

Pinellas County Schools

FRONTIER ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Gina Owens

owensg@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Supervise all staff members, monitor instruction and support student learning.

Leadership Team Member #2

Employee's Name

Stephanie Stevens

stevensste@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervise all staff members, monitor instruction and support student learning.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Feedback was gathered from all staff during a meeting once per month, during the school year, from August until May to ensure they had ample time to provide suggestions and action steps to meet goals. All stakeholders were given a chance to share feedback during School Advisory Committee meetings.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

All classrooms will have a SIP One Pager posted in their room and refer to it throughout the year. Administrations will conduct daily walk throughs to monitor delivery of academic standards to ensure closure of achievement gap. Teachers will meet once per month throughout the school year to work on the progress of the SIP goals. If revisions are needed, they will be documented during the SIP team meetings monthly.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	61	66	73	92	85	97				474
Absent 10% or more school days	2	23	19	22	21	26				113
One or more suspensions	0	0	1	0	2	0				3
Course failure in English Language Arts (ELA)	0	0	0	0	5	6				11
Course failure in Math	0	0	0	0	8	13				21
Level 1 on statewide ELA assessment	0	0	0	13	18	0				31
Level 1 on statewide Math assessment	3	11	12	9	14	17				66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	3	0	5						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	8	1	9	10					34

Current Year 2025-26

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	1	3	6	7	14	21				52

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	3	0	0	0	0				7
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last 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 school days		27	26	37	36	36				162
One or more suspensions				1		1				2
Course failure in English Language Arts (ELA)				10	1					11
Course failure in Math				4	9	5				18
Level 1 on statewide ELA assessment				7	6	22				35
Level 1 on statewide Math assessment				6	10	26				42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2	2	10						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				1						1
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	64	59	62	61	57	46	54	53
Grade 3 ELA Achievement	72	67	59	63	63	58	41	54	53
ELA Learning Gains	64	62	60	73	64	60			
ELA Lowest 25th Percentile	64	59	56	71	62	57			
Math Achievement*	68	69	64	65	66	62	58	61	59
Math Learning Gains	65	67	63	72	68	62			
Math Lowest 25th Percentile	64	56	51	67	58	52			
Science Achievement	73	70	58	69	69	57	74	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	78	67	63	70	65	61	43	64	59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	612
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	68%	56%	58%	47%		55%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	44%	No		
English Language Learners	56%	No		
Black/African American Students	55%	No		
Hispanic Students	66%	No		
Multiracial Students	50%	No		
White Students	74%	No		
Economically Disadvantaged Students	67%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	64%	72%	64%	64%	68%	65%	64%	73%					78%
Students With Disabilities	15%		45%	64%	20%	45%	52%	38%					75%
English Language Learners	45%	30%	58%	57%	59%	60%	56%	64%					78%
Black/African American Students	44%	50%	55%	50%	58%	71%		55%					
Hispanic Students	58%	61%	71%	73%	61%	65%	60%	72%					77%
Multiracial Students	46%		45%		54%	55%							
White Students	75%	84%	60%	73%	77%	65%	75%	81%					80%
Economically Disadvantaged Students	60%	67%	64%	69%	64%	64%	70%	71%					74%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
										GRAD RATE 2022-23
										C&C ACCEL 2022-23
										ELP PROGRESS
All Students	62%	63%	73%	71%	65%	72%	67%	69%		70%
Students With Disabilities	20%	33%	43%	60%	18%	52%	62%	25%		71%
English Language Learners	51%	55%	76%	83%	54%	76%	60%	75%		70%
Asian Students	60%				80%					
Black/African American Students	50%	64%	71%		50%	71%		46%		
Hispanic Students	53%	60%	62%	73%	54%	68%	62%	62%		67%
Multiracial Students	56%				56%					
White Students	73%	65%	83%		78%	79%		83%		
Economically Disadvantaged Students	60%	58%	70%	68%	61%	69%	61%	63%		65%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	46%	41%			58%			74%					43%
Students With Disabilities	19%	19%			29%			31%					45%
English Language Learners	26%	26%			45%			56%					62%
Asian Students	42%				92%								
Black/African American Students	29%	16%			35%			54%					
Hispanic Students	44%	38%			57%			75%					56%
White Students	54%	54%			65%			82%					64%
Economically Disadvantaged Students	44%	41%			57%			71%					62%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	64%	65%	-1%	57%	7%
ELA	4	54%	62%	-8%	56%	-2%
ELA	5	61%	61%	0%	56%	5%
Math	3	61%	68%	-7%	63%	-2%
Math	4	66%	68%	-2%	62%	4%
Math	5	67%	65%	2%	57%	10%
Science	5	68%	67%	1%	55%	13%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Our school has seen strong academic growth this year across multiple subjects. Third grade ELA proficiency improved significantly, reflecting our focus on foundational literacy skills. In grades 3–5, overall proficiency in both ELA and mathematics showed steady gains, demonstrating the impact of high-quality instruction and targeted interventions. Additionally, fifth grade science proficiency increased, highlighting our emphasis on hands-on learning and conceptual understanding. These achievements underscore our commitment to academic excellence and student success.

Lowest Performance

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

At Frontier Elementary, while we have seen an increase in overall proficiency in both ELA and Mathematics, our growth in learning gains and among our lowest 25% of students remains lower. A contributing factor may be the rising number of students reaching proficiency, which can sometimes lead to fewer measurable gains year-over-year, especially for students already performing at or above grade level. This trend suggests that while more students are meeting grade-level expectations, we must continue to focus on accelerating growth for all students, particularly those in the lowest quartile, to ensure equitable progress across achievement levels.

Greatest Decline

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

The lowest 25% of students in mathematics showed our greatest decline compared to the previous year. We believe this is largely due to foundational gaps in early mathematical development. Many students enter upper grades without a strong number sense, including skills such as skip counting, understanding numerical relationships, and using mathematical vocabulary. These early deficits make it challenging for students to confidently approach and solve word problems, which are a key component of the standards. Addressing these foundational skills early is essential to improving long-term achievement and reversing this downward trend.

Greatest Gap

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.

No Answer Entered

EWS Areas of Concern

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

Attendance continues to be a concern across all grade levels, with the majority of absences occurring in 1st grade. When students do not attend school regularly, they miss critical instructional time, which hinders their ability to make expected growth. This is especially concerning in early grades, as foundational skills are being developed. Data shows that the highest number of students scoring a Level 1 on the statewide math assessment begin in 1st grade and that number increases as they progress through each grade level. This trend highlights the importance of early intervention, consistent attendance, and strong foundational instruction in the primary years to support long-term academic success.

Highest Priorities

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

The biggest priorities for school improvement in the upcoming school year include increasing reading proficiency among ESE students, particularly those in the lowest 25%, and improving mathematics proficiency within the same group. These students face unique challenges that require targeted support, differentiated instruction, and consistent progress monitoring. By focusing on closing these achievement gaps, we aim to ensure that all learners, regardless of ability, are given the tools and

opportunities they need to succeed academically.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In 2025, 64% of our students were proficient in English Language Arts, as measured by the PM3 FAST/state assessment. By May 2026, we expect to increase overall proficiency to 68%, with learning gains reaching 70%, and learning gains among our lowest 25% also reaching 70%. These targeted outcomes reflect our commitment to ensuring that all students develop the skills needed to become successful, confident readers as they advance through each grade level.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of all students achieving proficiency in English Language Arts will increase from 64% to 68%, as measured by the PM3 Florida State Assessment. The percent of students making learning gains in ELA will rise to 70%, and students in the lowest 25% making learning gains will also increase to 70%, both measured by the Florida Assessment of Student Thinking (FAST) in ELA. Additionally, the percentage of 3rd grade students achieving proficiency is expected to increase to 75% on the PM3 Florida State Assessment. These goals reflect our focused efforts to strengthen reading achievement across all student groups.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring by administrators will be ongoing and collaborative to support instructional improvement in ELA. School leaders will partner with teachers by attending ELA Champion professional development sessions and participating in site-based, grade-level Professional Learning Communities (PLCs) to support effective collaborative planning. Follow-up monitoring will include regular classroom visits, actionable feedback, and collaborative data analysis. Staff will continue implementing the Circular Spiral model in ELA, building on work started in the previous school year.

Monthly staff meetings for instructional teams have been established to promote cross-grade discussions on curriculum, instructional practices, and alignment in content delivery. Each team includes a representative who participates in subject-specific discussions focused on growth, the spiral model, and ensuring smooth transitions between grade levels. PLCs are also held monthly with administrators present to engage in weekly instructional reviews, planning discussions, and data chats.

Person responsible for monitoring outcome

Gina Owens

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

This year, we will continue implementing the In Tandem reading program in our primary grades. In Tandem combines systematic phonics instruction with authentic texts to provide targeted small-group lessons that help develop strong, confident readers. Each lesson pairs a decodable book with a fiction or nonfiction text to reinforce foundational skills while deepening comprehension. The program includes evidence-based lesson plans built around engaging stories, allowing students to apply both reading and writing skills in meaningful, connected ways.

Rationale:

A systematic program of daily, explicit phonemic awareness and phonics instruction ensures that students develop a strong understanding of both basic and complex sound-letter relationships. With dynamic and engaging stories at the heart of the curriculum, students are motivated to apply their newly acquired skills to meaningful text. Student reading and writing activity books provide additional scaffolding and support, helping to extend learning and reinforce key literacy concepts.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

To foster a culture of collaboration, we will establish demonstration/model classrooms at each grade level, allowing ELA teachers to learn from and inspire one another through shared practices. Teachers will continue modeling new instructional strategies during PLCs and utilize our walk-through model to observe peers during live instruction. This collaborative approach promotes reflective teaching and continuous growth. We will also continue implementing Flamingo in small groups across all grades to target reading deficits and boost proficiency. In addition, ULFI phonics routines will be reinforced in primary grades, while structured intervention phonics routines will be used in intermediate grades to support skill development and reading success.

Rationale:

The current gap in student performance is largely due to the need for an increased focus on rigorous, standards-based instruction. By strengthening instructional rigor and aligning lessons more closely with the B.E.S.T. standards, we anticipate a 3% increase in student proficiency and overall scores.

With the continued implementation of the B.E.S.T. standards in the intermediate grades, it is essential that teachers receive consistent support—both from one another through collaborative planning and from ELA Champions who can provide guidance, model best practices, and assist with lesson development and delivery.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Curriculum Planning

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leaders and teachers attend ELA champion meetings partnering to empower ELA champions/cohort teachers to develop as literacy leaders specifically relating to B.E.S.T standards. Teachers will plan with their grade levels weekly to ensure consistency across the grade level. Teachers meet in SIP Team monthly meetings to discuss newest and relevant curriculum updates with instructional teams and across grade levels.

Action Step #2

Language Arts Strategies

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will continue to base small group instruction in the primary grades on ELFAC data, using this information to drive targeted, differentiated instruction. UFLI phonics will remain a key component of our primary literacy program to build strong foundational skills. In grades 3 and above, ELFAC data will be used to identify students who are not performing at grade level. This data will guide targeted interventions, allowing teachers to provide remediation tailored to specific student needs. Strategic small groups will be pulled daily to ensure focused support and continued progress toward proficiency.

Action Step #3

Structured journaling in all subject areas to train the brain to comprehend the content.

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Structured journaling can be implemented across all subject areas to enhance student learning and reflection. By providing specific prompts and clear guidelines, students are encouraged to engage more deeply with content while developing their critical thinking and metacognitive skills. This strategy

can be adapted for various subjects—such as science, math, and social studies—by aligning journal prompts with the key concepts and skills being taught. Incorporating structured journaling throughout the curriculum fosters meaningful connections, supports academic language development, and creates a more engaging and effective learning environment for all students.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In 2025, our performance in mathematics reached 69% proficiency, as evidenced by the PM3 FAST Mathematics assessment, successfully meeting our goal of 68%. However, our overall learning gains declined by 7%, and the learning gains of our Lowest 25% of students decreased by 3% compared to the previous year. These decreases highlight the need to strengthen students' number sense and their ability to explain their mathematical thinking. When students articulate their reasoning through written work, it not only reflects their understanding but also deepens their comprehension. Focusing on math discourse and written explanations will be essential to improving growth for all learners.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of all students achieving proficiency in Mathematics will increase from 69% to 70%, as measured by the FAST PM3/state assessment. The percent of students making learning gains in Mathematics will rise from 65% to 70%, representing a 5% increase. Additionally, the percentage of students in the lowest 25% making learning gains will increase from 64% to 70%, a 6% improvement. These targeted goals reflect our commitment to improving both overall proficiency and individual student growth, ensuring that all learners are supported in reaching their full mathematical potential.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring by administrators will involve close collaboration with teachers and instructional coaches, beginning with participation in math professional development sessions. School leaders will attend site-based, grade-level Professional Learning Communities (PLCs) and focused student data chats to support collaborative planning and closely monitor student progress through various assessments and data sources throughout the year. Follow-up monitoring will include regular classroom visits,

actionable feedback, and collaborative data analysis to inform instruction. Students will also take an active role in this process by tracking their own data, setting individual goals, and celebrating growth in mathematics across the standards, fostering ownership of their learning.

Person responsible for monitoring outcome

Gina Owens

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To strengthen mathematics instruction, teachers will deepen their understanding of Florida's B.E.S.T. Standards through purposeful collaboration in Professional Learning Communities (PLCs). Within these PLCs, teachers will analyze Common Exit Tickets, readiness assessments, and Unit Assessments to guide instructional decisions and ensure alignment with standards. Collaborative unit planning will focus on including rigorous, grade-level content, while also incorporating purposeful practice and targeted remediation or enrichment. This structured approach will support consistent, high-quality math instruction across all grade levels and promote improved student outcomes.

Rationale:

To improve student achievement in mathematics, there will be an increased focus on rigorous, standards-based instruction and consistent monitoring for learning. This shift is expected to lead to a 5% increase in proficiency scores. Teachers have received training in the B.E.S.T. Standards for Mathematics through district coaching, but in order for students to successfully apply these skills, they must be equipped with manipulatives, a strong knowledge of basic facts, and a solid mathematical foundation. To ensure instructional supports are in place for all learners, tools and evidence-based practices that positively impact achievement will be regularly shared through individual coaching, PLCs, and professional development. Additionally, teachers will engage in monthly vertical planning sessions to align concepts across grade levels and emphasize the importance of building a deep, coherent understanding of key mathematical concepts.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Using structured journaling, students will be required to solve problems and write about their problem-solving process to demonstrate a clear understanding of mathematical concepts. This written component allows teachers to gain insight into each student's thinking, helping to identify misconceptions, errors in reasoning, and gaps in foundational skills. By incorporating writing into math instruction, teachers can more effectively tailor instruction and provide targeted support to strengthen conceptual understanding and overall math proficiency.

Rationale:

Structured journaling in mathematics involves students regularly writing about their mathematical thinking, using prompts to guide their reflections. This practice supports students in clarifying their understanding, developing precise mathematical language, and making deeper connections between

concepts. Journaling can include describing problem-solving strategies, explaining mathematical ideas, or reflecting on learning experiences. Through this process, students enhance their conceptual understanding, improve communication skills, track their progress, and actively engage in the learning process, ultimately fostering a stronger sense of ownership over their math learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitoring of Data

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To support student growth and improve math achievement, the following strategies will be implemented: 1. Utilize multiple forms of formative assessment to guide instruction and provide differentiated resources based on student needs. 2. Monitor classroom instruction consistently and provide individualized, actionable feedback to teachers to enhance instructional practices. 3. Implement student goal-setting opportunities, allowing students to monitor their own progress, revise goals based on data, and celebrate achievements. 4. Offer math-focused before- and after-school enrichment and tutoring programs to reinforce skills and provide additional support. Administration will monitor progress by analyzing data from state assessments, formative assessments, and DreamBox during data chats with instructional coaches and teachers. Teachers will also conduct regular data chats with students to foster accountability and ownership of their learning.

Action Step #2

Curriculum Planning

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To strengthen mathematics instruction and support all learners, the following actions will be prioritized: 1. Staff will remain familiar with Florida's B.E.S.T. Standards and the proficiency expectations for each grade level to ensure alignment and instructional rigor. 2. Instructional supports will be embedded into core instruction and intervention, guided by data, to meet the needs of all students—including those with exceptionalities, English Language Learners, and students performing above benchmark through enrichment opportunities. 3. Mathematics-focused professional development will be consistently facilitated through Professional Learning Communities (PLCs), with math teachers empowered to co-lead alongside administrators. 4. Rigorous, student-centered instruction will be supported through collaborative planning in PLCs, utilizing district planning documents to guide mathematics unit planning and ensure consistency and depth of instruction.

Action Step #3

Increase parental involvement in mathematics for support at home.

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To increase parental involvement in mathematics, teachers will clearly communicate end-of-year expectations and emphasize the importance of consistent homework completion to build a strong academic foundation. Parent informational nights will be held to share strategies for supporting math learning at home, clarify grade-level goals, and foster home-school partnerships. Additionally, there will be a school-wide expectation that students master basic math facts, with parents encouraged to support regular practice at home to reinforce fluency and confidence in foundational skills.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

An important area of focus in science will be enhancing students' writing through structured journaling. This ongoing improvement strategy uses a guided format for students to record observations, experiments, and reflections. Structured journaling is a valuable tool that promotes critical thinking, scientific reasoning, and clear communication. By engaging in regular journaling, students strengthen their scientific thinking, develop concise and accurate scientific writing skills, and practice self-reflection, deepening their understanding and supporting continuous learning. Additionally, we will offer STEM clubs for grades 2-5 and extended learning programs focused on science content for grades 3-5 after school, providing students with enriching opportunities to explore and apply scientific concepts beyond the classroom.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of students achieving proficiency in Science will increase from 74% to 75%, as measured by the Florida Statewide Science Assessment. This goal reflects our ongoing commitment to strengthening science instruction and ensuring all students have the knowledge and skills necessary for success in scientific understanding and application.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Administration will actively partner with teachers by attending professional development sessions focused on the science curriculum, standards, and assessments. Administrators will also participate in site-based, grade-level Professional Learning Communities to support and engage in collaborative planning. This involvement enables administrators to stay informed about student progress across all subjects, with a particular focus on science. Follow-up monitoring will include regular classroom visits, during which administrators will provide constructive feedback and engage in collaborative data analysis to support continuous instructional improvement.

Person responsible for monitoring outcome

Gina Owens

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will utilize both formal and informal assessment strategies to guide and tailor instruction effectively. By identifying students' proficiency levels, educators will implement targeted instructional strategies to support the development of key content areas. Specifically, 5th grade will use J&J Bootcamp intervention materials to provide focused remediation, ensuring students receive the support needed to master critical concepts and improve their performance.

Rationale:

The gap in student performance is primarily due to a need for increased focus on rigorous, standards-based instruction. In particular, 5th grade requires targeted attention on literacy strategies to address gaps that have emerged from earlier phonics difficulties. By intensifying this focus, proficiency and scores are expected to improve. With the implementation of the Florida Science Standards in the intermediate grades, teachers will also need ongoing support from colleagues and district coaches to effectively deliver the curriculum and ensure student success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

ELA integration with science content

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To strengthen science learning, we will: 1. Integrate science content into ELA instruction and small guided reading groups by using informational texts to build literacy and content knowledge simultaneously. 2. Facilitate grade-level and cross-grade-level articulation to ensure all science standards and vocabulary are taught with the appropriate depth of knowledge and that any gaps are addressed effectively. 3. Increase student exposure to key science vocabulary by displaying and using these terms throughout the campus, including during specials and other activities. Additionally, we will implement and monitor science-focused gaming activities centered on 60 essential Power Words and other grade-level vocabulary. A digital component will be introduced to provide students with access to these games anytime, supporting ongoing vocabulary development and science exploration beyond the classroom.

Action Step #2

Hands On Learning

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To enhance science learning experiences, we will implement the following: 1. Conduct full science investigations using the 5E's instructional model in all grades—teacher-led and hands-on for students in K-2, and student-led investigations with the teacher facilitating in grades 3-5. 2. Dedicate one day per month to STEM activities, facilitated by teachers, to engage students in hands-on, inquiry-based learning. 3. Encourage each grade level to participate in at least one science-related field trip annually to provide real-world connections and deepen understanding of scientific concepts.

Action Step #3

Structured journaling in Science

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Organization: Structured journals provide a clear framework for organizing data, observations, and thoughts, making it easier for students to analyze and interpret scientific information effectively. 2. Reflection: Journaling encourages students to reflect on the scientific process, fostering a deeper understanding of concepts and methodologies. 3. Communication: Through structured journaling, students develop essential scientific writing skills, enabling them to clearly articulate their observations, results, and conclusions. 4. Evidence-based Practice: By consistently documenting their work, students learn to revisit and refine their investigations, promoting transparency, accuracy, and accountability in scientific inquiry. Examples of Structured Journaling in Science: 1. Field Notebooks: Scientists use field notebooks to record observations in the natural world, including drawings, measurements, and initial interpretations. 2. Laboratory Notebooks: These notebooks document experimental procedures, data collection, and analysis, often following a specific format such as introduction, methods, results, and discussion. 3. Learning Journals: Students use learning journals to reflect on their learning experiences, connecting new concepts to prior knowledge and identifying areas for further exploration.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024–2025 FAST PM3 data, 44% of students in grades 3–5 were proficient in English Language Arts. While the African American subgroup showed an increase in proficiency compared to the previous year, our goal is to continue this positive trend and close the gap to reach levels comparable with non-Black students. To achieve this, our area of focus will include: (1) strengthening core instruction aligned to the B.E.S.T. standards and delivering differentiated instruction in small groups; (2) identifying students not meeting grade-level benchmarks, providing targeted interventions, and closely monitoring their progress; and (3) ensuring systematic, collaborative instructional planning to improve instructional delivery and student outcomes.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Given the ELA FAST PM3 statewide assessment in Spring 2026, our goal is for 60% of students in the African American subgroup to perform at the proficiency level. This target reflects our commitment to closing achievement gaps and ensuring that all student groups demonstrate strong academic growth through high-quality instruction, targeted interventions, and ongoing progress monitoring.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring by administrators will occur through active partnership with teachers, including participation in ELA Champion professional development sessions. Administrators will regularly attend site-based, grade-level Professional Learning Communities (PLCs) to support collaborative planning and ensure instructional alignment. Follow-up monitoring will include classroom visits with actionable feedback and collaborative data analysis. Staff will continue building on the Circular Spiral model implemented in the previous school year to ensure continuity in instruction. Monthly staff meetings have been established for instructional teams to discuss curriculum and practices across and within grade levels, promoting consistency in planning and delivery. Each team designates a representative to lead discussions on instructional growth, the spiral model, and material delivery to support smooth transitions between grade levels. PLCs will continue to be held monthly with administrators present to facilitate discussions on instructional practices, planning, and student data.

Person responsible for monitoring outcome

Gina Owens

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To create a culture of collaboration, demonstration/model classrooms will be established at each grade level, allowing ELA teachers to learn from and inspire one another through peer observation and shared best practices. Teachers will continue to model new instructional strategies during PLCs using the school's walk-through model, which includes visiting classrooms during instruction to observe effective teaching in action. To address reading deficits and improve proficiency, Flamingo will continue to be implemented in small groups across all grade levels. Additionally, UFLI phonics routines will be expanded in primary grades, with targeted intervention phonics routines implemented in intermediate grades to support foundational literacy development.

Rationale:

Teachers will regularly review district and state assessments—including formative assessments, benchmark assessments, and unit assessments—to ensure African American students are progressing at the same rate as their peers. This ongoing analysis will help identify gaps in achievement, inform instruction, and guide targeted interventions to close the performance gap and promote equity in academic outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development for Teachers

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly professional development sessions will focus on differentiated instruction, emphasizing cultural competence, the science of reading, and effective strategies for targeted small group instruction. Each session will provide teachers with practical tools and collaborative opportunities to meet the diverse academic and cultural needs of our African American students.

Action Step #2

Rigorous Standards

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Ensure African American students have consistent access to complex, grade-level content aligned to the rigor of the B.E.S.T. standards and benchmarks. Implement ongoing progress monitoring after each assessment to identify needs, provide timely interventions, and close the achievement gap.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the 2024–2025 school year, we maintained high expectations for all students, including our English Learners (ELs). While subgroup proficiency scores have shown growth over time, proficiency levels for ELs remain below those of their non-EL peers. We recognize a foundational literacy gap impacting a significant portion of our EL population.

To address this, we are committed to delivering rigorous, standards-aligned instruction with a targeted emphasis on English Language Development (ELD). We believe that holding high expectations and strategically addressing both code-based (decoding, encoding, phonics) and language-based (vocabulary, syntax, morphology) skills will lead to substantial progress.

Teachers will explicitly show how these components interact—enabling students to become effective code breakers, meaning makers, text users, and analysts. For ELs, this integration is particularly vital, as the connection between phonological structures and language meaning may be less intuitive. Instruction will link word-level skills (including morphemes and word meanings) to text-level understanding to build a comprehensive literacy foundation. This approach is essential to narrowing the achievement gap and improving overall school performance.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of English Learner (EL) students achieving proficiency in English Language Arts (ELA) will increase from 39% to 60% by the 2026 administration of the Florida Assessment of Student Thinking (FAST) in ELA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through multiple data sources, including end-of-module assessments, ISIP results, formative checks for understanding, FAST Progress Monitoring (PM) data, and instructional walk-through feedback conducted by the leadership team.

Person responsible for monitoring outcome

Gina Owens

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Students are strategically clustered based on language proficiency, instructional needs, and data to create an inclusive, grade-level core learning environment. All students, including English Learners, will engage with on-grade-level texts and be expected to complete the same rigorous tasks with appropriate scaffolds and supports. Individual student data is used to identify foundational gaps, with targeted instruction provided during both core instructional time and intervention blocks to address these needs. Additionally, extended learning opportunities beyond the school day are offered to enhance background knowledge, build schema, expand vocabulary, and enrich students' academic experiences.

Rationale:

All students will be provided access to the B.E.S.T. standards to increase their chances of mastering grade-level expectations. Teachers will plan collaboratively within their teams and prepare to deliver instruction that is both specialized and aligned to grade-level standards. Foundational skill gaps will be identified and addressed through targeted small group instruction during the intervention block.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Curriculum Planning

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

EL teachers will engage in collaborative planning to frontload content, vocabulary, and context in order to scaffold instruction up to the rigor of the standards for our English Learner (EL) and Hispanic subgroups. During planning, EL teachers will ensure that classroom teachers have identified each LY student and are aware of their language proficiency levels. EL teachers and instructional coaches will

support planning and instruction by utilizing the MPIs (Model Performance Indicators) embedded within the modules. Additionally, just-in-time coaching and support will be requested from the EL department as needed to address specific instructional needs.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Current performance data shows that students with disabilities (SWD) are performing at 13% proficiency in ELA and 23% in Math, as measured by the 2025 Florida Assessment of Student Thinking (FAST). Our goal is to increase SWD proficiency to 50% in both ELA and Math by the end of the 2025–2026 school year.

The root cause of the performance gap is the lack of consistent inclusion structures, where general education and VE Resource teachers collaborate to deliver differentiated, co-taught instruction. By implementing inclusive co-teaching models and ensuring that both general education and VE Resource teachers routinely use student data to plan scaffolded, differentiated lessons, we will reduce the achievement gap and improve outcomes for our SWD population.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of ESE (Exceptional Student Education) students achieving proficiency will increase from 13% to 50% in ELA and from 23% to 50% in Math, as measured by the 2026 Florida Assessment of Student Thinking (FAST).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implement an inclusion model where both General Education and VE Resource teachers intentionally plan to meet the differentiated needs of each student, applying the principles of Universal Design for Learning (UDL) to make content accessible to the widest range of learners.

VE Resource and General Education teachers will engage in collaborative planning sessions and Professional Learning Communities (PLCs) to ensure accommodations effectively support students in meeting their individualized goals while also accessing and achieving grade-level standards.

Person responsible for monitoring outcome

Gina Owens

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ensure an inclusion model in which both General Education and VE Resource teachers intentionally plan for the differentiated needs of each student, applying the principles of Universal Design for Learning (UDL) to make content accessible to the broadest range of learners while maintaining the rigor of the standards.

Rationale:

Based on learning gains and trend data from schools with similar ESE populations, school leaders reported that implementing an inclusion (push-in) model is a major contributing factor to improved outcomes for ESE students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Curriculum Planning and Strategies

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ESE and classroom teachers will routinely collaborate to plan grade-level, student-centered complex tasks that follow a deliberate trajectory of rigor and challenge. Planning will intentionally incorporate effective ESE strategies, including higher-level questioning and explicit vocabulary instruction. Metacognitive strategies will be embedded into content-based instruction to equip students with critical memory and engagement skills, enabling them to access, retain, and generalize essential content. Teachers will participate in targeted professional development focused on ESE instructional strategies, including the integration of metacognitive approaches and differentiation within small group instruction.

Action Step #2

Monitoring Progress

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Monitor the use of appropriate curriculum and supportive strategies to ensure student needs are met and that students are accessing the rigor of the standards. Track student progress through regular data chats with administrators, using reflective decision-making to support students in reaching their goals.

Action Step #3

Incorporate gamification strategies to review key concepts and reinforce student learning across all content areas, making review sessions interactive and motivating for students.

Person Monitoring:

Gina Owens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will provide ESE students with opportunities to review key concepts and reinforce learning using gamified platforms such as Gimkit and Quizlet. This approach aims to increase student engagement and motivation.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current school-wide behavior referral risk ratio is 2.78%, according to the Data Analytics database. We aim to reduce this risk ratio to 1.5% by May 2026, as reflected in the School Profiles report.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The number of students receiving referrals will decrease from 35 to 20, as measured by Data Analytics discipline data in May 2026.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrators will monitor progress by partnering with staff during professional development sessions focused on PBIS, Equity, and Restorative Practices, integrated within PLC work. The PBIS coordinator, Restorative Practices trainer, and administrators will facilitate site-based collaborative

planning and dialogue.

Ongoing monitoring will include school walkthroughs, followed by actionable feedback and collaborative data analysis to support continuous improvement.

Person responsible for monitoring outcome

Stephanie Stevens

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Strengthen the capacity of all staff to build and maintain positive relationships with students by consistently implementing Harmony SEL strategies in every classroom.

Rationale:

The behavior performance gap is linked to a need for greater implementation of culturally responsive teaching strategies. Increasing the use of these strategies is projected to reduce the referral risk by 1.28%, as reflected in School Profiles data. We will analyze and review implementation effectiveness by May 2026.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PBIS

Person Monitoring:

Stephanie Stevens

By When/Frequency:

May 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement a schoolwide recognition system that rewards students for demonstrating positive behaviors aligned with school expectations. Aim for at least 90% participation from the school community, offering varied rewards that reflect student interests. Ensure classroom teachers greet and welcome students daily with trust-building actions to foster rapport and strong relationships. Regularly analyze and monitor discipline data, using monthly PBIS meetings to plan and adjust behavior support strategies as needed. In the first week of school, teachers and students will collaboratively create classroom agreements that align with schoolwide expectations, actively engaging student voices. These agreements will be submitted to the PBIS coordinator. Conduct weekly classroom meetings or community-building circles that reinforce schoolwide behavioral expectations. Staff will contact at least two student families weekly with positive feedback on student

performance, documenting all contacts in FOCUS.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

To accommodate diverse parent schedules and foster strong home-school partnerships, we will offer activities on various days and times throughout the year. Monthly curriculum meetings will be held to share schoolwide expectations, supporting student success during and beyond school hours.

Content-specific sessions aligned with the B.E.S.T. standards will provide parents with strategies to promote high achievement in reading, writing, and math at home. Weekly communications via Focus Communication, email, and newsletters will keep families informed about their child's learning benchmarks.

Parent-teacher conferences will take place twice annually, in the fall and spring, to address academic concerns and questions. All events will be advertised at least three weeks in advance to ensure families have ample time to plan.

<https://www.pcsb.org/domain/6403>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Each August, we publish the full school-year calendar, which is included in every student agenda, to give families ample time to plan for attendance at school events. Parent conferences are held multiple

times throughout the year to update families on student progress and offer guidance on supporting and planning for upcoming quarters.

We use Focus Communication as our schoolwide tool to keep parents informed about student progress, celebrate successes, and share strategies to support academic growth. Focus also supports our PBIS initiatives by promoting positive behavior and student engagement.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

We use Focus Communication as the primary tool for parents to easily connect with the school and teachers, providing direct access through their phones. Focus allows parents to receive immediate updates about classroom activities and assignments, with messages automatically translated into the parent's preferred language. Teachers use this platform to share important information and support student learning at home.

Students in grades 1 through 5 have one-to-one devices, with those in grades 3 through 5 permitted to take devices home to support learning beyond the classroom.

To further support at-home learning, we host evening events focused on ELA, Math, and Science, where families learn strategies to enhance their child's education. Additionally, this year we are introducing new before- and after-school clubs designed to boost student attendance and academic achievement.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

We offer events on a variety of weeknights to accommodate families' schedules. Each August, we publish the full school-year calendar to give families ample time to plan attendance. Additionally, we host several morning events throughout the year, such as our monthly All Pro Families gatherings. In September, we celebrated our diverse community with a morning Multicultural Celebration, one of the largest events of the school year.

When needed, staff members conduct home visits to provide personalized support to families based on their unique needs.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Frontier Elementary's Student Services Team works closely with students and families to address personal issues and concerns, providing support that fosters emotional well-being and academic success. We also engage community volunteers to serve as lunchtime mentors, offering students positive role models and meaningful connections. Additionally, the Student Services team identifies and connects students with staff mentors across campus to ensure they feel supported, valued, and a true sense of belonging every day.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Frontier Elementary implements a schoolwide, multi-tiered system of supports (MTSS) to prevent and address problem behavior while promoting a positive school climate. This tiered model includes universal strategies for all students, targeted interventions for groups with emerging needs, and intensive individualized support for students requiring additional assistance. Our behavioral supports are coordinated with academic interventions to ensure a holistic approach to student success.

- **Tier 1 (Universal Supports):** All students receive clear behavioral expectations, proactive classroom management, and social-emotional learning through programs such as Harmony SEL and schoolwide PBIS practices. These supports are reinforced schoolwide to promote consistency and community.

- **Tier 2 (Targeted Supports):** Students who exhibit at-risk behavior are identified through discipline data, teacher referrals, and schoolwide screenings. These students receive targeted interventions such as behavior contracts, small group counseling, daily check-in/check-out (CICO) systems, and mentoring. Progress is monitored regularly.
- **Tier 3 (Intensive Supports):** Students demonstrating persistent or significant behavioral challenges receive individualized behavior intervention plans (BIPs) developed through Functional Behavior Assessments (FBAs). These plans are implemented collaboratively with input from the student, family, student services team, and other relevant staff. Supports are monitored and adjusted as needed.

This model is closely aligned with the **Individuals with Disabilities Education Act (IDEA)**. Early intervening services are provided in coordination with ESE staff to ensure that students with or suspected of having disabilities receive timely support. For students with IEPs, behavior goals and supports are integrated within their plans and services, and interventions are reviewed by the IEP team for effectiveness and compliance with federal guidelines.

This integrated approach ensures that behavioral and academic needs are addressed early, equitably, and effectively, reducing the need for more restrictive placements and promoting success for all students.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

At Frontier Elementary, we are committed to building instructional excellence through ongoing professional learning and strategic support for all staff. Our professional development plan is designed to improve instruction, deepen the use of academic assessment data, and support the recruitment and retention of effective educators, especially in high-need subject areas.

Teachers, support, and instructional staff engage in continuous, job-embedded professional development aligned to school goals, the B.E.S.T. standards, and student needs. These activities include:

- **Monthly professional learning communities (PLCs)** focused on data-driven instruction, differentiation, and targeted small group instruction.
- **Training in the Science of Reading** and foundational literacy to close learning gaps, especially for English Learners and Students with Disabilities.
- **Culturally responsive teaching strategies** and Universal Design for Learning (UDL) practices to meet the needs of all learners.
- **Just-in-time coaching** and model lessons by instructional coaches and teacher leaders.

Staff are trained to regularly analyze and use data from:

- FAST Progress Monitoring,
- ISIP/i-Ready diagnostics,
- End-of-module/unit assessments, and
- Informal checks for understanding.

This data is used to plan small group instruction, identify gaps in learning, and adjust instructional strategies to ensure all students receive targeted support.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Frontier Elementary is committed to ensuring a smooth and supportive transition for preschool children entering kindergarten. We recognize that this period is critical for setting the foundation for academic success and social-emotional development. To support families and young learners during this transition, we employ the following strategies:

1. Collaboration with Early Childhood Programs

We collaborate with local early childhood education providers, including VPK programs and Head Start, to align expectations and share information about kindergarten readiness. Coordination includes:

- Sharing kindergarten curriculum goals and expectations.
- Hosting joint meetings with preschool staff to discuss student readiness skills.
- Providing kindergarten readiness checklists to preschool programs and families.

2. Kindergarten Orientation and Registration Events

Each spring, we host **Kindergarten Round-Up**, where families and incoming students:

- Tour the school campus and classrooms.
- Meet kindergarten teachers and staff.
- Learn about daily routines, school expectations, and academic readiness.
- Receive school supplies and resources to practice readiness skills over the summer.

3. Family Engagement and Communication

Families receive ongoing communication leading up to the start of school, including:

- Welcome letters and kindergarten preparation guides.
- Invitations to summer events, such as meet-the-teacher and play-based learning activities.
- Access to ClassDojo for school updates and personalized support.

4. Summer Bridge and Transition Programs

Students identified as needing additional readiness support are invited to participate in our **Summer Bridge Program**, which offers:

- Literacy and math foundational skill development.
- Social-emotional learning activities.

- Familiarization with school routines and structures in a smaller group setting.

5. Onboarding During the First Weeks of School

The first few weeks of kindergarten are intentionally designed to ease the transition, including:

- Gradual introduction of academic tasks.
- Social-emotional lessons using Harmony SEL.
- Extra adult support and peer buddies to help with routines such as arrival, lunch, and dismissal.

By using a proactive and family-centered approach, Frontier Elementary ensures our youngest learners enter kindergarten feeling confident, supported, and excited about school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00