Frontier Elementary SIP 2014-2015

Executive Summary

Description

Frontier Elementary is a preK-5th grade Title One school with just over 700 students.

Vision

The vision of Frontier Elementary is to have 100% student success.

Mission

The mission states that the staff, in a supportive, trusting and respectful environment, will work together with enthusiasm and camaraderie. The staff endeavors to encourage parent and community involvement and strive for highest academic achievement for all students.

SIP GOALS

Reading

Increase Student Achievement in the area of reading, resulting in improvements for every subgroup, learning gains for all students, in particular the lowest 25% , and overall growth from 58% proficient to 71% proficient as measured by the FSA.

Writing

Improve the percent of students proficient in writing from 49% to 65% as measured by the writing portion of the FSA.

Math

Increase Student Achievement in the area of mathematics, resulting in improvements for every subgroup, learning gains for all students, in particular the lowest 25% and overall growth from 54% proficient to 69% proficient as measured by the FSA.

Science

Increase Student Achievement in the area of science, resulting in improvements for every subgroup, and overall growth from 63% proficient to 70% proficient as measured by the Science FCAT.

Achievement Gap

\*We will increase the proficiency rates of our African American students in the area of reading from 57% to 75%. We will target students for success programs such as STEP, Role Models 5000 and Girlfriends, and make sure they receive academic support through Promise Time and through our interventionists. Our MTSS coach will monitor African American Student Data regularly and will share and problem solve this data with the SLT and SBLT. We will tighten our ongoing progress monitoring of our African American students and intensify interventions as needed. Our African American Students met their AMO targets in reading and our goal is to monitor student progress to ensure this group's continued success.

\*We will increase the proficiency rates of our African American students in the area of math from 42% to 55%. We will target students for success programs such as STEP, Role Models 5000 and Girlfriends, and make sure they receive academic support through Promise Time and through our interventionists. Our MTSS coach will monitor African American Student Data regularly and will share and problem solve this data with the SLT and SBLT. We will tighten our ongoing progress monitoring of our African American students and intensify interventions as needed. Our African American Students met their AMO targets in math and our goal is to monitor student progress to ensure this group's continued success.

Four Critical Actions to Achieve our Goals and Vision

-Involve all stakeholders in the collaborative planning process in order to increase to communication and conversation around Standards Based Instruction.

-Utilize formative assessments for reading aligned to Florida Standards at all levels to support teachers in making effective instructional decisions.

-Focus the School Leadership Team on implementation of the Florida Standards, formative assessments, and lesson study using effective PLCs

-Utilize district curriculum guides and support teachers in using the curriculum guides through professional development.

Parent Involvement

Levels of parent involvement vary based on the activity. Activities involving student work or encouraging parents to spend time with their students are well attended...these include mommy muffin days, daddy donut days, the annual art auction and our spring fling. Opportunities for involvement such as SAC or ESOL coffee chats are not as well attended. Certain neighborhoods of students do not attend parent events as much as others due to distance to the school.

Early Warning Systems

The CST team and SBLT team review the early warning systems data and work with families through conferencing, coordinating with outside services, incentive programs and small group counseling to help meet these students needs. Progress is monitored on a biweekly basis and interventions are adjusted as necessary. Information is shared with teachers so that all stakeholders can work together to help meet student needs.