PFEP Summary in all languages.

- Description

Accommodations and/or modifications will be made for parents and families with disability in an effort to remove any barriers. Our building is ADA compliant (parking, ramp, restroom, audio enhancement). We will contact ESE department if families have additional needs.

- List evidence that you will upload based on your description.

Photos of wheelchair accessible bathrooms, ramps, and parking.

- Description

Parents will be supported by our community language facilitator and counseling team. They will be able to survey families to determine needs, conducts home visits if needed, and provide resources (uniforms, supplies, backpacks, etc). We will also work with Migrant Coalition to support families as needed. We will share information and resources provided by the Migrant Department.

- List evidence that you will upload based on your description.

Communication Logs detailing contact with Migrant families. Following annual meeting upload slides regarding Migrant support. Brochure shared with parents from dept of Multicultural Slides from Annual Title I Meeting

- Description

Parents will be assisted by our data processor and counseling teams. They will be able to survey families to determine needs, conducts home visits if needed, and provide resources (uniforms, supplies, backpacks, etc). We will also work with McKinney Vento program to support families as needed. We will share information and resources provided by them.

- List evidence that you will upload based on your description.

Student housing questionnaire Transportation email from McKinney Vento Homeless information from annual parent meeting McKinney Vento service flyer and slides from Annual Title I Meeting

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

Career Day

- Brief Description

Career Day is intended on bringing community and school together to show students an opportunity for post educational experiences/job opportunities.

2. Activity #2

- Name of Activity

School Festival

- Brief Description

In an attempt to strengthen the connection between school, community, and home: Frontier will host an event after hours to include the community, vendors, and our school family. All parties will interact with each other and get to know their school community.

3. Activity #3

- Name of Activity

Admin Scoop Night

- Brief Description

School staff and administration will scoop ice cream at a local shop in a meet and greet setting for parents, community, and school staff to collaborate.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Frontier Elementary school will continue a mentoring program for our students as well as initiate a program involving student to student mentoring opportunities. Our counseling team will support SLL and character education through weekly lessons. Additionally Positive Behavior Support Team members on each grade level will provide supports to teams for creating environments where students are set up for success and recognized for their positive behaviors. During monthly guidance lessons, the topics of fostering a growth mindset, teaching resilience and persistence, promoting healthy habits, building character and developing a sense of service for others are addressed.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Our School Based Team meets weekly based on referrals for individual students performing significantly below grade level and/or demonstrate a need for behavioral and/or social emotional interventions. Based on student performance/behavior, teachers will submit a referral to the school based team for students in need. Needs will be determined utilizing the decision tree for academics or observational data for behavior. Documentation is reviewed as a collaborative team. The collaborative team including counselors, teachers, admin, ESE, and school psychologists. Researched Interventions are implemented and documented on individual student plans and parents are kept informed throughout every step of the process. Data is regularly collected and reviewed to ensure the intervention is meeting with success or needs to be re-assessed. Tiered models of support (MTSS/SBT) provide a multi-tiered approach to address student needs, ensuring that all students receive the support they require to achieve academic success. Dr. Mary McLeod Bethune Elementary School implements a tiered model for reading, math, and behavior, led by two Single School Culture Coordinators, as follows: Tier 1: Core Instruction Universal Access: All students receive high-quality, evidence-based core instruction in reading, math, and behavior. We utilize the district scope and sequence and curriculum resources. All teachers participate in Core/Tier 1 instruction. Differentiation: Teachers differentiate instruction to meet the needs of diverse learners within the classroom. Progress Monitoring: Teachers regularly monitor student progress using iReady, Benchmark Advance, FSQs, USAs, exit tickets, and observations to identify students who may need additional support. Tier 2: Targeted Interventions Small Group Instruction: Students who require additional support are provided with targeted interventions in small groups led by a member of the instructional team (Classroom teacher or pull out teacher). Supplemental Instruction: Teachers use supplemental materials or programs to address specific skill deficits. (Fast Bridge, See Say Move, SLL, etc.) Progress Monitoring: Frequent/weekly or at the end of a unit, progress monitoring is conducted to assess the effectiveness of interventions and adjust them as needed. Tier 3: Intensive Interventions Individualized Support: Students who continue to struggle despite Tier 2 interventions receive intensive, individualized support by the Tier 3 teacher (SAI, ELL, ESE teachers). Specialized Programs: Students receive one-on-one instructional support. Comprehensive Evaluation: A comprehensive psycho-evaluation is conducted to identify underlying causes of learning difficulties and develop a tailored intervention plan. Identifying Students for Tiered Support is conducted through the School Based Team (SBT). Teachers complete the SBT packet (checklist and observation forms) and submit it to Mr. Greeley or Ms. Crummell. Students are placed on the SBT agenda for the team to use the reading and/or math decision tree and student data to identify the students strength and weaknesses and to identify interventions.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Frontier Elementary offers a variety of programs including Environmental and Animal Sciences, drama, music/ chorus, art club, Mileage clubs, and a variety of in school activities such as field day and career day. We additionally offer various tutorial programs throughout the school year for students needing additional academic support. Frontier also has a counseling team that consistently serve our students in their various school settings. The process used to determine core instructional needs includes review of student data from performance assessments, diagnostic assessments, I-Ready weekly progress, and district assessments. During Professional Learning Communities (PLCs) grade levels ensure instruction is aligned to standards and instructional leaders monitor implementation of standards based instructions through administrative walk throughs. Classroom learning is tied to real world applications through our school's annual career day and extra curricular opportunities enrich the students' education such as drawing club, clay club, drama, chorus, bells, and walking club.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- ACT/SAT prep programs;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Frontier offers Career Day opportunities for our students which include interactions with guest speakers from fire rescue police, beauticians, conservation specialists, local pet rescues, and various business' around our community including FPL. Our school also encourage post secondary opportunities by promoting college Friday's team spirit days, Moving of Ceremonies for Fifth grade, and a Senior parade for our previous Frontier students, now graduating high school, to return onto campus and walk in a parade to honor them and our fifth grade graduated.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Frontier has strong ties to our community and works with area public school pre-schools and private preschools to ensure families are welcomed into our school. Our school also holds an annual "Kindergarten Round Up" event which includes a tour, registration, and an opportunity for new families to meet admin and staff. Our school staff conducts site school tours for new kindergarten families during kinder round up and throughout the summer. A staggered start /system is utilized with our kindergarten students to help students and their families transition into schooling. We additionally hold a Meet the Teacher event for all families prior to the first day of school to connect students and their families with their new teachers. Our school collaborates with local preschools to develop readiness skills and aid in the registration of students into elementary school.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Frontier Elementary offers Professional Development on campus to teachers. All faculty and staff are trained in assessment/testing procedures as well as ongoing training and coaching is provided on the district's strategic plan, Positive Behavior Support. New teachers to Frontier participate in mentoring by fellow teachers. Teachers are supported by a grade level and/or content mentors and grade level chair. Our Professional Development chair as well as grade chairs ensure PD is provided that is aligned to our district's strategic action plan and our school's SIP. All PD is centered around student improvement and is rooted in researched based practices. Our school received North Area regional support and district department curriculum support throughout the school year. We also utilize the Palm Beach Model of Instruction with opportunities for teachers to learn from each other as a framework. Teachers are additionally supported through professional developments available to them on ELM (Online workshops). Teams at our school participate in professional book studies as well as department trainings conducted by Multicultural and Exceptional Education Departments.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as

1. Recruitment and Retention

Our school principal participates in annual job fairs. Job vacancies are posted immediately and potential staff is interviewed by a community of instructional staff members to ensure the best candidate is chosen. Supports for new employees are provided through the New Teacher Orientation program, grade chairs, and school administration. Professional development rooted in deliberate planning, student achievement, standards based instruction, and meeting the needs of learners are routine practices at Frontier Elementary. Teams meet regularly as a professional learning community to support each others instructional practices. Frontier Elementary provides coaching support to all employees through professional learning communities. School-employee morale is maintained through monthly team building activities. Our school's leadership has an open door policy for all members of our school community and also promotes opportunities for part-time pay such as tutoring.