

Walton County School District

Freeport Elementary School



2019-20 Schoolwide Improvement Plan

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Freeport Elementary School

15381 US HIGHWAY 331 S, Freeport, FL 32439

<http://fes.walton.k12.fl.us/>

Demographics

Principal: Kristin Lewis

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-4
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	59%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (52%) 2016-17: C (43%) 2015-16: B (56%) 2014-15: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Walton County School Board on 9/17/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-4	Yes	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	B

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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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Freeport Elementary School's mission is to develop collaborative relationships among the staff, administrators, parents and students so that maximum potential will be met by every child.

Provide the school's vision statement.

To create a safe and nurturing environment that reflects enthusiasm for teaching and academic excellence.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Lewis, Kristin	Principal	School Leader
Hope, Dawn	Teacher, K-12	SAC Chair 4th Grade ELA Teacher ELA Committee Chair
Pannell, Gay	Teacher, K-12	Instructional Support Teacher - Title 1 Contact
Edwards, Laurie	Assistant Principal	
Bruning, Stacey	Instructional Coach	Instructional Coach/Interventionist
Erickson, Cathy	Teacher, K-12	Interventionist
Douglass, Karen	School Counselor	Counseling, Testing, MTSS
Goldbach, Molly	Teacher, K-12	3rd Grade Department Chair
Hertzing, Tricia	Teacher, K-12	1st Grade Department Chair
Jackson, Donna	Instructional Media	Media Specialist; Advanced Ed
Jones, Kayla	Teacher, ESE	ESE Department Chair
Ludwig, Nicole	Teacher, K-12	4th Grade Department Chair; AVID Site Team Leader
Meyer, Jeanna	Teacher, K-12	Kindergarten Department Chair
Purdy, Allison	Teacher, K-12	4th Grade Math Teacher; 4th Grade Math Committee Chair
Stacey, Sherwin	Teacher, K-12	2nd Grade Department Chair
Burge, Dixie	Paraprofessional	SAC Member
Chapman, Jessamine	Teacher, K-12	SIT Co-Chairperson
Jackson, Beth	SAC Member	SAC Member - Secretary
Bullock, Elizabeth	SAC Member	

Early Warning Systems

Current Year**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	166	151	147	144	135	0	0	0	0	0	0	0	0	743
Attendance below 90 percent	32	29	16	18	11	0	0	0	0	0	0	0	0	106
One or more suspensions	1	2	6	4	4	0	0	0	0	0	0	0	0	17
Course failure in ELA or Math	15	6	10	6	6	0	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	8	29	0	0	0	0	0	0	0	0	37

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	1	5	8	0	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

57

Date this data was collected or last updated

Monday 7/29/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	37	14	15	9	23	0	0	0	0	0	0	0	0	98
One or more suspensions	5	5	6	5	21	0	0	0	0	0	0	0	0	42
Course failure in ELA or Math	8	4	6	1	4	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	36	33	0	0	0	0	0	0	0	0	69

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	2	3	10	20	0	0	0	0	0	0	0	0	38

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	66%	57%	58%	64%	55%
ELA Learning Gains	61%	65%	58%	49%	52%	57%
ELA Lowest 25th Percentile	72%	59%	53%	29%	41%	52%
Math Achievement	54%	64%	63%	60%	70%	61%
Math Learning Gains	61%	62%	62%	43%	55%	61%
Math Lowest 25th Percentile	35%	48%	51%	17%	41%	51%
Science Achievement	0%	64%	53%	0%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	K	1	2	3	4	
Number of students enrolled	166 (0)	151 (0)	147 (0)	144 (0)	135 (0)	743 (0)
Attendance below 90 percent	32 ()	29 ()	16 ()	18 ()	11 ()	106 (0)
One or more suspensions	1 ()	2 ()	6 ()	4 ()	4 ()	17 (0)
Course failure in ELA or Math	15 ()	6 ()	10 ()	6 ()	6 ()	43 (0)
Level 1 on statewide assessment	0 ()	0 ()	0 ()	8 ()	29 ()	37 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	66%	-6%	58%	2%
	2018	57%	66%	-9%	57%	0%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	62%	64%	-2%	58%	4%
	2018	59%	64%	-5%	56%	3%
Same Grade Comparison		3%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	65%	-19%	62%	-16%
	2018	56%	68%	-12%	62%	-6%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	60%	65%	-5%	64%	-4%
	2018	60%	66%	-6%	62%	-2%
Same Grade Comparison		0%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	38		30	46	21					
ELL	47	73		27	64						
HSP	67	68		44	56						
MUL	67			58							
WHT	63	60	76	56	62	32					
FRL	58	59	65	49	56	26					
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	58	40	41	58						
ELL	25	38		30	31						
HSP	39	38	27	34	42						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	61	57	43	64	60	50					
FRL	51	45	39	52	54	50					
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	36		42	38						
ELL	19			38							
HSP	35	30		38	40						
MUL	36			20							
WHT	62	51	27	65	44	18					
FRL	51	47	33	52	36	15					

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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 showing the lowest performance is the learning gains of the lowest 25th percentile in Math. The Math learning gains of the lowest 25th percentile were only 35% in 2019. Factors contributing to this low performance include challenges in instructional momentum attributable to multiple teachers on leaves of absence throughout the school year, as well as increased rigor and abstraction of math content between the primary and intermediate grades.

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

The data component showing the greatest decline from last year is the learning gains of the lowest 25th percentile in Math. The Math learning gains of the lowest 25th percentile fell from 48% in 2018 to 35% in 2019. Factors contributing to this low performance include challenges in instructional momentum attributable to multiple teachers on leaves of absence throughout the school year, as well as increased rigor and abstraction of math content between the primary and intermediate grades.

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.

According to Grade Level Raw Data of ALL tested students (state averages are not yet available for actual school grade component data), the greatest school gap compared to the state average is in 3rd grade math. The 2019 state average for 3rd grade math achievement was 62%, while the 2019 FES school average for math achievement was only 46%. This is a gap of 16 percentage points. Factors contributing to this gap include increased rigor and abstraction of math content between the primary and intermediate grades as well as a need for greater vertical articulation of standards among grade levels and more common planning within the grade level.

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

The data component showing the most improvement is learning gains of the lowest 25th percentile in ELA. Actions taken at FES in this area included an intensive TIER 3 intervention program; systematic and effective ELL instructional support; rigorous, yet scaffolded curriculum tailored to meet the needs of all learners; differentiated classroom instruction; the implementation of a vertically-aligned writing program designed to support and enhance reading comprehension; and the implementation of standards-based instruction utilized with fidelity to ensure mastery of Florida standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

According to the EWS data from Part I, two areas of concern are low attendance and Level 1 assessment results. Thirty-seven kindergarten students and 23 4th grade students have been identified as having attendance below 90%. Thirty-six 3rd graders and 33 4th graders scored Level 1 in the State Assessment Category. Ten students in 3rd grade and 20 students in 4th grade possess two or more EWS indicators.

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

1. Reading/ELA (Learning Gains and Achievement/Proficiency)
2. Math (Learning Gains and Achievement/Proficiency)
3. Professional Learning
4. Parent Involvement
5. Attendance/Behavior

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading/ELA Learning Gains
Rationale	According to the 2018-2019 Reading FSA, 61% of all tested students showed learning gains. Specifically, 56% of 4th grade students demonstrated learning gains and 86% of 3rd grade students demonstrated learning gains (those students who were retained in 3rd grade in 2018 and who tested a second time in 2019). Fifty-eight percent of 4th grade students in the lowest 25th percentile demonstrated learning gains. The overall 61% score is one percentage point less than the requisite 62% needed to reach the "A" rating scale component used in the calculation of school grades.
State the measurable outcome the school plans to achieve	As determined by the 2019-2020 ELA FSA, FSA Reading Learning Gains will increase to 65% overall: specifically, 3rd grade student gains will increase from 86% to 89%; 4th grade student gains will increase from 56% to 65%; and 4th grade gains of the lowest 25th percentile will increase from 58% to 62%.
Person responsible for monitoring outcome	Kristin Lewis (kristin.lewis@walton.k12.fl.us)
Evidence-based Strategy	Strategies that will contribute to increased learning gains include the use of the Accelerated Reader and Learning A-Z programs, Tyner small group instruction, Pearson ReadyGen curriculum, Fountas and Pinnell resources, Curriculum Associates iReady program, AVID strategies, and the LETRS professional development program.
Rationale for Evidence-based Strategy	Each of the strategies utilized for ELA Learning Gains is a research-based, district-approved program or practice that is proven to increase student achievement in one or more areas, including, but not limited to, student engagement, phonics, decoding, fluency, vocabulary, comprehension, and written literacy. Each strategy is specifically designed to address individual student needs and differentiate according to student strengths and deficits, increasing literacy development for all learners. The AVID program is recognized for its success in promoting student engagement and college/career readiness for all students. Moby Max and iReady are tailored to meet individual student needs and differentiate by providing specific targeted instruction based on identified areas of weakness.
Action Step	
Description	<ol style="list-style-type: none"> 1. ELA teachers will engage in vertical planning strategies utilizing a school-wide, standards-based writing rubric tailored to each individual grade level in order to improve student writing proficiency and maximize its effectiveness in supporting reading comprehension and analysis. 2. Students will engage in independent AR reading outside the ELA block a minimum of 15 minutes three times per week. 3. Students in K-2 will utilize Tyner Small Group Instruction. 4. Students in K-1 will practice Learning A-Z for 30 minutes 1x per week in Computer Lab; students in 2-4 will practice Ready Gen skill games 1x per week in Computer Lab. 5. All teachers in grades K-4 will utilize common formative and summative assessments and conduct data analysis of specific assessments to address weaknesses and drive instruction. 6. All FES teachers will post AND utilize the school-wide writing non-negotiables and hold

students accountable for these expectations beginning at the earliest stages of writing literacy.

7. Running Records (Fountas and Pinell) will be administered to all students a minimum of 2x per year by a certified teacher.

8. Students in grades 1-4 will participate in Traveling Triple I beginning the first nine weeks of school; students in K will participate in Traveling Triple I beginning the second semester, third quarter. Traveling Triple I students will receive remediation or enrichment (AVID curriculum) according to their specific needs.

9. Teachers will implement AVID strategies school-wide, including the use of 2-column notes, Costa's Levels of Questioning, student goal-setting, the Socratic Seminar during the first semester, Philosophical Chairs during the second semester, and other WICOR strategies to promote student engagement and achievement.

10. ELL students will read AR books in Spanish utilizing support from Bilingual Instructional Aides.

11. FES will continue ELA/SS and Math/SC departmentalization in grades 2-4 to promote more focused and rigorous instruction in the specific content areas.

12. Select students will participate in the Odyssey of the Mind program for increased critical thinking and problem-solving skills.

13. Teachers will continue to utilize the Curriculum Associates iReady program with targeted students.

14. FES will provide a tutoring program before and after school to targeted 3rd and 4th grade students who require additional support in reading.

15. Select teachers will receive professional development training from the district reading coach in the LETRS (Language Essentials for Teachers of Reading and Spelling) program which, upon completion, will satisfy the state's Reading Endorsement requirement necessary for highly effective classroom instruction.

16. Teachers will receive professional development training in the use of Costa's Levels of Questioning in order to implement higher-order questioning and thinking strategies within the classroom for increased student achievement.

17. Teachers will receive appropriate professional development training in the use of Fountas and Pinell running records as well as the Phonics First program.

**Person
Responsible**

Kristin Lewis (kristin.lewis@walton.k12.fl.us)

#2	
Title	Reading/ELA Proficiency
Rationale	According to the 2019 STAR Early Literacy Assessment, 65% of kindergarten students demonstrated proficiency as measured by the district benchmark. As measured by the FSA benchmark, 68% of 1st grade students and 64% of 2nd grade students demonstrated proficiency on the 2019 STAR Reading Assessment. As measured by the 2018-2019 ELA FSA, FES increased in Achievement from 57% (2017-2018) to 63%. To continue this momentum, FES is focusing on proficiency in ALL grade levels to ensure that gains are met progressively and consistently, not only for 3rd and 4th graders who take FSA, but for all students school-wide, .
State the measurable outcome the school plans to achieve	As measured by the 2019-2020 end-of-year STAR Early Literacy Assessment, kindergarten students will increase in proficiency from 65% to 75% according to the district benchmark. As measured by the 2019-2020 end-of-year STAR Reading Assessment, 1st grade students will increase in proficiency from 68% to 75% and 2nd grade students will increase in proficiency from 64% to 67% according to the FSA benchmark.
Person responsible for monitoring outcome	Kristin Lewis (kristin.lewis@walton.k12.fl.us)
Evidence-based Strategy	Strategies that will contribute to increased learning gains include the use of the Accelerated Reader and Learning A-Z programs, Tyner small group instruction, Pearson ReadyGen curriculum, Fountas and Pinnell resources, Curriculum Associates iReady program, AVID strategies, and the LETRS professional development program.
Rationale for Evidence-based Strategy	Each of the strategies utilized for ELA Proficiency is a research-based, district-approved program or practice that is proven to increase student achievement in one or more areas, including, but not limited to, student engagement, phonics, decoding, fluency, vocabulary, comprehension, and written literacy. Each strategy is specifically designed to address individual student needs and differentiate according to student strengths and deficits, increasing literacy development for all learners. The AVID program is recognized for its success in promoting student engagement and college/career readiness for all students. Moby Max and iReady are tailored to meet individual student needs and differentiate by providing specific targeted instruction based on identified areas of weakness.
Action Step	
Description	<ol style="list-style-type: none"> 1. ELA teachers will engage in vertical planning strategies utilizing a school-wide, standards-based writing rubric tailored to each individual grade level in order to improve student writing proficiency and maximize its effectiveness in supporting reading comprehension and analysis. 2. Students will engage in independent AR reading outside the ELA block a minimum of 15 minutes three times per week. 3. Students in K-2 will utilize Tyner Small Group Instruction. 4. Students in K-1 will practice Learning A-Z for 30 minutes 1x per week in Computer Lab; students in 2-4 will practice Ready Gen skill games 1x per week in Computer Lab. 5. All teachers in grades K-4 will utilize common formative and summative assessments and conduct data analysis of specific assessments to address weaknesses and drive instruction. 6. All FES teachers will post AND utilize the school-wide writing non-negotiables and hold students accountable for these expectations at the earliest stages of writing literacy. 7. Running Records (Fountas and Pinell) will be administered to all students a minimum of

2x per year by a certified teacher.

8. Students in grades 1-4 will participate in Traveling Triple I beginning the first nine weeks of school; students in K will participate in Traveling Triple I beginning the second semester, third quarter. Traveling Triple I students will receive remediation or enrichment (AVID curriculum) according to their specific needs.

9. Teachers will implement AVID strategies school-wide, including the use of 2-column notes, Costa's Levels of Questioning, student goal-setting, the Socratic Seminar during the first semester, Philosophical Chairs during the second semester, and other WICOR strategies to promote student engagement and achievement.

10. ELL students will read AR books in Spanish utilizing support from Bilingual Instructional Aides.

11. FES will continue ELA/SS and Math/SC departmentalization in grades 2-4 to promote more focused and rigorous instruction in the specific content areas.

12. Select students will participate in the Odyssey of the Mind program for increased critical thinking and problem-solving skills.

13. Teachers will continue to utilize the Curriculum Associates iReady program with targeted students.

14. FES will provide a tutoring program before and after school to targeted 3rd and 4th grade students who require additional support in reading.

15. Select teachers will receive professional development training from the district reading coach in the LETRS (Language Essentials for Teachers of Reading and Spelling) program which, upon completion, will satisfy the state's Reading Endorsement requirement necessary for highly effective classroom instruction.

16. Teachers will receive professional development training in the use of Costa's Levels of Questioning in order to implement higher-order questioning and thinking strategies within the classroom for increased student achievement.

**Person
Responsible**

Kristin Lewis (kristin.lewis@walton.k12.fl.us)

#3	
Title	Math Learning Gains
Rationale	According to 2018-2019 Math FSA, 58% of 4th grade students demonstrated learning gains, and in the lowest 25th percentile, only 23% of 4th grade students demonstrated learning gains.
State the measurable outcome the school plans to achieve	As determined by the 2019-2020 Math FSA, 4th grade math learning gains will increase from 58% to 62%, and the learning gains of the lowest 25th percentile will increase from 23% to 62%. This is the target percentage threshold needed to attain an "A" rating according to the state's school grading system.
Person responsible for monitoring outcome	Kristin Lewis (kristin.lewis@walton.k12.fl.us)
Evidence-based Strategy	Strategies that will be used to increase learning gains include the Engage New York math curriculum, the Moby Max computer-based instructional program, Curriculum Associates iReady, and AVID implementation.
Rationale for Evidence-based Strategy	Each strategy utilized for math learning gains is a research-based and district-approved approach to increasing student achievement. The AVID program is recognized for its success in promoting student engagement and college/career readiness for all students. Moby Max and iReady are tailored to meet individual student needs and differentiate by providing specific targeted instruction based on identified areas of weakness. The Engage New York curriculum is an intensely rigorous program designed to promote critical thinking and analytical problem solving, yet provides scaffolded lessons with remediation and enrichment tailored to diverse learning levels within a given objective or learning target. The Engage New York Curriculum, when adapted and modified by our highly effective FES math faculty to align with Florida Standards, has proven instrumental in fostering student growth when used with fidelity and appropriate instructional pacing.
Action Step	
Description	<ol style="list-style-type: none"> 1. All teachers in grades K-4 will utilize common formative and summative assessments and conduct data analysis of specific assessments to address weaknesses and drive instruction. 2. Teachers will implement AVID strategies school-wide, including the use of 2-column notes, Costa's Levels of Questioning, student goal-setting, the Socratic Seminar during the first semester, Philosophical Chairs during the second semester, and other WICOR strategies to promote student engagement and achievement. 3. FES will continue ELA/SS and Math/SC departmentalization in grades 2-4 to promote more focused and rigorous instruction in the specific content areas. 4. Teachers will continue to utilize the Curriculum Associates iReady program with targeted students. 5. FES will provide a tutoring program before and after school to targeted 3rd and 4th grade students who require additional support in math. 6. FES will use the Engage New York math curriculum across all grade levels to ensure rigorous instruction and mathematical critical thinking and problem solving skills. 7. Teachers will utilize Engage NY Exit Tickets to create Flex Math Groups and other formative assessments to drive instruction. 8. Teachers will incorporate "Number Talks" into classroom math lessons and activities. 9. All grades will incorporate a "Masters of Math" incentive program tailored to the

standards of each particular grade level to strengthen math fluency and basic factual competency (i.e. number recognition and counting in the lowest grades; addition and subtraction facts in 1st/2nd; multiplication in 3rd/4th), with students progressing to increasingly challenging levels as needed.

10. Select students will participate in FES Lego League and engage in tasks which encourage and promote higher-order mathematical thinking and complex problem solving.

11. Students will use the "Read, Draw, Write" strategy vertically throughout grade levels to dissect and comprehend real-world math problems.

12. Teachers will modify common assessments to reflect question types seen on FSA and begin introducing FSA verbiage in 1st and 2nd grades.

13. FES will continue the Professional Development strategy of aligning Engage New York curriculum to the Florida Standards, with emphasis on supporting new staff members.

14. Teachers will establish math vocabulary routines to support content vocabulary and increase student understanding of the mathematical language that is crucial for problem-solving and standards mastery.

15. ESPs will provide daily support in all 3rd grade math classes, while the school Interventionist will provide extra support for 4th grade math classes. ESE and ELL instructors will provide additional math support to the students they service.

16. Teachers will receive professional development training in the use of Costa's Levels of Questioning in order to implement higher-order questioning and thinking strategies within the classroom for increased student achievement.

17. Third grade math teachers will participate in Learning Walks in which they will observe 4th grade math classrooms and specific teaching strategies in order to strengthen vertical planning, alignment, and instructional continuity between the two grade levels.

18. Students will practice Moby Max fluency and/or math skills a minimum of 15 minutes 3 times per week outside the regular math block during flex math or at other appropriate times.

Person Responsible Kristin Lewis (kristin.lewis@walton.k12.fl.us)

#4	
Title	Students with Disabilities
Rationale	According to the 2018-2019 ESSA report, FES was below the Federal Index Requirement of 41% in the SWD (Students with Disabilities) subgroup with a rating of 36%. The 2018-2019 FSA data indicates that only 43% of SWD demonstrated proficiency in ELA, while only 30% of SWD demonstrated proficiency in math. These low percentages account for the low Federal Index score.
State the measurable outcome the school plans to achieve	As measured by the 2019-2020 FSA, the proficiency of SWD will increase from 43% to 50% in Reading/ELA and from 30% to 41% in Math.
Person responsible for monitoring outcome	Kristin Lewis (kristin.lewis@walton.k12.fl.us)
Evidence-based Strategy	Strategies used for increasing the proficiency of SWD include AVID engagement strategies; Curriculum Associates iReady program; Fountas and Pinell running records progress monitoring; Pearson ReadyGen Reading Curriculum and Engage New York Math curriculum; and Moby Max Math. All strategies are research-based, district-approved programs or practices specifically designed to address individual student needs and differentiate according to student strengths and deficits, increasing literacy and math development for all learners. Moby Max and iReady are tailored to meet individual student needs and differentiate by providing specific targeted instruction based on identified areas of weakness in both reading and math. AVID is recognized for promoting student engagement and college/career readiness for ALL students. Engage New York is an intensely rigorous program designed to promote critical thinking and analytical problem solving, yet provides scaffolded lessons with remediation and enrichment adapted to diverse learning levels within a given objective or learning target. All teachers carefully tailor these strategies to successfully meet the specific needs of each SWD in both the ESE and general education inclusion classrooms.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. ELA teachers will engage in vertical planning strategies utilizing a school-wide, standards-based writing rubric tailored to each individual grade level in order to improve student writing proficiency and maximize its effectiveness in supporting reading comprehension and analysis. 2. Students will engage in independent AR reading outside the ELA block a minimum of 15 minutes three times per week. 3. All teachers in grades K-4 will utilize common formative and summative assessments and conduct data analysis of specific assessments to address weaknesses and drive instruction. 4. All FES teachers will post AND utilize the school-wide writing non-negotiables and hold students accountable for these expectations beginning at the earliest stages of writing literacy. 5. Running Records (Fountas and Pinell) will be administered to all students a minimum of 2x per year by a certified teacher. 6. Students in grades 1-4 will participate in Traveling Triple I beginning the first nine weeks of school; students in K will participate in Traveling Triple I beginning the second semester,

third quarter. Traveling Triple I students will receive remediation or enrichment (AVID curriculum) according to their specific needs.

7. Teachers will implement AVID strategies school-wide, including the use of 2-column notes, Costa's Levels of Questioning, student goal-setting, the Socratic Seminar during the first semester, Philosophical Chairs during the second semester, and other WICOR strategies to promote student engagement and achievement.

8. Teachers will continue to utilize the Curriculum Associates iReady program with targeted students.

9. FES will provide a tutoring program before and after school to targeted 3rd and 4th grade students who require additional support in reading and math.

10. FES will use the Engage New York math curriculum across all grade levels to ensure rigorous instruction and mathematical critical thinking and problem solving skills.

11. Teachers will utilize Engage NY Exit Tickets to create Flex Math Groups and other formative assessments to drive instruction.

12. Teachers will incorporate "Number Talks" into classroom math lessons and activities.

13. All grades will incorporate a "Masters of Math" incentive program tailored to the standards of each particular grade level to strengthen math fluency and basic factual competency (i.e. number recognition and counting in the lowest grades; addition and subtraction facts in 1st/2nd; multiplication in 3rd/4th), with students progressing to increasingly challenging levels as needed.

14. Students will use the "Read, Draw, Write" strategy vertically throughout grade levels to dissect and comprehend real-world math problems.

15. Teachers will modify common assessments to reflect question types seen on FSA and begin introducing FSA verbiage in 1st and 2nd grades.

16. FES will continue the Professional Development strategy of aligning Engage New York curriculum to the Florida Standards, with emphasis on supporting new staff members.

17. Teachers will establish math vocabulary routines to support content vocabulary and increase student understanding of the mathematical language that is crucial for problem-solving and standards mastery.

18. ESE instructors will provide additional math and reading support to the students they service.

Person Responsible Kristin Lewis (kristin.lewis@walton.k12.fl.us)

#5	
Title	Math Proficiency
Rationale	According to the 2018-2019 End-of-Year STAR Math Assessment, 1st grade students demonstrated 83% proficiency and 2nd grade students demonstrated 69% proficiency, as measured by the FSA Benchmark. According to the 2018-2019 Math FSA, 3rd grade students demonstrated 46% proficiency in Math, which is markedly lower than the 62% threshold necessary for an "A" school rating. To ensure that ALL students are achieving proficiency, FES will focus on achievement/proficiency not only in 3rd and 4th grades, but in the primary grades as well.
State the measurable outcome the school plans to achieve	As measured by the 2019-2020 end-of-year STAR Math Assessment, 1st grade students will increase in proficiency from 83% to 86% and 2nd grade students will increase in proficiency from 69% to 72%, according to the FSA Benchmark. As measured by the 2019-2020 Math FSA, 3rd grade students will increase in proficiency from 46% to 62% in order to reach the percentage benchmark necessary for an "A" school rating.
Person responsible for monitoring outcome	Kristin Lewis (kristin.lewis@walton.k12.fl.us)
Evidence-based Strategy	<p>Strategies that will be used to increase learning gains include the Engage New York math curriculum, the Moby Max computer-based instructional program, Curriculum Associates iReady, and AVID.</p> <p>Each strategy utilized for math proficiency/achievement is a research-based and district-approved approach to increasing student achievement. The AVID program is recognized for its success in promoting students engagement and college/career readiness for all students. Moby Max and iReady are tailored to meet individual student needs and differentiate by providing specific targeted instruction based on identified areas of weakness. The Engage New York curriculum is an intensely rigorous program designed to promote critical thinking and analytical problem solving, yet provides scaffolded lessons with remediation and enrichment tailored to diverse learning levels within a given objective or learning target. The Engage New York Curriculum, when adapted and modified by our highly effective FES math faculty to align with Florida Standards, has proven instrumental in fostering student growth when used with fidelity and appropriate instructional pacing.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. All teachers in grades K-4 will utilize common formative and summative assessments and conduct data analysis of specific assessments to address weaknesses and drive instruction. 2. Teachers will implement AVID strategies school-wide, including the use of 2-column notes, Costa's Levels of Questioning, student goal-setting, the Socratic Seminar during the first semester, Philosophical Chairs during the second semester, and other WICOR strategies to promote student engagement and achievement. 3. FES will continue ELA/SS and Math/SC departmentalization in grades 2-4 to promote more focused and rigorous instruction in the specific content areas. 4. Teachers will continue to utilize the Curriculum Associates iReady program with targeted students. 5. FES will provide a tutoring program before and after school to targeted 3rd and 4th grade students who require additional support in math. 6. FES will use the Engage New York math curriculum across all grade levels to ensure rigorous instruction and mathematical critical thinking and problem solving skills.

7. Teachers will utilize Engage NY Exit Tickets to create Flex Math Groups, and other formative assessments to drive instruction.
8. Teachers will incorporate "Number Talks" into classroom math lessons and activities.
9. All grades will incorporate a "Masters of Math" incentive program tailored to the standards of each particular grade level to strengthen math fluency and basic factual competency (i.e. number recognition and counting in the lowest grades; addition and subtraction facts in 1st/2nd; multiplication in 3rd/4th), with students progressing to increasingly challenging levels as needed.
10. Select students will participate in FES Lego League and engage in tasks which encourage and promote higher-order mathematical thinking and complex problem solving.
11. Students will use the "Read, Draw, Write" strategy vertically throughout grade levels to dissect and comprehend real-world math problems.
12. Teachers will modify common assessments to reflect question types seen on FSA and begin introducing FSA verbiage in 1st and 2nd grades.
13. FES will continue the Professional Development strategy of aligning Engage New York curriculum to the Florida Standards, with emphasis on supporting new staff members.
14. Teachers will establish math vocabulary routines to support content vocabulary and increase student understanding of the mathematical language that is crucial for problem-solving and standards mastery.
15. ESPs will provide daily support in all 3rd grade math classes, while the school Interventionist will provide extra support for 4th grade math classes. ESE and Bilingual Instructional Aides will provide additional math support to the students they service.
16. Teachers will receive professional development training in the use of Costa's Levels of Questioning in order to implement higher-order questioning and thinking strategies within the classroom for increased student achievement.
17. Third grade math teachers will participate in Learning Walks in which they will observe 4th grade math classrooms and specific teaching strategies in order to strengthen vertical planning, alignment, and instructional continuity between both grade levels.
18. Students will practice Moby Max fluency and/or math skills a minimum of 15 minutes 3 times per week outside the regular math block during flex math or at other appropriate times.

Person Responsible Kristin Lewis (kristin.lewis@walton.k12.fl.us)

#6	
Title	Professional Learning Community Utilization
Rationale	One hundred percent of Administration and Teachers participated in Professional Learning Communities throughout the 2018-2019 school year. Freeport Elementary's 100% school-wide administrative and faculty participation in the last year's (2018-2019) PLC plan proved a vital component in our improvement from a "C" to a "B" in the state-wide school grade accountability system. Strong collaboration within and among grade levels and subject areas led to increased accountability, planning, and instructional momentum that helped strengthen our areas of weakness, capitalize on our strengths, and ultimately move our students and school forward in academic achievement. As a result of this positive impact, FES is continuing its powerful and effective PLC program for the 2019-2020 school year by again offering high-quality PLCs to study, plan for, and implement high-quality instructional practices to improve teacher effectiveness and increase student achievement, with the ultimate goal of achieving "A" status.
State the measurable outcome the school plans to achieve	One hundred percent of Administration and Teachers will participate in Professional Learning Communities throughout the 2019-2020 school year.
Person responsible for monitoring outcome	Kristin Lewis (kristin.lewis@walton.k12.fl.us)
Evidence-based Strategy	One hundred percent of Administration and Teachers participated in Professional Learning Communities throughout the 2018-2019 school year. Freeport Elementary's 100% school-wide administrative and faculty participation in last year's (2018-2019) PLC plan proved a vital component in our improvement from a "C" to a "B" in the state-wide school grade accountability system.
Rationale for Evidence-based Strategy	Educational best practices identify the use of small learning communities as one of the most effective methods of promoting professional learning and introducing new concepts to a school faculty. Use of professional learning communities is also a requirement of the federal Title 1 programs, the Florida Differentiated Accountability Program, the Florida Professional Learning Protocol, and the AdvancEd Accreditation System.
Action Step	
Description	Administration and Teachers will participate in PLCs focusing on: common formative and summative assessments; student data analysis; student learning targets and success criteria; Costa's Levels of Questioning, and other AVID strategies.
Person Responsible	Kristin Lewis (kristin.lewis@walton.k12.fl.us)

#7	
Title	Parent Involvement
Rationale	Parent Involvement is instrumental in student achievement and academic success. For the 2018-2019 school year, 32% of FES parents participated in academic-based parent activities. Although this is an improvement over the 17% participation from the prior 2017-2018 school year, it is imperative for student success that FES continue to increase family involvement and maximize parent support.
State the measurable outcome the school plans to achieve	For the 2019-2020 school year, FES parent participation in academic-based activities will increase from 32% to 35%.
Person responsible for monitoring outcome	Gay Pannell (pannellg@walton.k12.fl.us)
Evidence-based Strategy	FES will provide multiple parent involvement opportunities throughout the upcoming school year to increase family support, including: Title I Open House; ELA and Math/Science Family Nights; Watchdog Dads; PTO/SAC/and SIT participation opportunities; and two AVID parent events to welcome and engage stakeholders.
Rationale for Evidence-based Strategy	Title I mandates support the rationale for multiple academic nights throughout the school year to foster parent involvement, while the AVID program is based on successful research that supports student engagement and academic success. FES parents consistently support SAC and SIT initiatives, while PTO and Watchdog Dads are among the most successful in attracting parent participation and contributing to a positive learning environment.
Action Step	
Description	<ol style="list-style-type: none"> 1. In addition to its annual Title I Parent Night, FES will offer two additional academic parent nights throughout the year, one during the first semester, one during the second semester. One academic night will focus on Reading/Literacy/ELA, while the other academic night will focus on Math/Science. If possible, both nights will be scheduled to coincide with the school book fair in order to increase and encourage participation. 2. Parents will receive information and training on the school-wide AVID program through two scheduled AVID parent nights, one per semester. These are in addition to the aforementioned ELA and Math/Science nights. 3. By the end of the first semester, teachers will have conducted face-to-face parent conferences during established time frames set aside during the school day in order to ensure successful communication of students' progress. One half-day will be provided for grades K&1; one full day will be provided for grades 2-4 because of departmentalization and students having two teachers. 4. Parents will be provided opportunities for meaningful communication through invitation to attend policy and procedural meetings including PTO, SAC, and the School Improvement Team. 5. FES will continue its Watchdog Dads program to promote and encourage fathers and father figures to become involved in school activities with their own children, as well as serve as positive male role models for other students. 6. Teachers will strengthen parent involvement and communication by utilizing the electronic Remind program (one-way/outgoing) and/or grade-level calendars and

newsletters.

7. FES will provide the parents and guardians of Pre-K and 4th grade Exceptional Education Students (ESE) an opportunity to participate in transition Individualized Education Plan (IEP) meetings to allow for a smooth transition to Kindergarten and 5th grade for these students. Parents are invited to play a highly supportive role in this endeavor and offer valuable and meaningful input in the academic decisions for their child's successful transition.

Person Responsible Kristin Lewis (kristin.lewis@walton.k12.fl.us)

#8

Title Behavior/Attendance

Rationale

For the 2018-2019 school year, FES had 357 total discipline referrals, and attendance rate of 94%. Excessive absences were 42% and excessive tardies were 17%. Because discipline referrals and absences/tardies disrupt instructional momentum and create time off task that impedes student learning, the number of referrals and absences/tardies must be reduced in order to maximize student engagement and achievement in the classroom.

State the measurable outcome the school plans to achieve

For the 2019-2020 school year, FES will reduce the number of discipline referrals by half (178.5) to 179, and reduce the number of excessive tardies from 17% to 15%.

Person responsible for monitoring outcome

Laurie Edwards (laurie.campbell@walton.k12.fl.us)

Evidence-based Strategy

FES will implement the Ron Clark House System and utilize the Sanford Harmony Program to promote positive behavior, citizenship, and character education.

Rationale for Evidence-based Strategy

Ron Clark is a recognized leader in achieving success with at-risk students. The Ron Clark Academy in Atlanta, Georgia, serves as the model for the House System behavior program. Sanford Harmony is a research-based program that promotes collaboration and relationship-building among students in order to help foster academic achievement. The House System and the Sanford Harmony Program address both students' social-emotional and academic needs.

Action Step

Description

1. FES will implement the Ron Clark House System to promote and reward positive citizenship, character, and behavior.
2. The Samford Harmony Program curriculum will be implemented within the classrooms 1-2 times per week for all students in order to promote social and emotional development.
3. All students will receive character education lessons two times per month.
4. FES will continue to utilize Early Warning Systems data for grades K-4.
5. The [Ron Clark] House System will promote school attendance and punctuality by awarding House points for students with perfect attendance (including no tardies or early check-outs).

Person Responsible Kristin Lewis (kristin.lewis@walton.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In addition to the previous areas of focus outlined above, FES will focus more specifically on Science for the upcoming school year. FES recognizes its role in supporting its feeder pattern schools, especially the 5th graders who attend Freeport Middle School (FMS). After completing 4th grade at FES, students enter FMS and complete the FCAT Science Test at the end of their 5th grade year. Because a significant portion of 5th grade FCAT Science covers comprehensive and progressive elementary standards, FES is committed to preparing all students for the challenges and expectations of a rigorous science curriculum necessary for success at every grade level. According to the 2018-2019 Science FCAT, 55% of FMS 5th graders achieved proficiency. In order to strengthen science achievement at the earliest levels, FES will implement the following strategies:

1. FES will utilize the Study Island program in 3rd and 4th grades to promote mastery of scientific concepts and critical thinking.
2. All students will engage in hands-on science activities, including STEM projects and lab experiments, and utilize rubrics to help guide their learning.
3. Select students will participate in FES Lego League and engage in tasks which encourage and promote scientific concepts and thought processes.
4. Teachers will administer a District Pre-and Post-Science Assessment to analyze student data, plan instruction, implement lessons, and monitor student learning and mastery of standards.
5. Teachers will administer common summative assessments to promote comprehensive instruction and standards-based teaching designed to maximize student achievement.

As a result of its increased and continued focus on Science, FES will positively impact science achievement across grade levels and ultimately help improve 5th grade science scores. As measured by the 2019-2020 Science FCAT, FMS 5th graders will increase in proficiency/achievement from 55% to 62%, a benchmark that will help the middle school maintain its current "A" grade status.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

FES boasts a very active and effective PTO membership that continues to flourish. Our PTO is a dynamic connection between parents and teachers that continues to attract and maintain positive relationships in support of our school and its impact within the community. PTO's annual Cookie Dough Fundraiser and Fall Festival are two such ventures that not only help raise funds for our school, but also invite additional community support and service. Our SAC and SIT committees also welcome any and all parent and community input, while our school's Bilingual Instructional Aide provides an invaluable resource in communicating with and reaching out to our ELL families to welcome their support and involvement. This year, we are fortunate to have added an additional Bilingual Aide to our staff to help in these efforts with our growing ELL population. FES hosts numerous parent nights throughout the school year that foster academic partnerships between school and home, and are designed around fun and

engaging activities to create a sense of welcome and encouragement. They also offer additional opportunities for partnering with community groups that lend support to our school, such as the Emerald Coast Science Center and Scholastic Book Fairs. Publix and other businesses routinely partner with FES to ensure that all students have adequate school supplies necessary for academic success, while local church groups provide weekly food bags to students in need who might be without adequate nutrition at home. The Watchdog Dads program has been instrumental in attracting participation from male family members as volunteers at FES who provide mentoring and serve as positive role models to students throughout the school. FES is truly a community school with a long tradition of close ties to its students and their families and maintains this distinction even as its population continues to flourish.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

FES ensures that the socio-emotional needs of all students are being met in a variety of ways. The school guidance counselor provides individual counseling services to students as needed, plus school district mental health counselors are available to observe, monitor, and evaluate students when necessary. The school welcomes and utilizes community mentors who serve as role models and emotional support systems for students needing extra encouragement and attention. The Watchdog Dads program allows fathers and other male family members to play active roles in the school community not only with their own children, but for other students as well. These roles include reading to students, participating in playground and recess activities, and acting in other supportive capacities in which they serve as positive male role models for children throughout the school. The implementation of the Ron Clark House System ensures that all students will belong to a particular "house", and within that house a particular "family." These specialized groupings provide support systems for students by assigning them to certain teachers and other groups of students so that all group members benefit from positive, familiar, and consistent adult and peer relationships within the school. In combination with this House System, all FES students will participate in the Sanford Harmony Program, a research-based practice that directly addresses the social-emotional needs of children by promoting student collaboration and peer relationships in order to maximize academic achievement.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Freeport Elementary provides an orientation for all students in grades Pre-K through 4th and their families. Freeport Elementary School offers the Voluntary Pre-Kindergarten Developmental program during the school year for students with special needs. The Voluntary Pre-Kindergarten Developmental program is offered by the school district for qualifying children. The Pre-K Developmental program allows a smoother transition for students who have not been in a prior school setting. State and local results indicate children who participated in the VPK program performed better on the Kindergarten screening than those who did not. Registration for the Voluntary Pre-K program coincides with Kindergarten registration to encourage participation. Kindergarten students entering Freeport Elementary School attend a "Kindergarten Preview" to allow students the experience of a typical kindergarten school day for a smooth transition. Exceptional Education Students (ESE) participate in transition services in grades Pre-K and 4 to allow for a smooth transition to Kindergarten and 5th grade, respectively. Students going to 5th grade attend Freeport Middle School (FMS). Students begin to transition to Kindergarten or FMS before the end of their Pre-K or 4th grade year so that they may be more familiar with the new setting's surroundings, routines, and personnel.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Based Leadership team takes an active role in making decisions related to resources. The team aligns and identifies all available resources through vertical planning during SIT committee meetings, grade level meetings, and professional learning communities. All team members collaborate to identify the needs that best support our students. The teams meet monthly to review data. Two or more team members must sign off before any items are purchased with School Improvement Funding. The purchase must align to the budget and school improvement goals that are set in the school improvement plan.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

FES implemented the AVID (Advancement Via Individual Determination) program last year (2018-2019), with full implementation in 4th grade and progressive implementation in the lower grades. The goal of AVID is to prepare ALL students for college and career readiness, regardless of background or circumstance, and FES will further this initiative by continuing AVID practices school-wide in all grades this year. AVID espouses critical thinking and collaboration within the classroom, in much the same manner that is expected in 21st century career and industry settings. By offering a wide range of engaging and motivating learning strategies, AVID creates real-world classroom experiences that not only allow students to master academic content, but participate in meaningful and authentic creative, collaborative, cognitive, practical skill-building tasks necessary for future successful vocations. FES offers the Lego League extracurricular program to selected students. This is a stem-based cooperative learning club that competes with other schools throughout the year and fosters teamwork, critical thinking, and problem-solving skills with an emphasis on mathematical and scientific concepts. Odyssey of the Mind is another extracurricular program with competition-based activities centered around create teamwork and problem solving. Both Lego League and Odyssey of the Mind empower students to become leaders in academics, team-building, and work ethic in order to meet the challenges necessary for success in a competitive and global society.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Reading/ELA Learning Gains				\$3,325.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0291 - Freeport Elementary School			\$400.00
			<i>Notes: Teachers will plan one day per year to plan common assessments, learning targets, and curriculum alignment.</i>			
			0291 - Freeport Elementary School			\$2,925.00
			<i>Notes: AVID</i>			
2	III.A.	Areas of Focus: Reading/ELA Proficiency				\$2,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0291 - Freeport Elementary School			\$2,500.00
			<i>Notes: Teachers will plan one day per year to plan common assessments, learning targets, and curriculum alignment.</i>			
			0291 - Freeport Elementary School			\$200.00
			<i>Notes: ELA teachers will participate in school based instructional rounds. Teachers will spend time visiting classrooms to observe highly effective ELA lessons. Teachers will work with the administrative team to develop an area of focus for the instructional rounds and debrief after the visits.</i>			
3	III.A.	Areas of Focus: Math Learning Gains				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0291 - Freeport Elementary School			\$400.00
			<i>Notes: Teachers will plan one day per year to plan common assessments, learning targets, and curriculum alignment.</i>			
4	III.A.	Areas of Focus: Students with Disabilities				\$0.00
5	III.A.	Areas of Focus: Math Proficiency				\$2,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0291 - Freeport Elementary School			\$2,500.00
			<i>Notes: Math teachers will participate in school based instructional rounds. Teachers will spend time visiting classrooms to observe highly effective math lessons. Teachers will work with the administrative team to develop an area of focus for the instructional rounds and debrief after the visits.</i>			
			0291 - Freeport Elementary School			\$200.00
			<i>Notes: Math teachers will participate in school based instructional rounds. Teachers will spend time visiting classrooms to observe highly effective Math lessons. Teachers will work with the administrative team to develop an area of focus for the instructional rounds and debrief after the visits.</i>			
6	III.A.	Areas of Focus: Professional Learning Community Utilization				\$0.00
7	III.A.	Areas of Focus: Parent Involvement				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0291 - Freeport Elementary School			\$0.00
			<i>Notes: Teachers will have meetings with parents 1 time per year to discuss student goals, and progress.</i>			
8	III.A.	Areas of Focus: Behavior/Attendance				\$583.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0291 - Freeport Elementary School			\$583.00
			<i>Notes: Items will be purchased for incentives, and awards based on academic, attendance, and behavior achievements.</i>			
Total:						\$9,708.00