

Pinellas County Schools

FRONTIER ELEMENTARY SCHOOL



2026-27 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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: B 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	42	75	67	81	92	78	0	0	0	435	
Absent 10% or more school days	0	26	21	17	26	23	0	0	0	113	
One or more suspensions	0	0	0	0	0	1	0	0	0	1	
Course failure in English Language Arts (ELA)	0	0	0	0	8	5	0	0	0	13	
Course failure in Math	0	0	0	0	9	12	0	0	0	21	
Level 1 on statewide ELA assessment	0	1	10	13	13	7	0	0	0	44	
Level 1 on statewide Math assessment	0	12	5	15	13	11	0	0	0	56	
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	1	2	4	7	0	0	0	0	14	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	5	4	5	0	0	0	0	0	14	

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	6	13	17	16	0	0	0	57

Current Year 2026-27

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

Prior Year (2025-26) 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	
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			1		2					3
Course failure in English Language Arts (ELA)					5	6				11
Course failure in Math					8	13				21
Level 1 on statewide ELA assessment				13	18					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)		3		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

Prior Year (2025-26) 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	1	3	6	7	14	21				52

Prior Year (2025-26) 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	4	3								7
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	73	68	62	64	64	59	62	61	57
Grade 3 ELA Achievement	75	70	61	72	67	59	63	63	58
ELA Learning Gains	72	65	63	64	62	60	73	64	60
ELA Lowest 25th Percentile	76	63	58	64	59	56	71	62	57
Math Achievement*	72	72	66	68	69	64	65	66	62
Math Learning Gains	62	69	64	65	67	63	72	68	62
Math Lowest 25th Percentile	67	56	50	64	56	51	67	58	52
Science Achievement	69	72	62	73	70	58	69	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	566
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
71%	68%	68%	56%	58%	47%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	59%	No		
English Language Learners	73%	No		
Black/African American Students	58%	No		
Hispanic Students	70%	No		
Multiracial Students	73%	No		
White Students	75%	No		
Economically Disadvantaged Students	70%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	73%	75%	72%	76%	72%	62%	67%	69%					
Students With Disabilities	60%	86%	60%	73%	50%	42%	50%	50%					
English Language Learners	73%	74%	77%	85%	71%	63%	67%	71%					
Black/African American Students	54%	76%	58%	62%	55%	43%		55%					
Hispanic Students	71%	67%	76%	85%	69%	62%	59%	70%					
Multiracial Students	80%		75%		70%	67%							
White Students	78%	73%	74%		80%	67%		77%					
Economically Disadvantaged Students	70%	72%	74%	80%	68%	61%	69%	65%					

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%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	70%	68%	2%	60%	10%
ELA	4	69%	66%	3%	60%	9%
ELA	5	74%	66%	8%	61%	13%
Math	3	72%	71%	1%	66%	6%
Math	4	71%	72%	-1%	65%	6%
Math	5	66%	69%	-3%	62%	4%
Science	5	69%	70%	-1%	60%	9%

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?

The data component that showed the most significant improvement was **ELA achievement**. Student performance demonstrated notable growth, which reflects the impact of intentional instructional strategies implemented across grade levels.

One key action implemented this year was the integration of **structured journaling across all grade levels and content areas**. This strategy provided students with consistent opportunities to organize their thinking, explain their reasoning, respond to rigorous questions, and support their answers with evidence. The increased focus on writing, explaining, and communicating understanding helped students strengthen comprehension, critical thinking, and their ability to demonstrate mastery of grade-level standards.

Through collaborative planning, data analysis during PLCs, and continued monitoring of student progress, teachers were able to adjust instruction and provide meaningful opportunities for students to apply their learning. The improvement in ELA data highlights the positive impact of strengthening students' ability to articulate their thinking and engage deeply with content.

Lowest Performance

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

The data component that showed the greatest need for improvement was **Mathematics learning gains and proficiency among our Lowest 25% of learners**. While overall math proficiency demonstrated growth, data analysis revealed that our students needing the most support were not making the accelerated progress necessary to close achievement gaps.

To address this area of need, the school is strengthening the use of data-driven instruction through collaborative planning, targeted small-group instruction, and intentional intervention monitoring. Teachers will continue to analyze student data during PLCs to identify skill gaps, plan rigorous lessons, and provide differentiated instruction based on individual student needs. Additional attention will be given to Tier 2 and Tier 3 interventions to ensure students are receiving the appropriate support and demonstrating a positive response to intervention.

The school will also continue to monitor progress through FAST data, classroom assessments, intervention data, and student learning trends to ensure instructional adjustments are made in a

timely manner. By focusing on foundational math skills, increasing opportunities for mathematical discourse and problem-solving, and providing targeted support for our Lowest 25% of learners, the school will work to increase proficiency and improve learning gains for all students.

Greatest Decline

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

The data component that showed the greatest need for improvement was **Mathematics learning gains**, which demonstrated the largest decline compared to prior years. While overall mathematics proficiency remains an area of focus, the decrease in learning gains indicates that students, particularly those in our Lowest 25% of learners, require additional support to accelerate their academic growth and close achievement gaps.

To address this area of need, the school has increased its focus on data-driven instruction, collaborative planning, and targeted intervention support. Teachers will continue to analyze student data during PLCs to identify specific skill gaps, plan rigorous standards-based lessons, and provide differentiated small-group instruction. Tier 2 and Tier 3 interventions will be closely monitored to ensure students are receiving effective support and demonstrating a positive response to intervention.

Additional emphasis will be placed on strengthening foundational math skills, increasing opportunities for students to explain their mathematical thinking, and providing meaningful opportunities for problem-solving and application. Progress will be monitored through FAST assessments, classroom assessments, intervention data, and ongoing data chats to ensure instructional strategies are adjusted as needed to increase student learning gains and improve outcomes for all learners.

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.

Frontier Elementary School demonstrated strong performance by scoring **above the state average in all areas of the 8-cell analysis**, reflecting the effectiveness of our instructional practices and commitment to student achievement. This success highlights the dedication of our staff, the impact of data-driven instruction, and the continued focus on meeting the needs of all learners.

While overall performance remains a strength, the school will continue to prioritize closing achievement gaps among identified subgroups. Specifically, continued focus will be placed on our **Black student subgroup and students with disabilities** to ensure they have equitable access to rigorous instruction, targeted interventions, and the supports needed to demonstrate academic growth.

Through ongoing PLC data reviews, progress monitoring, differentiated instruction, and intentional intervention planning, Frontier Elementary will continue to build upon our successes while focusing on increasing proficiency and learning gains for all students.

EWS Areas of Concern

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

An area of concern identified through the Early Warning System is **students who are absent 10% or more of school days**. Attendance has a direct impact on student achievement, as students who miss significant instructional time have fewer opportunities to engage with grade-level standards, receive interventions, and participate in classroom learning experiences.

To address this concern, Frontier Elementary School will continue to monitor attendance data regularly and identify students who are at risk due to chronic absenteeism. School staff will collaborate with families to understand barriers impacting attendance and provide resources and support to encourage consistent school participation. Through ongoing communication, attendance monitoring, family engagement efforts, and collaboration with support staff, the school will work to increase student attendance and ensure all students have access to the instructional time needed to achieve academic success.

Highest Priorities

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

The highest priorities for school improvement are focused on increasing student access to learning, accelerating academic growth, and ensuring all students demonstrate proficiency. Based on data analysis and identified areas of need, Frontier Elementary School will prioritize **reducing absenteeism, increasing Mathematics learning gains, and improving ELA proficiency in grades K–2**.

Attendance will remain a key focus, as students who are absent 10% or more of school days miss critical instructional time, intervention opportunities, and classroom learning experiences. The school will continue to strengthen attendance monitoring, family partnerships, and support systems to reduce barriers and improve student attendance.

In Mathematics, the school will focus on increasing learning gains, particularly among students needing additional support, through targeted interventions, differentiated instruction, collaborative planning, and ongoing progress monitoring. Teachers will use data to identify skill gaps, provide rigorous instruction, and ensure students are making the necessary growth to close achievement gaps.

In grades K–2, the school will prioritize increasing ELA proficiency by strengthening foundational literacy skills through explicit reading instruction, small-group support, progress monitoring, and evidence-based literacy practices. Building a strong reading foundation in the primary grades will ensure students are prepared for future academic success.

Through these focused improvement efforts, Frontier Elementary School will continue to build on existing strengths while addressing areas of need to ensure all students are supported in achieving academic success.

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.

The area of focus for grades 3–5 is strengthening writing instruction across all content areas, closely monitoring the effectiveness of Tier 2 and Tier 3 interventions, and utilizing collaborative planning to develop rigorous, standards-aligned lessons that meet the needs of all learners. Writing instruction will be embedded throughout the school day to increase students' ability to communicate their thinking, justify responses using evidence, and demonstrate mastery of grade-level standards. Structured journaling and writing opportunities across content areas will support students in developing critical thinking, comprehension, and problem-solving skills.

This focus directly impacts student learning by increasing engagement with complex texts and tasks, strengthening academic vocabulary, and improving students' ability to articulate their understanding. Additionally, regular progress monitoring of Tier 2 and Tier 3 interventions will ensure that students receive targeted support and that instructional adjustments are made based on student response to intervention data.

This area of focus was identified through the analysis of prior-year achievement data, which highlighted the need to accelerate learning for students receiving interventions and continue strengthening overall academic performance. While student proficiency has shown growth across grade levels, data indicates that continued emphasis on writing, targeted interventions, and rigorous instruction is necessary to close achievement gaps and increase student outcomes. Collaborative planning will serve as a critical structure for teachers to analyze student data, identify instructional needs, share best practices, and design engaging lessons that promote high levels of learning for all students.

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.

Based on prior-year FAST ELA assessment data, students in grades 3–5 are currently performing at **73% proficiency in ELA**. Through the implementation of schoolwide writing instruction, structured

journaling across content areas, rigorous standards-based instruction developed through collaborative planning, and targeted Tier 2 and Tier 3 interventions, the school will increase student achievement in ELA.

By May 2027, grades 3–5 students will increase ELA proficiency from 73% to 75% as measured by the FAST PM3 assessment.

Based on prior-year FAST ELA assessment data, **third-grade students are currently performing at 75% proficiency in ELA.** To continue increasing student achievement, teachers will implement rigorous standards-based instruction, structured journaling, data-driven small group instruction, and targeted interventions to support all learners and accelerate academic growth.

By May 2027, third-grade students will increase ELA proficiency from 75% to 77% as measured by the FAST PM3 assessment.

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:

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, 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 2027

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 2027

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 and Core Phonic Survey 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 2027

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.

The area of focus is increasing student learning gains, with a specific emphasis on supporting the Lowest 25% of learners through targeted instruction, progress monitoring, and data-driven interventions. Teachers will utilize collaborative planning, small-group instruction, and differentiated learning opportunities to ensure students receive the support necessary to accelerate growth while maintaining high levels of proficiency. Instruction will focus on identifying and addressing skill gaps, providing timely interventions, and monitoring student progress to ensure all learners are making meaningful academic gains.

This focus directly impacts student learning by ensuring that students who are performing below grade level receive the targeted support needed to access grade-level content and demonstrate growth. By prioritizing learning gains and the performance of the Lowest 25%, the school can close achievement gaps, increase student confidence, and improve overall academic outcomes.

This area of focus was identified through the analysis of prior-year data. The school ended the year with an average of **72% proficiency**, demonstrating strong overall achievement. However, data revealed a need to strengthen outcomes for students requiring additional support. Learning gains decreased to **62%**, and the Lowest 25% subgroup achieved **66% learning gains**, indicating that a significant number of struggling learners are not making the accelerated progress necessary to close achievement gaps. As a result, the school will focus on strengthening intervention systems,

monitoring student growth more frequently, and ensuring instructional practices effectively support students in achieving both proficiency and learning gains.

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.

By May 2027, students will increase Mathematics proficiency from 72% to 75% as measured by the FAST PM3 assessment.

Progress toward this goal will be monitored through FAST progress monitoring assessments, district and classroom-based assessments, monthly PLC data reviews, intervention monitoring, and data chats to ensure instructional adjustments are made to support student achievement and learning gains.

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 during planning. 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

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 2027

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 2027

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 2027

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.

The area of focus for Science is strengthening students' scientific reasoning, content knowledge, and communication skills through the implementation of structured journaling and increased opportunities for hands-on STEM learning. Structured journaling will be embedded within science instruction to provide students with a consistent format for recording observations, analyzing experiments, explaining scientific concepts, and reflecting on their learning. This strategy promotes critical thinking, strengthens scientific writing, and helps students develop the ability to communicate evidence-based conclusions using appropriate academic language.

This focus directly impacts student learning by increasing student engagement with science content while providing opportunities to deepen understanding through writing and reflection. As students regularly engage in structured journaling, they develop stronger scientific reasoning skills, improve their ability to explain concepts and processes, and build the communication skills necessary for success on classroom assessments and state science assessments.

This area of focus was identified through the analysis of prior-year data, which indicated that **69% of fifth-grade students achieved proficiency in Science**. While this reflects solid performance, continued efforts are needed to increase proficiency and ensure all students have opportunities to engage in rigorous scientific thinking and application. To support this goal, the school will continue implementing structured journaling across science instruction and provide additional enrichment opportunities through **STEM Clubs for students in grades 2–5** and **extended learning programs focused on science content for students in grades 3–5**. These opportunities will allow students to explore scientific concepts in greater depth, engage in hands-on learning experiences, and apply their knowledge in authentic and meaningful ways, ultimately supporting increased science achievement.

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.

By May 2027, fifth-grade students will increase Science proficiency to 75% as measured by the SSA (Statewide Science Assessment).

Progress toward this goal will be monitored through classroom assessments, science data reviews, student work samples, structured journal entries, and collaborative PLC discussions to ensure instructional practices are effectively supporting student growth and achievement.

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 2027

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 2027

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 2027

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.

The area of focus is increasing academic achievement and closing performance gaps for our Black student subgroup through targeted instructional supports, data-driven interventions, and intentional monitoring of student progress. Teachers will utilize collaborative planning, differentiated instruction, small-group instruction, and evidence-based instructional practices to ensure students receive the support needed to access grade-level standards and demonstrate continued growth across all content areas.

This focus directly impacts student learning by addressing achievement gaps and ensuring equitable access to rigorous instruction. By identifying specific areas of need and providing targeted support, the school will work to increase student proficiency, accelerate learning gains, and ensure students are successful in ELA, Mathematics, and Science. Instructional practices will continue to include strategies that promote student engagement, academic discourse, critical thinking, and opportunities for students to demonstrate their understanding.

This area of focus was identified through the review of prior-year subgroup performance data. The Black student subgroup demonstrated lower proficiency rates compared to their peers in multiple academic areas, with **54% proficiency in ELA, 55% proficiency in Mathematics, and 55% proficiency in Science**. While these results indicate a need for continued support, a notable strength was identified in **third-grade ELA, where Black students achieved 77% proficiency**, demonstrating that targeted instructional practices and supports can lead to positive outcomes. Moving forward, the school will analyze subgroup data regularly through PLCs, progress monitoring, and data chats to identify trends, celebrate growth, and adjust instruction to ensure Black students continue to make meaningful academic gains and close achievement gaps.

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.

By May 2027, students in the Black subgroup will increase overall proficiency in ELA, Math and Science to 65% as measured by state assessments.

Progress toward this goal will be monitored through FAST and SSA assessment data, classroom assessments, intervention data, monthly PLC discussions, and student progress monitoring to ensure instructional strategies are effectively supporting student growth and closing achievement gaps.

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 and Accelerated Learning Plans 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 2027

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 2027

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.

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.

The area of focus for grades K–2 is strengthening foundational literacy skills through explicit, systematic reading instruction and targeted intervention supports. Instruction will emphasize phonemic awareness, phonics, fluency, vocabulary, and comprehension to ensure students develop the foundational reading skills necessary for long-term academic success. Teachers will utilize data-driven small group instruction, progress monitoring, and evidence-based literacy practices to meet the individual needs of students and provide timely support when skill gaps are identified.

This focus directly impacts student learning by ensuring students build a strong literacy foundation during the primary years, which is critical for future success across all content areas. Students who develop strong reading skills in the early grades are better prepared to access grade-level texts, engage in meaningful discussions, and demonstrate proficiency on future state assessments.

This area of focus was identified through the review of prior-year data. The current cohort moving into first grade demonstrated **65% proficiency**, while the cohort moving into second grade demonstrated

57% proficiency. Although many students are meeting expectations, the data indicates a need for additional monitoring, targeted interventions, and instructional supports to accelerate learning and ensure all students develop the foundational reading skills necessary for continued success. By providing ongoing progress monitoring, differentiated instruction, and intervention support, the school will strengthen literacy outcomes and prepare students for future academic achievement.

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.

Based on prior-year STAR assessment data, the cohort moving into first grade is currently performing at **65% proficiency in ELA**, and the cohort moving into second grade is currently performing at **57% proficiency in ELA**. To strengthen foundational literacy skills, the school will implement explicit reading instruction, data-driven small group instruction, targeted interventions, and ongoing progress monitoring to ensure students receive the support needed to achieve grade-level expectations.

By May 2027, students in grades K–2 will achieve 70% proficiency in ELA as measured by the STAR assessment. Progress toward this goal will be monitored through STAR assessment data, classroom assessments, intervention data, and monthly PLC discussions to ensure instructional adjustments are made based on student needs and performance trends.

Monitoring

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

Implementation and impact of this Area of Focus will be monitored through a comprehensive cycle of data analysis, collaborative planning, classroom observations, and progress monitoring. Grade-level teams will participate in monthly Professional Learning Communities (PLCs) to review student performance data, analyze trends, monitor subgroup progress, and identify students requiring additional support or enrichment.

For grades K–2, STAR assessment data, classroom-based assessments, phonics and foundational reading progress monitoring, and intervention data will be reviewed regularly to determine student growth toward the goal of 70% ELA proficiency. Teachers will use this data to adjust instruction, provide targeted small-group support, and monitor the effectiveness of interventions.

School leaders will conduct regular classroom walkthroughs, lesson plan reviews, and collaborative planning sessions to ensure rigorous, standards-aligned instruction is being implemented with fidelity. Data chats with teachers will be held throughout the year to celebrate successes, identify barriers, and develop action plans for students who are not demonstrating adequate progress. Monitoring results will be used to make timely instructional adjustments and ensure the school remains on track to achieve its measurable outcomes.

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:

To achieve the measurable outcomes for grades K–2, teachers will implement evidence-based small group reading instruction while utilizing rigorous, standards-aligned literacy workstations to reinforce foundational reading skills. During small group instruction, teachers will provide targeted, differentiated support based on student needs identified through assessment and progress monitoring data. Workstations will be designed to engage students in meaningful literacy tasks focused on phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. Research supports small group instruction as an effective practice for accelerating student learning by providing focused instruction tailored to specific skill deficits and learning needs. Additionally, structured literacy workstations provide opportunities for students to independently practice and apply skills taught during whole-group and small-group instruction.

Rationale:

Implementation of this intervention will be monitored through classroom walkthroughs, lesson plan reviews, collaborative planning discussions, and monthly PLC meetings. School leaders and instructional staff will observe the effectiveness of small group instruction and workstation activities to ensure they are rigorous, aligned to grade-level standards, and meeting the needs of students. Student progress will be monitored using STAR assessment data, classroom assessments, intervention data, and ongoing progress monitoring measures. Data collected through these monitoring systems will be used to adjust instruction and provide additional support as needed to ensure students are progressing toward the goal of 70% ELA proficiency by May 2027.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

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 also be used in primary 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

Regularly monitoring ELFAC data

Person Monitoring:

Stephanie Stevens

By When/Frequency:

Monthly

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

ELFAC data will be reviewed and monitored monthly to ensure interventions are effective and that students are making adequate academic progress. Grade-level teams will analyze student performance trends, identify students who are not responding to interventions, and make instructional adjustments as needed.

Action Step #2

Curriculum Planning

Person Monitoring:

Gina Owens

By When/Frequency:

May 2027

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 #3

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

Person Monitoring:

Gina Owens

By When/Frequency:

May 2027

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.

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.

The area of focus is strengthening schoolwide behavior supports, student accountability, and positive behavior interventions to increase student engagement and maximize instructional time. The school will continue to implement proactive behavior strategies, social-emotional learning practices, and targeted supports for students who demonstrate a need for additional intervention. Staff will utilize data-driven approaches to identify behavior trends, provide appropriate supports, and reinforce expectations that promote a safe, respectful, and productive learning environment.

This focus directly impacts student learning because student behavior and engagement are closely connected to academic success. Reducing behavioral incidents allows students to spend more time engaged in instruction, increases opportunities for learning, and supports a positive school culture where all students can thrive.

This area of focus was identified through the review of prior-year behavior data. During the school year, Frontier Elementary recorded **71 behavior referrals involving 28 students** and **127 minor infractions involving 57 students**. While these incidents represent a small portion of the overall student population, the data highlights the need for continued monitoring, proactive interventions, and

targeted supports for students requiring additional assistance.

Moving forward, the school will continue to monitor behavior trends through discipline data reviews, implement PBIS strategies, provide SEL supports, and collaborate with teachers, families, and support staff to ensure students receive the interventions needed to demonstrate positive behavior choices and remain engaged in learning.

Based on current behavior data, Frontier Elementary School's **school-wide behavior referral risk ratio is 5.68%**, according to the Data Analytics database. To improve student behavior outcomes and increase instructional time, the school will continue implementing proactive behavior supports, PBIS strategies, social-emotional learning practices, and targeted interventions for students needing additional support.

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.

By May 2027, Frontier Elementary School will reduce the school-wide behavior referral risk ratio from 5.68% to 4%, as measured by the School Profiles report. Progress toward this goal will be monitored through discipline referral data, minor infraction trends, PBIS data reviews, monthly behavior meetings, and collaboration with teachers, families, and support staff to ensure interventions are effective and students are demonstrating positive behavior growth.

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 through ongoing professional development focused on **PBIS, Equity, and Restorative Practices**, which will be embedded within PLC structures and collaborative planning. The PBIS Coordinator, Restorative Practices Trainer, and school administrators will facilitate site-based discussions, analyze behavior data, and support staff in implementing consistent strategies that promote positive student behavior and engagement.

Ongoing monitoring will include classroom and schoolwide walkthroughs, followed by actionable feedback and collaborative reflection to ensure strategies are being implemented with fidelity.

Behavior referral data, minor infraction trends, and PBIS data will be reviewed regularly to identify areas of success and opportunities for adjustment. Through continuous data analysis and collaboration with staff, the school will make informed decisions to support the reduction of behavior referrals and increase positive student outcomes.

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 2027.

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 2027

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.

<https://frontier-es.pcsb.org/about-us/school-improvement-plan>

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.

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)).

At the elementary level, Frontier Elementary School prepares students for future postsecondary opportunities and workforce success by fostering college and career awareness through our implementation of AVID strategies schoolwide. Teachers intentionally connect daily learning to real-world applications, helping students understand how the skills they are developing today will be used in future careers and workplace settings.

Students are encouraged to think critically, ask questions, explore their interests, and engage in meaningful learning experiences through AVID's focus on inquiry, collaboration, organization, and communication. Classroom discussions and activities help students make connections between academic content and potential career pathways.

To increase awareness of postsecondary opportunities, staff members share their own educational and career journeys, highlighting the various paths they pursued to reach their current professions. These experiences help students recognize the value of education, perseverance, and lifelong learning while exposing them to a variety of career options.

Through these efforts, Frontier Elementary School creates a culture of college and career readiness that encourages students to dream big, set goals, and develop the skills necessary for future success in postsecondary education and the workforce.

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

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, TSI, 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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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