

Angleton Independent School District
Frontier Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Our mission is to educate and prepare each student academically and socially through supportive relationships to maintain our thriving community.

Vision

Angleton ISD

Achieving Excellence Because We're Wildcats

Core Beliefs

We believe:

All students can learn

The learning environment must be positive, genuine, caring and safe for students and staff to reach their potential

In clearly defined goals that set high expectations for student success

In the value of parents and families as involved decision-makers

In viable curriculum and future-oriented programs

In developing and retaining staff who positively affect student achievement.

Actively engaging the community results in development of our children

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals Campus goals
- Current and/or prior year(s)
- campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)

State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Texas English Language Proficiency Assessment System (TELPAS) results

Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

MAPS local district instrument

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Demographics

Demographics Summary

Frontier Elementary is the one elementary school in Angleton ISD that is not within or close to a neighborhood. Located outside of the city limits, Frontier services all students who live in Rosharon, Texas. Frontier had an average of 480 students enrolled during the 2021-2022 school year. Our campus services special education students PK-5 in-class support (ICS) and mainstreaming. 504 students have accommodations to meet their needs, as well as the students who are identified as having Dyslexia. Students with promising aptitudes are identified in kindergarten and are served through the second grade. Students in 4th and 5th grade identified as GT students in the district attend the TAG program here at Frontier. Students at Frontier attend music, physical education, and library as part of their specials rotation through the week. Students who struggle academically receive targeted instruction from their classroom teachers daily as well as small group intervention from our intervention teachers and instructional assistants. The students at Frontier Elementary are serviced by 26 classroom teachers, 3 special education teachers, one special education assistant, 7 support staff and 8 assistants.

Demographics Strengths

Frontier Elementary services:

- Special Education Students
- Pre-K
- English Language Learners
- Gifted & Talented students in grades 4th and 5th
- Students Identified with Dyslexia
- 504 Services

Problem Statements Identifying Demographics Needs

Problem Statement 1: For two consecutive years, we have remained high in the number of discipline referrals. **Root Cause:** Almost half of the school-wide referrals are bus referrals.

Student Learning

Student Learning Summary

	2020-2021			Frontier 2021-2022			
FRONTIER	Approaches	Meets	Masters		Approaches	Meets	Masters
3rd Math	79%	54%	31%	3rd Math	85%	57%	29%
3rd Reading	85%	59%	37%	3rd Reading	87%	56%	43%
4th Math	80%	59%	43%	4th Math	81%	58%	35%
4th Reading	67%	52%	29%	4th Reading	93%	78%	46%
5th Math	99%	83%	50%	5th Math	93%	66%	46%
5th Reading	93%	63%	43%	5th Reading	85%	56%	43%
5th Science	95%	65%	29%	5th Science	85%	56%	42%
4th Writing	65%	45%	13%	-	-	-	-

Growth Percent Met

	K read	K Math	1 read	1 math	2 read	2 math	3 read	3 math	4 read	4 math	5 read	5 math
Frontier	36	41	43	59	59	56	69	76	57	76	67	81
District	51	54	53	60	58	67	60	78	59	73	53	69

Student Learning Strengths

2022 STAAR Strengths

3rd Math increased in both Approaches and Meets

3rd Reading increased in both Approaches and Masters

4th Math increased in Approaches

4th Reading increased significantly in all three categories

5th Math increased in Masters

5th Science increased in Meets and Masters

MAP Growth Strengths

3rd-5th students made the highest percentages of overall growth.

3rd-5th Math students made highest percentages of growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in Kinder-2nd did not make large increments of growth on MAPS at Frontier or at the district level. **Root Cause:** Review of Curriculum resources used for instruction across the district.

School Processes & Programs

School Processes & Programs Summary

Organizational:

The organizational structure of Frontier Elementary provides systematic responses in providing academic interventions and enrichment opportunities.

- The administrative team on campus consists of the building principal, an assistant principal and a school counselor who work collaboratively to support the seven grade levels, special education program, and specials.
- Grade levels meet in weekly Professional Learning Communities (PLCs) during a common planning period to plan instruction, discuss student performance (academic/behavioral) and other grade level issues/concerns. Grade level teachers work collaboratively within their grade level to generate ideas, strategies, and solutions to address grade level issues/concerns.

There are also organizational committees that oversee any issues that develop concerning the day to day campus management. The three organization teams are the Instructional Focus Team (IFT), Operational Focus Team (OFT) and Student Focus Team (SFT).

- **Instructional Focus Team:** Schoolwide decisions involving curriculum, instruction and assessment are the responsibility of the Instructional Team and the MTSS team. Decisions are data-driven and focus on positively impacting student achievement. Instructional team members are grade level chairpersons who receive input from their grade levels to communicate with all Instructional Team members. The team members communicate schoolwide decisions to their grade levels and/or areas.
- **Operational Focus Team:** Decisions involving day-to-day operations of the school (procedures, duties, and schedules) are the responsibility of the Operational Team. Operational Team members communicate decisions to their respective grade levels. This structure allows for optimal power equalization in the decision making process.
- **Student Focus Team:** meets to discuss incentives and programs for our students regarding character education, behavior and attendance.

Schedules are drafted so that maximum time is spent on learning during the school day. Master schedules guide the amount of time spent on each subject. There are clearly defined goals based on data as well as a challenging curriculum designed for students to master the additional rigor encompassed within MAPS Growth goals, CLI Circle Test (PK), and STAAR assessments. Teachers provide additional assistance to those students who demonstrate needs based on common assessments. Additional assistance is provided through intervention programs, and accelerated learning is address as well for HB4545.

Parent & Community Involvement:

Frontier Elementary's primary goal is to provide a quality education for each of its students by providing a stimulating educational environment which offers strong academic, social, emotional, physical growth and enrichment opportunities. To accomplish this goal, Frontier establishes and maintains partnerships with parents/caregivers, business patrons, and community members; moreover, the District will involve parents/caregivers in all aspects of the various local, state, and federal programs that it offers. We believe that parental support plays an extremely important role in the community and is therefore critical to a student's educational success. Frontier believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every student. Our goal is to have a quality home-school partnership to help our students succeed. Research has shown that children who know that their parents are involved and interested in their education tend to be more responsible for their own behavior and learning.

School Processes & Programs Strengths

Organizational

Three focus teams for decision making allow for all staff members to have the opportunity to be a part of the decision making process.

Parent and Community Involvement

Frontier Elementary parents enjoy being invited to Donuts with Dad and Mornings with Mom which will be brought back for the coming school year. We also have a good turnout for Meet the Teacher, Open House, grade level programs, and special evening events. Parents are invited to attend field trips.

We have an extremely involved PTO this year and parent participation has increased over the last several years.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The three main focus teams only met once per semester, instead of meeting at least twice a semester. **Root Cause:** Focus on other areas caused us to meet less in these particular teams for 2022-2023 school year.

Perceptions

Perceptions Summary

Frontier Elementary strives to create a true learning community and focuses on a culture and climate that is safe, caring, and collaborative. We believe that all students have the opportunity to reach their maximum potential in an environment where schools, parents, students and the community work together toward the realization of our goals. Students are educated in an environment which encourages character development citizenship, and positive behavior. Input is sought from staff and parents through surveys that identify areas of need where additional supports can be provided. We know that staff who feel valued and recognized for their contributions and accomplishments positively impact climate and culture. In addition, students who develop positive connections to school are more likely to be successful and less likely to disengage and drop out.

Perceptions Strengths

- Security vestibules in front foyer are closely monitored
- All visitors check-in at the front office, turn in ID, wear a visitor sticker
- All doors remain locked except for the front door
- Frontier staff members monitor that all guests within the building have a visitor sticker printed on the current day and is marked with the location to be visited
- Staff members are required to carry building key cards enabling them entrance back into the building after recess, fire drills, etc.
- Staff monitor that doors remain locked and are not propped open for any reason
- Students are trained not to open doors for anyone, for any reason
- The Student Focus team and counselor provide character education and reward good character
- The Frontier principals and counselor conduct grade level orientations where academic and behavior expectations are addressed as well as safety procedures
- A district police officer monitors our campus for safety
- The principal and secretary monitor the school cameras throughout the school day
- Night events included Meet the Teacher, Open House, Spring Dance and Pictures with Santa Book Fair
- Youth Basketball used the Frontier gym for nigh time practices.
- Third grade students participate in Learn, Grown, Eat Go Program

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to add more nightly events back now that we have more families who can attend events. **Root Cause:** In the past we had students who could not attend events, we should be able to have much better attendance now as Frontier population has changed. We need to include our parents in educational events and provide these events at night when some are able to attend.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

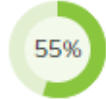
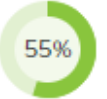




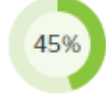


Goal 1: 60% of Kindergarten through 5th grade students will demonstrate the expected growth in MAP Reading (Gold PK-65%) by June 2025.




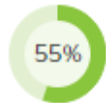
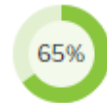










Performance Objective 1: In K - 2nd grade, the Grade-Level Norms Projected RIT Growth will be at or above the Observed Growth on the End of Year MAP Reading assessment.


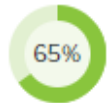







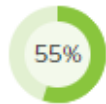
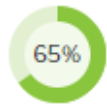

Evaluation Data Sources: Guided Reading Lesson Plans







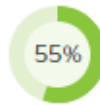


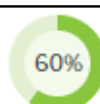
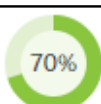




MAP Growth, Lexia Data, District Check points, Mock assessments, STAAR Reading, 504 Plans/ARD IEP's, Teacher/Parent Communication, MTSS Parent Letters and Action plans, Digital Communication, Family School Events.








Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Research based strategies and materials will be used to improve Tier I instruction in all classrooms. Strategy's Expected Result/Impact: Tier I instruction will improve in all classrooms. Increased student achievement report card grades / assessment results Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students struggling academically will receive tiered reading interventions such as, but not limited to LLI and Dyslexia. Strategy's Expected Result/Impact: Frontier students will show growth in reading. Staff Responsible for Monitoring: Campus Administrators MTSS Lead, Interventionist Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Frontier Elementary staff members will attend training and professional development in order to stay up to date on new strategies that will benefit students in all academic areas, including Physical Education, Music and STEAM. Strategy's Expected Result/Impact: Frontier teachers, assistants and administrators will be well trained and capable of meeting the variety of needs of all students. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Writing instruction and opportunities will be integrated into all subjects. Strategy's Expected Result/Impact: Increased writing scores Portfolio Work samples K-5 Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Frontier Elementary staff members will continue to stay up to date on current training and will have the opportunity to attend additional professional development training within the district and outside the district. Strategy's Expected Result/Impact: Increased learning High quality teachers & staff Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Dyslexia instruction will be provided to identified dyslexic students by a teacher trained in the Region IV program Read by Design. Strategy's Expected Result/Impact: Increased student achievement - report card grades / benchmark results / STAAR assessment results Staff Responsible for Monitoring: Principal Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Classroom teachers will provide guided reading on a regular basis to meet individual academic needs of all students. Strategy's Expected Result/Impact: Increased student achievement - report card grades / benchmark results (CBAs, DRA) / STAAR assessment results Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: All students will have the opportunity to utilize the use of technology in all subject areas and the option for online testing when appropriate. Strategy's Expected Result/Impact: Students will use technology daily at Frontier Elementary. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Teachers and students will be supplied supplemental materials such as, but not limited to, Brain Pop, Scholastic News & Storyworks (paper and online). Strategy's Expected Result/Impact: Purchased materials will be used to incorporate real world information to improve learning in all subject areas. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Students will have access to supplemental web-based programs for instructional practice, remediation, and enrichment. (Brainpop, Lexia, RAZ Kids, IXL, Stemscores) Strategy's Expected Result/Impact: Increased student achievement - report card grades / benchmark results / STAAR assessment results Staff Responsible for Monitoring: Campus Administrators Teachers	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Frontier Elementary teachers and administrators will follow the MTSS Protocols and Action Plans to ensure interventions are provided to students who are not performing on grade level. Strategy's Expected Result/Impact: Increased student achievement Students will show growth in math and reading. report card grades / benchmark results / STAAR assessment results Staff Responsible for Monitoring: Campus Administrators Teachers Interventionist	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Provide professional development for the Frontier staff that will assist them in integrating higher-level thinking and problem-solving strategies into their daily lessons. Strategy's Expected Result/Impact: Students will participate in higher-level and problem-solving lessons daily. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			

Strategy 13 Details	Formative Reviews		
Strategy 13: Cooperative learning strategies will be incorporated into weekly lessons. Strategy's Expected Result/Impact: Students will learn to work independently and in groups in order to increase their learning. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 14 Details	Formative Reviews		
Strategy 14: Through analysis of campus data, we will identify focus areas for which we will implement "high performing" practices. Strategy's Expected Result/Impact: Improvement will be documented in focus areas. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 15 Details	Formative Reviews		
Strategy 15: Grade level Professional Learning Community (PLCs) meetings will take place to develop creative, higher-level lessons and activities. Strategy's Expected Result/Impact: Increased student achievement PLC Agenda and minutes Staff Responsible for Monitoring: Grade level chairs	Formative		
	Nov	Feb	May
			
Strategy 16 Details	Formative Reviews		
Strategy 16: Effectively review data from universal screeners, common assessments, and state tests to determine growth, improvement, and instructional needs for teachers and students. Strategy's Expected Result/Impact: Lesson plans and instructional delivery will reflect adjustments made due to reviews of the data and students needs. Staff Responsible for Monitoring: Campus Principals Instructional Coaches	Formative		
	Nov	Feb	May
			
Strategy 17 Details	Formative Reviews		
Strategy 17: Engage families in school activities and meaningful volunteer opportunities such as Literacy Family night, Guest reader day, Beautification efforts, etc. Strategy's Expected Result/Impact: Survey results will show parent feedback is that Frontier Elementary has effective parent communication. Staff Responsible for Monitoring: Campus administrators Teachers Literacy Committee	Formative		
	Nov	Feb	May
			










Strategy 18 Details	Formative Reviews		
Strategy 18: Special education teachers and our reading interventionist will collaborate with general education reading teachers weekly to decrease variability in all educational settings Strategy's Expected Result/Impact: Collaboration and alignment with our sped teachers and general education teachers. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
	 60%	 80%	 100%
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>			











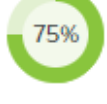
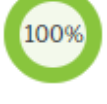



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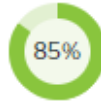

Performance Objective 2: In 3rd - 5th grade, student performance on the Reading STAAR will improve in each performance category in order to improve the school's overall accountability letter grade.
















- Approaches - From 84% to 88%
- Meets - From 58% to 62%
- Masters - From 36% to 40%

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
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Strategy 4 Details	Formative Reviews		
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Strategy 5 Details	Formative Reviews		
Strategy 5: Dyslexia instruction will be provided to identified dyslexic students by a teacher trained in the Region IV program Read by Design. Strategy's Expected Result/Impact: Increased student achievement - report card grades / benchmark results / STAAR assessment results Staff Responsible for Monitoring: Principal Additional Targeted Support Strategy Funding Sources: Interventionist/Dyslexia - SCE - 199.11.6117.00.109.0.000	Formative		
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Strategy 6 Details	Formative Reviews		
Strategy 6: Classroom teachers will provide guided reading on a regular basis to meet individual academic needs of all students. Strategy's Expected Result/Impact: Increased student achievement - report card grades / benchmark results (CBAs, DRA) / STAAR assessment results Staff Responsible for Monitoring: Principal	Formative		
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Strategy 11: Provide professional development for the Frontier staff that will assist them in integrating higher-level thinking and problem-solving strategies into their daily lessons. Strategy's Expected Result/Impact: Students will participate in higher-level and problem-solving lessons daily. Staff Responsible for Monitoring: Campus Administrators	Formative		
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Strategy 12 Details	Formative Reviews		
Strategy 12: Cooperative learning strategies will be incorporated into weekly lessons. Strategy's Expected Result/Impact: Students will learn to work independently and in groups in order to increase their learning. Staff Responsible for Monitoring: Campus Administrators	Formative		
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Strategy 13 Details	Formative Reviews		
Strategy 13: Through analysis of campus data, we will identify focus areas for which we will implement "high performing" practices. Strategy's Expected Result/Impact: Improvement will be documented in focus areas. Staff Responsible for Monitoring: Campus Administrators	Formative		
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	Nov	Feb	May
			
Strategy 17 Details	Formative Reviews		
Strategy 17: Special education teachers and our reading interventionist will collaborate with general education math teachers weekly to decrease variability in all educational settings Strategy's Expected Result/Impact: Collaboration and alignment with our sped teachers and general education teachers. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify






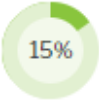





Discontinue




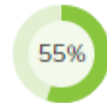







Goal 2: 60% of Kindergarten through 5th grade students will demonstrate the expected growth in MAP Math (Gold PK-65%) by June 2025

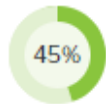














Performance Objective 1: Frontier Elementary will explore research-based practices and effective programs to implement that will improve instruction and ensure that all students will make adequate yearly growth in math.









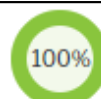



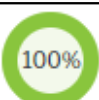
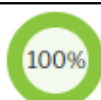

Evaluation Data Sources: MAP Growth, Lexia Data, District Check points, Mock assessments, STAAR Math, 504 Plans/ARD IEP's, Teacher/Parent Communication, MTSS Parent Letters and Action plans, Digital Communication, Family School Events.








Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Frontier Elementary teachers and administrators will follow the MTSS Protocols and Action Plans to ensure interventions are provided to students who are not performing on grade level. Strategy's Expected Result/Impact: Increased student achievement Students will show growth in math and reading. report card grades / benchmark results / STAAR assessment results Staff Responsible for Monitoring: Campus Administrators Teachers Interventionist Funding Sources: Brain Pop - Title I - \$2,550, Scholastic Classroom Magazines (Story Works) - Title I - \$1,436.94	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development for the Frontier staff that will assist them in integrating higher-level thinking and problem-solving strategies into their daily lessons. Strategy's Expected Result/Impact: Students will participate in higher-level and problem-solving lessons daily. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Cooperative learning and CITW strategies will be incorporated into weekly lessons. Strategy's Expected Result/Impact: Students will learn to work independently and in groups in order to increase their learning. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Through analysis of campus data, we will identify focus areas for which we will implement "high performing" practices. Strategy's Expected Result/Impact: Improvement will be documented in focus areas. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Grade level Professional Learning Community (PLCs) meetings will take place to develop creative, higher-level lessons and activities. Strategy's Expected Result/Impact: Increased student achievement PLC Agenda and minutes Staff Responsible for Monitoring: Grade level chairs	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Effectively review data from universal screeners, common assessments, and state tests to determine growth, improvement, and instructional needs for teachers and students. Strategy's Expected Result/Impact: Lesson plans and instructional delivery will reflect adjustments made due to reviews of the data and students needs. Staff Responsible for Monitoring: Campus Principals Instructional Coaches	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Research based strategies and materials will be used to improve Tier I instruction in all classrooms. Strategy's Expected Result/Impact: Tier I instruction will improve in all classrooms. Increased student achievement report card grades / assessment results Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Students struggling academically will receive tiered math interventions. Strategy's Expected Result/Impact: Frontier students will show growth in math. Staff Responsible for Monitoring: Campus Administrators MTSS Lead, Interventionist	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Frontier Elementary staff members will attend training and professional development in order to stay up to date on new strategies that will benefit students in all academic areas, including Physical Education, Music and STEAM. Strategy's Expected Result/Impact: Frontier teachers, assistants and administrators will be well trained and capable of meeting the variety of needs of all students. Staff Responsible for Monitoring: Campus Administrators Funding Sources: TMEA Clinic/Convention - Title I - \$480	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Students in special programs, such as TAG or PAT, will take field trips and participate in projects as mandated by the GT curriculum. Strategy's Expected Result/Impact: Increased learning. Staff Responsible for Monitoring: GT team	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Frontier Elementary staff members will continue to stay up to date on current training and will have the opportunity to attend additional professional development training within the district and outside the district. Strategy's Expected Result/Impact: Increased learning High quality teachers & staff Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Dyslexia instruction will be provided to identified dyslexic students by a teacher trained in the Read by Design. Strategy's Expected Result/Impact: Increased student achievement - report card grades / benchmark results / STAAR assessment results Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Classroom teachers will provide guided math on a regular basis to meet individual academic needs of all students. Strategy's Expected Result/Impact: Increased student achievement - report card grades / benchmark results (CBAs, Mini Mocks) / STAAR assessment results Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			

Strategy 14 Details	Formative Reviews		
Strategy 14: All students will have the opportunity to utilize the use of technology in all subject areas and the option for online testing when appropriate. Strategy's Expected Result/Impact: Students will use technology daily at Frontier Elementary. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 15 Details	Formative Reviews		
Strategy 15: Teachers and students will be supplied supplemental materials such as, but not limited to, Brain Pop, Scholastic News & Storyworks (paper and online). Strategy's Expected Result/Impact: Purchased materials will be used to incorporate real world information to improve learning in all subject areas. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 16 Details	Formative Reviews		
Strategy 16: Frontier Elementary teachers will incorporate Google classroom into the curriculum in grades K-5. Strategy's Expected Result/Impact: Teachers and students will effectively use Google classroom. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 17 Details	Formative Reviews		
Strategy 17: Students will have access to supplemental web-based programs for instructional practice, remediation, and enrichment. (Waterford, Moby Max, RAZ Kids, IXL, Stemsscopes) Strategy's Expected Result/Impact: Increased student achievement - report card grades / benchmark results / STAAR assessment results Staff Responsible for Monitoring: Campus Administrators Teachers	Formative		
	Nov	Feb	May
			
Strategy 18 Details	Formative Reviews		
Strategy 18: Students will have access to a device connected to the internet - 1:1 student:device ratio. Strategy's Expected Result/Impact: Increased student achievement - report grades , benchmark results, STAAR assessment results. Staff Responsible for Monitoring: Campus Administrators Teachers AISD Technology Department	Formative		
	Nov	Feb	May
			








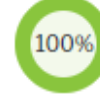

Strategy 19 Details	Formative Reviews		
Strategy 19: Growth Mindset strategies will be taught to students to build students' self-sufficiency, intrinsic motivation, and problem-solving skills. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Campus Administrators Counselor Teachers	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			
















Goal 2: 60% of Kindergarten through 5th grade students will demonstrate the expected growth in MAP Math (Gold PK-65%) by June 2025









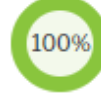



Performance Objective 2: In 3rd - 5th grade, student performance on the Math STAAR will improve in each performance category in order to improve the school's overall accountability letter grade.
















- Approaches - From 86% to 90%
- Meets - From 65% to 69%
- Masters - From 41% to 45%

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Research based strategies and materials will be used to improve Tier I instruction in all classrooms. Strategy's Expected Result/Impact: Tier I instruction will improve in all classrooms. Increased student achievement report card grades / assessment results Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students struggling academically will receive tiered reading interventions such as, but not limited to LLI and Dyslexia. Strategy's Expected Result/Impact: Frontier students will show growth in reading. Staff Responsible for Monitoring: Campus Administrators MTSS Lead, Interventionist Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Frontier Elementary staff members will continue to stay up to date on current training and will have the opportunity to attend additional professional development training within the district and outside the district. Strategy's Expected Result/Impact: Increased learning High quality teachers & staff Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Dyslexia instruction will be provided to identified dyslexic students by a teacher trained in the Region IV program Read by Design. Strategy's Expected Result/Impact: Increased student achievement - report card grades / benchmark results / STAAR assessment results Staff Responsible for Monitoring: Principal Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Classroom teachers will provide guided math on a regular basis to meet individual academic needs of all students. Strategy's Expected Result/Impact: Increased student achievement - report card grades / benchmark results (CBAs,) / STAAR assessment results Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: All students will have the opportunity to utilize the use of technology in all subject areas and the option for online testing when appropriate. Strategy's Expected Result/Impact: Students will use technology daily at Frontier Elementary. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Teachers and students will be supplied supplemental materials such as, but not limited to, Brain Pop, IXL, Prodigy (paper and online). Strategy's Expected Result/Impact: Purchased materials will be used to incorporate real world information to improve learning in all subject areas. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Frontier Elementary teachers will incorporate Google classroom into the curriculum in grades K-5. Strategy's Expected Result/Impact: Teachers and students will effectively use Google classroom. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Students will have access to supplemental web-based programs for instructional practice, remediation, and enrichment. (For Example: RAZ Kids, IXL, Stemscopes) Strategy's Expected Result/Impact: Increased student achievement - report card grades / benchmark results / STAAR assessment results Staff Responsible for Monitoring: Campus Administrators Teachers	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Students will have access to a device connected to the internet - 1:1 student:device ratio. Strategy's Expected Result/Impact: Increased student achievement - report grades , benchmark results, STAAR assessment results. Staff Responsible for Monitoring: Campus Administrators Teachers AISD Technology Department	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Frontier Elementary teachers and administrators will follow the MTSS Protocols and Action Plans to ensure interventions are provided to students who are not performing on grade level. Strategy's Expected Result/Impact: Increased student achievement Students will show growth in math and reading. report card grades / benchmark results / STAAR assessment results Staff Responsible for Monitoring: Campus Administrators Teachers Interventionist	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Provide professional development for the Frontier staff that will assist them in integrating higher-level thinking and problem-solving strategies into their daily lessons. Strategy's Expected Result/Impact: Students will participate in higher-level and problem-solving lessons daily. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			

Strategy 13 Details	Formative Reviews		
Strategy 13: Through analysis of campus data, we will identify focus areas for which we will implement "high performing" practices. Strategy's Expected Result/Impact: Improvement will be documented in focus areas. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			
Strategy 14 Details	Formative Reviews		
Strategy 14: Grade level Professional Learning Community (PLCs) meetings will take place to develop creative, higher-level lessons and activities. Strategy's Expected Result/Impact: Increased student achievement PLC Agenda and minutes Staff Responsible for Monitoring: Grade level chairs	Formative		
	Nov	Feb	May
			
Strategy 15 Details	Formative Reviews		
Strategy 15: Effectively review data from universal screeners, common assessments, and state tests to determine growth, improvement, and instructional needs for teachers and students. Strategy's Expected Result/Impact: Lesson plans and instructional delivery will reflect adjustments made due to reviews of the data and students needs. Staff Responsible for Monitoring: Campus Principals Instructional Coaches	Formative		
	Nov	Feb	May
			
Strategy 16 Details	Formative Reviews		
Strategy 16: Engage families in school activities and meaningful volunteer opportunities such as Literacy Family night, Guest reader day, Beautification efforts, etc. Strategy's Expected Result/Impact: Survey results will show parent feedback is that Frontier Elementary has effective parent communication. Staff Responsible for Monitoring: Campus administrators Teachers Literacy Committee	Formative		
	Nov	Feb	May
			
Strategy 17 Details	Formative Reviews		
Strategy 17: Special education teachers and our reading interventionist will collaborate with general education math teachers weekly to decrease variability in all educational settings Strategy's Expected Result/Impact: Collaboration and alignment with our sped teachers and general education teachers. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify












Discontinue




Goal 3: The percentage of students with 5 or more discipline referrals will be reduced by 20% from 2020 to August 2025 as measured by district PEIMS data and will be accomplished through ensuring physical safety / well-being; addressing social-emotional needs; and through implementation of character development initiatives.












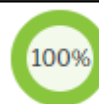



Performance Objective 1: Staff professional development and implementation of positive behavior/classroom supports.














Evaluation Data Sources: PIEMS Discipline Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Character newsletters will be provided to parents each month spotlighting the character trait of the month. Strategy's Expected Result/Impact: Increase development of student character traits. Staff Responsible for Monitoring: Campus administrator Counselor	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize parent communication (social media, newsletters, progress reports, conferences) to increase positive communication. Strategy's Expected Result/Impact: Behavior referrals and students in ISS and OSS will decrease. Staff Responsible for Monitoring: Campus administrators.	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Homeless students will be identified and provided with appropriate needs. Strategy's Expected Result/Impact: Student needs will be addressed and met to decrease effects on classroom discipline. Staff Responsible for Monitoring: Counselor Social Worker	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: The Frontier staff will promote good character in all students by implementing positive behavior approaches, discussing Growth mindset and continuing to follow a Positive Behavior Plan. Strategy's Expected Result/Impact: Decreased discipline issues Increase learning time Staff Responsible for Monitoring: Principals Teachers Counselor	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Frontier Elementary students will observe Red Ribbon week and the Frontier staff will promote a drug and alcohol free lifestyle throughout the school year. Strategy's Expected Result/Impact: Decreased discipline issues in upper grades. Students graduated and decreasing the dropout rate. Staff Responsible for Monitoring: Principals Counselor	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Frontier students will be recognized by staff for demonstrating good character according to the character trait of the month. Strategy's Expected Result/Impact: Character trait development, and decrease in office referrals. Staff Responsible for Monitoring: Campus administrators counselor	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: We will provide timely and targeted interventions to ensure all students receive needed help and reduce retention and future dropouts. Strategy's Expected Result/Impact: Decreased retention Decreased dropouts in high school Staff Responsible for Monitoring: Campus administrators Counselor MTSS lead	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Students will have the opportunity to participate in organizations and activities, such as PALs, UIL, and Chess Club. Strategy's Expected Result/Impact: Improved student achievement and decreased discipline referrals Staff Responsible for Monitoring: Campus Administrators Teachers	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Growth Mindset strategies will be taught to students to build students' self-sufficiency, intrinsic motivation, and problem-solving skills. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Campus Administrators Counselor Teachers	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
Strategy 10: The Frontier Principal will review and discuss topics including, the Educational Code of Ethics (ECOE), sexual harassment, and all staff members will complete Safe schools Training. Strategy's Expected Result/Impact: Safe Campus Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Students in grades 3-5 will participate in 30 minutes of physical activity daily or 135 minutes each week and will participate in the Fitnessgram assessment Strategy's Expected Result/Impact: Improved Student achievement Staff Responsible for Monitoring: PE Teacher	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Effective, two-way communication will be used by Frontier staff to provide assessment results and daily performance information to all stakeholders. Strategy's Expected Result/Impact: Survey results will show that parents feel Frontier Elementary has effective parent communication. Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Engage families in school activities and meaningful volunteer opportunities such as Family nights, Guest Reader Events, Beautification efforts, etc. Strategy's Expected Result/Impact: Survey results will show that parents feel Frontier Elementary has effective parent communication. Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers	Formative		
	Nov	Feb	May
			

Strategy 14 Details	Formative Reviews		
Strategy 14: Provide career exploration activities and opportunities, such as career parades, community visitors and field trips. Strategy's Expected Result/Impact: Frontier students will be excited about learning and will begin forming ideas regarding college and career choices. Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers	Formative		
	Nov	Feb	May
			
Strategy 15 Details	Formative Reviews		
Strategy 15: Create a college ready culture by providing college awareness and options. Strategy's Expected Result/Impact: Frontier students will be excited about learning and will begin forming ideas regarding college and career choices. Staff Responsible for Monitoring: Campus Administrators, classroom teachers	Formative		
	Nov	Feb	May
			
Strategy 16 Details	Formative Reviews		
Strategy 16: Fifth grade students meet with Angleton Junior High School counselors and representatives from various organizations to learn about the elective programs first hand. Strategy's Expected Result/Impact: Smoother transition to junior high; reduced anxiety for 5th grade students Staff Responsible for Monitoring: Campus Administrators, 5th grade teachers, AJH Administrators	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Frontier Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Personnel for Frontier Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alieze Cruise	Interventionist	0.5
Amee Pierce	Kindergarten teacher	0.5
Crystal Mass	Kindergarten teacher	0.5
Glenda Kersten	Instructional Assistant	1
Madison Rodriguez	Interventionist	1
Michella Moseley	Kindergarten teacher	0.5
Sincere Jackson	Instructional Tutor	0
Tonia Baggett	Instructional Assistant	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alieze Cruise	Interventionist		1
Amea Pierce	Kindergarten teacher	SCE	.5
Crystal Mass	Kindergarten teacher	SCE	.5
Kristie Ebner	Interventionist/MTSS Lead		1
Madie Rodriguez	Instructional Assistant	Title	1
Michella Moseley	Kindergarten teacher	SCE	.5

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Brain Pop		\$2,550.00
2	1	1	Scholastic Classroom Magazines (Story Works)		\$1,436.94
2	1	9	TMEA Clinic/Convention		\$480.00
Sub-Total					\$4,466.94
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Interventionist/Dyslexia	199.11.6117.00.109.0.000	\$0.00
Sub-Total					\$0.00