

Walton County School District

# Freeport Elementary School



## 2020-21 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: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-4
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	59%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (58%) 2017-18: C (52%) 2016-17: C (43%) 2015-16: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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 9/22/2020.

## 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](http://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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## Freeport Elementary School

15381 US HIGHWAY 331 S, Freeport, FL 32439

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

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-4	Yes	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

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<https://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.

## 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Lewis, Kristin	Principal	School Leader
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
Jackson, Donna	Instructional Media	Media Specialist; Advanced Ed
Jones, Kayla	Teacher, ESE	ESE Department Chair
Stacey, Sherwin	Teacher, K-12	2nd Grade Department Chair
Burge, Dixie	Paraprofessional	SAC Member
Chapman, Jessamine	Teacher, K-12	SIT Chair
Jackson, Beth	SAC Member	SAC Member - Secretary
Bullock, Elizabeth	SAC Member	
Hertzing, Tricia	Teacher, K-12	First Grade Teacher, Team Leader
Ford, Sherry	Teacher, K-12	3rd Grade Teacher, 3rd Grade Team Leader, PLF
Gantenbein, Kristi	Teacher, K-12	Kindergarten Teacher, K Team Leader
Chamberlain, D'ette	Teacher, K-12	1st Grade Teacher, Math Committee Chair
Stennett, Jessica	Teacher, K-12	3rd Grade Teacher, SIT CoChair
Cagle, Nicole	Teacher, K-12	4th Grade Teacher, 4th Grade Team Leader

### Demographic Information

#### Principal start date

Wednesday 7/1/2020, Kristin Lewis



**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-4
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	59%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (58%) 2017-18: C (52%) 2016-17: C (43%) 2015-16: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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	0	184	150	153	162	0	0	0	0	0	0	0	0	649
Attendance below 90 percent	0	19	13	5	3	0	0	0	0	0	0	0	0	40
One or more suspensions	0	2	4	3	2	0	0	0	0	0	0	0	0	11
Course failure in ELA	0	5	6	2	4	0	0	0	0	0	0	0	0	17
Course failure in Math	0	8	2	2	6	0	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	10	0	0	0	0	0	0	0	0	10

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	0	6	2	1	11	0	0	0	0	0	0	0	0	20

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	14	7	7	10	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/28/2020

### Prior Year - As Reported

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	
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	

**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	
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	

## 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	
	(0)	(0)	(0)	(0)	(0)	0 (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.**

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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						
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%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	61

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

## 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.**

As of the third STAR administration in 2019-20, 3rd grade math showed the lowest average growth from the prior year (of tested grades); on average, students in third grade math were losing ground relative to their national peers at a rate of -4.0 NCEs.

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 standardsbased 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?**

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. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Reading/ELA Learning Gains According to the 2019-2020 STAR Reading AP3, the following percentages of level 1 and level 2 students were on pace to make a learning gain; 71% in first grade, 46% in second grade, 47% in third grade, 48% in fourth grade.
<b>Measurable Outcome:</b>	By the final administration of STAR in 2020-2021, 74% of level 1 and level 2 students in 1st grade (ELA) will be on pace to earn a learning a gain. By the final administration of STAR in 2020-2021, 76% of level 1 and level 2 students in 2nd grade (ELA) will be on pace to earn a learning a gain. By the final administration of STAR in 2020-2021, 77% of level 1 and level 2 students in 3rd grade (ELA) will be on pace to earn a learning a gain. By the final administration of STAR in 2020-2021, 78% of level 1 and level 2 students in 4th grade (ELA) will be on pace to earn a learning a gain.
<b>Person responsible for monitoring outcome:</b>	Kristin Lewis (kristin.lewis@walton.k12.fl.us)
<b>Evidence-based Strategy:</b>	Strategies that will contribute to increased learning gains include the use of the Accelerated Reader and Compass Learning programs, Tyner Small Group Instruction, Structures, and Phonics First, AVID strategies, Traveling Triple I, use of Bilingual Aides and Bilingual Teacher, and the LETRS professional development program for select teachers.
<b>Rationale for Evidence-based Strategy:</b>	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. Compass Learning is tailored to meet individual student needs and differentiate by providing specific targeted instruction based on identified areas of weakness.

**Action Steps to Implement**

ELA teachers will engage in vertical planning strategies, to include the use of a school-wide sight word list and the utilization of a schoolwide, 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. Professional Development will be offered to support teachers with implementation of writing rubrics.

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

Students will engage in independent AR reading outside the ELA block a minimum of 15 minutes three times per week. Teachers will implement grade level and school wide AR incentives.

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

Students will utilize Tyner Small Group Instruction, Structures, and Phonics First. PD will be provided for teachers.

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

Students in K-1 will utilize Compass Learning 2-3 times per week. PD will be provide on Compass Learning for teachers as necessary.

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

All teachers in grades K-4 will utilize common formative and summative assessments and conduct data analysis of formative assessments to address weaknesses and drive instruction. Teachers will be provided PD on PLCs and formative assessments.

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

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.

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

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.

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

Teachers will implement AVID strategies school-wide. Each quarter teachers will introduce a new piece of AVID to be added to their instructional strategies. During quarter 1, teachers will set the stage for student achievement by introducing WICOR and focusing on goal setting, note taking, and Costa's Levels of Questioning. The focus for quarter 2 will be collaboration (praises, cheers) and One-pagers. During quarter 3 teachers will introduce Philosophical Chairs and during quarter 4, Socratic Seminars will be implemented.

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

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

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

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.

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

FES will provide before and/or after school programs to provide additional ELA support to struggling students (tutoring). Programs will also be offered to provide targeted students the opportunity to engage in tasks which encourage and promote higher-order thinking and complex problem solving (Odyssey of the Mind).

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

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.

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

Teachers will continue 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. Teachers will implement accountable talk to focus on student thinking.

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

Teachers will participate in Learning Walks in which they will observe ELA classrooms and specific teaching strategies in order to strengthen vertical planning, alignment, and instructional continuity between grade levels.

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

Teachers will participate in grade levels and/or individual Data Chats to analyze and assess progress to their goals.

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

New teachers will receive support by veteran teachers via the district mentoring program.

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

**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Reading/ELA Proficiency According to the 2019-2020 STAR Early Literacy Assessment AP3, 67% of kindergarten students demonstrated proficiency as measured by the district benchmark. As measured by the 2019-2020 STAR Reading AP3 benchmark, 71% of 1st grade students and 46% of 2nd grade students, 47% of third grade students, and 48% of fourth grade students demonstrated they were on pace to learn a year's material in a year's time.
<b>Measurable Outcome:</b>	By the final administration of STAR in 2020-2021, 77% of all students in kindergarten (ELA) will be on pace to learn a year's material in a year's time. By the final administration of STAR in 2020-2021, 86% of all students in first grade (ELA) will be on pace to learn a year's material in a year's time. By the final administration of STAR in 2020-2021, 67% of all students in second grade (ELA) will be on pace to learn a year's material in a year's time. By the final administration of STAR in 2020-2021, 80% of all students in third grade (ELA) will be on pace to learn a year's material in a year's time. By the final administration of STAR in 2020-2021, 78% of all students in fourth grade (ELA) will be on pace to learn a year's material in a year's time.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Strategies that will contribute to increased learning gains include the use of the Accelerated Reader and Compass Learning programs, Tyner Small Group Instruction, Structures, and Phonics First, AVID strategies, Traveling Triple I, use of Bilingual Aides and Bilingual Teacher, and the LETRS professional development program for select teachers.
<b>Rationale for Evidence-based Strategy:</b>	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. Compass Learning is tailored to meet individual student needs and differentiate by providing specific targeted instruction based on identified areas of weakness.

**Action Steps to Implement**

ELA teachers will engage in vertical planning strategies, to include the use of a school-wide sight word list and the utilization of a schoolwide, 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. Professional Development will be offered to support teachers with implementation of writing rubrics.

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

Students will engage in independent AR reading outside the ELA block a minimum of 15 minutes three times per week. Teachers will implement grade level and school wide AR incentives.

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

Students will utilize Tyner Small Group Instruction, Structures, and Phonics First. PD will be provided for teachers.

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

Students in K-1 will utilize Compass Learning 2-3 times per week. PD will be provide on Compass Learning for teachers as necessary.

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

All teachers in grades K-4 will utilize common formative and summative assessments and conduct data analysis of formative assessments to address weaknesses and drive instruction. Teachers will be provided PD on PLCs and formative assessments.

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

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.

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

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.

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

Teachers will implement AVID strategies school-wide. Each quarter teachers will introduce a new piece of AVID to be added to their instructional strategies. During quarter 1, teachers will set the stage for student achievement by introducing WICOR and focusing on goal setting, note taking, and Costa's Levels of Questioning. The focus for quarter 2 will be collaboration (praises, cheers) and One-pagers. During quarter 3 teachers will introduce Philosophical Chairs and during quarter 4, Socratic Seminars will be implemented.

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

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

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

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.

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

FES will provide before and/or after school programs to provide additional ELA support to struggling students (tutoring). Programs will also be offered to provide targeted students the opportunity to engage in tasks which encourage and promote higher-order thinking and complex problem solving (Odyssey of the Mind).

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

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.

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

Teachers will continue 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. Teachers will implement accountable talk to focus on student thinking.

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

Teachers will participate in Learning Walks in which they will observe other math classrooms and specific teaching strategies in order to strengthen vertical planning, alignment, and instructional continuity between grade levels

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

Teachers will participate in grade levels and/or individual Data Chats to analyze and assess progress to their goals.

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

New teachers will receive support by veteran teachers via the district mentoring program.

**Person Responsible** [no one identified]

**#3. Instructional Practice specifically relating to Math**

<b>Area of Focus</b>	Math Learning Gains
<b>Description and Rationale:</b>	According to 2018-2019 STAR Math AP3, the following percentages of level 1 and level 2 students were on track to earn a learning gain; 75% in first grade, 37% in second grade, 44% in third grade, 53% in fourth grade.
<b>Measurable Outcome:</b>	By the final administration of STAR in 2020-2021, the following percentages of level 1 and level 2 students in first grade (math) will be on pace to earn a learning gain; 78% in first grade, 67% in second grade, 74% in third grade, 83% in fourth grade.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Strategies that will be used to increase learning gains include Eureka Math curriculum, Compass Learning, and AVID implementation. 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.
<b>Rationale for Evidence-based Strategy:</b>	The Eureka Math 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 with a given objective or learning target. The Eureka Math 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 Steps to Implement**

All teachers in grades K-4 will utilize common standards based formative and summative assessments and every standard will have an assessment. Achievement level descriptors will be used to conduct data analysis of specific assessments in order to address weaknesses and drive instruction within PLC.

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

Teachers will implement AVID strategies school-wide. Each quarter teachers will introduce a new piece of AVID to be added to their instructional strategies. During quarter 1, teachers will set the stage for student achievement by introducing WICOR and focusing on goal setting, note taking, and Costa's Levels of Questioning. The focus for quarter 2 will be collaboration (praises, cheers) and One-pagers. During quarter 3 teachers will introduce Philosophical Chairs and during quarter 4, Socratic Seminars will be implemented.

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

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

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

Teachers will utilize Compass Learning with targets students at least 2-3 times weekly. Compass Learning can be used for remediation, support, and acceleration within math standards based on the Florida standards progression map.

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



FES will provide before and/or after school programs to provide additional math support to struggling students (tutoring). Programs will also be offered to provide targeted students the opportunity to engage in tasks which encourage and promote higher-order mathematical thinking and complex problem solving (Lego League).

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

FES will use the Eureka Math curriculum, aligned to Florida standards, across all grade levels to ensure rigorous instruction and mathematical critical thinking and problem solving skills.

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

Teachers will utilize exit tickets to create Flex Math Groups and other formative assessments to drive instruction.

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

All grade levels 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/division in 3rd/4th) with students progressing to increasingly challenging levels as needed.

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

Students will use the “Non-Negotiables for Problem Solving” vertically throughout grade levels to dissect and comprehend real-world math problems.

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

Teachers will modify common assessments to reflect question types seen on FSA and begin introducing FSA style verbiage and prompts in K, 1, and 2 (i.e. exposure to questions with multiple correct answers; “select all”, grid responses).

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

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. Teachers will collaborate with special area teachers once a quarter by providing a list of vocabulary words to be used within special area classes to support math vocabulary.

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

ESPs will provide daily support in all 3rd grade math classes, ESE and ELL instructors will provide additional math support to the students they service.

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

Teachers will continue 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. Teachers will implement accountable talk to focus on student thinking.

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



Teachers will participate in Learning Walks in which they will observe other math classrooms and specific teaching strategies in order to strengthen vertical planning, alignment, and instructional continuity between grade levels.

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

Teachers will participate in AVID strategies professional development.

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

Teachers will receive PD opportunities from Mrs. Petersen to learn more about Compass Learning (as needed).

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

Teachers will participate in grade levels and/or individual Data Chats to analyze and assess progress to their goals.

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

New teachers will receive support by veteran teachers via the district mentoring program.

**Person Responsible** [no one identified]

**#4. Instructional Practice specifically relating to Math**

<b>Area of Focus</b>	Math Proficiency
<b>Description and Rationale:</b>	According to the 2019-2020 STAR Math AP3, the following percentages of students were on pace to learn a year's material in a year's time; 77% in first grade, 41% in second grade, 40% in third grade, and 45% in fourth grade.
<b>Measurable Outcome:</b>	By the final administration of STAR in 2020-2021, the following percentages of students will be on pace to learn a year's material in a year's time; 80% in first grade, 71% in second grade, 70% in third grade, and 75% in fourth grade.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Strategies that will be used to increase learning gains include Eureka Math curriculum, Compass Learning, and AVID implementation. 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.
<b>Rationale for Evidence-based Strategy:</b>	The Eureka Math 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 with a given objective or learning target. The Eureka Math 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 Steps to Implement**

All teachers in grades K-4 will utilize common standards based formative and summative assessments and every standard will have an assessment. Achievement level descriptors will be used to conduct data analysis of specific assessments in order to address weaknesses and drive instruction within PLC.

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

Teachers will implement AVID strategies school-wide. Each quarter teachers will introduce a new piece of AVID to be added to their instructional strategies. During quarter 1, teachers will set the stage for student achievement by introducing WICOR and focusing on goal setting, note taking, and Costa's Levels of Questioning. The focus for quarter 2 will be collaboration (praises, cheers) and One-pagers. During quarter 3 teachers will introduce Philosophical Chairs and during quarter 4, Socratic Seminars will be implemented.

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

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

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

Teachers will utilize Compass Learning with targets students at least 2-3 times weekly. Compass Learning can be used for remediation, support, and acceleration within math standards based on the Florida standards progression map.

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

FES will provide before and/or after school programs to provide additional math support to struggling students (tutoring). Programs will also be offered to provide targeted students the opportunity to engage in tasks which encourage and promote higher-order mathematical thinking and complex problem solving (Lego League).

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

FES will use the Eureka Math curriculum, aligned to Florida standards, across all grade levels to ensure rigorous instruction and mathematical critical thinking and problem solving skills.

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

Teachers will utilize exit tickets to create Flex Math Groups and other formative assessments to drive instruction.

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

All grade levels 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/division in 3rd/4th) with students progressing to increasingly challenging levels as needed.

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

Students will use the “Non-Negotiables for Problem Solving” vertically throughout grade levels to dissect and comprehend real-world math problems.

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

Teachers will modify common assessments to reflect question types seen on FSA and begin introducing FSA style verbiage and prompts in K, 1, and 2 (i.e. exposure to questions with multiple correct answers; “select all”, grid responses).

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

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. Teachers will collaborate with special area teachers once a quarter by providing a list of vocabulary words to be used within special area classes to support math vocabulary.

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

ESPs will provide daily support in all 3rd grade math classes, ESE and ELL instructors will provide additional math support to the students they service.

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

Teachers will continue 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. Teachers will implement accountable talk to focus on student thinking.

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

Teachers will participate in Learning Walks in which they will observe other math classrooms and specific teaching strategies in order to strengthen vertical planning, alignment, and instructional continuity between grade levels.

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

Teachers will participate in AVID strategies professional development.

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

Teachers will receive PD opportunities from Mrs. Petersen to learn more about Compass Learning (as needed).

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

Teachers will participate in grade levels and/or individual Data Chats to analyze and assess progress to their goals.

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

New teachers will receive support by veteran teachers via the district mentoring program.

**Person Responsible** [no one identified]

**#5. Culture & Environment specifically relating to Parent Involvement**

<b>Area of Focus Description and Rationale:</b>	Parent Involvement is instrumental in student achievement and academic success. For the 2019-2020 school year, 12% of FES parents participated in academic-based parent activities. We were able to have our ELA/Writing/AVID Parent night as planned. However, the Math/Science/AVID night scheduled had to be cancelled due to school closure. This is a significant drop from the 2018-2019 participation of 32%. It is imperative for student success that FES increase family involvement in academic based parent activities and maximize parent support.
<b>Measurable Outcome:</b>	For the 2020-2021 school year, FES parent participation in academic-based activities will increase from 12% to 30%.
<b>Person responsible for monitoring outcome:</b>	Gay Pannell (pannellg@walton.k12.fl.us)
<b>Evidence-based Strategy:</b>	FES will provide multiple parent involvement opportunities throughout the upcoming school year to increase family support, including: Title I Open House; ELA/Writing and Math/Science Family Nights; Watchdog Dads Promotion Night; Volunteer Orientations; PTO/SAC/and SIT participation opportunities; and two AVID parent events which may be in addition or in conjunction with the aforementioned ELA/Writing and Math/Science nights, to welcome and engage stakeholders.
<b>Rationale for Evidence-based Strategy:</b>	Title I mandates support the rationale for multiple academic nights throughout the school year to foster parent involvement. 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, FES Volunteers, and our Watch D.O.G.S. Program are successful in attracting parent participation and contributing to a positive learning environment.

**Action Steps to Implement**

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, one of these nights will be scheduled to coincide with the school book fair as will the annual Title 1 Parent Night in order to increase and encourage participation.

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

Parents will receive information and training on the school-wide AVID program through two scheduled AVID parent nights, one per semester. These may be in addition or in conjunction with the aforementioned ELA/Writing and Math/Science nights.

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

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.

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

Parents will be provided opportunities for meaningful communication through invitation to attend policy and procedural meetings including PTO, SAC, and the School Improvement Team.

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

FES will continue its Watch D.O.G.S. 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. FES will also continue to promote the FES volunteer program encouraging family and community members to be involved within the school.

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

Teachers will strengthen parent involvement and communication by utilizing the electronic Remind program (one-way/outgoing), Live School, and/or grade level calendars and newsletters.

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

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)

**#6. Culture & Environment specifically relating to Discipline**

<b>Area of Focus</b>	Discipline - Behavior/Attendance
<b>Description and Rationale:</b>	For the 2019-2020 school FES had 242 office discipline referrals; 11% of our students had greater than 10 tardies (tardy data only available Aug.-Mar.)
<b>Measurable Outcome:</b>	For the 2020-2021 school year FES, will reduce the number of discipline referrals for August-May by 15% from the 2019-2020 (August-March), we will have less than 206 referrals. FES will reduce the percentage of students with excessive tardies from 11% to 9%.
<b>Person responsible for monitoring outcome:</b>	Laurie Edwards (laurie.campbell@walton.k12.fl.us)
<b>Evidence-based Strategy:</b>	FES will implement the Ron Clark House System and utilize the Sanford Harmony Program to promote positive behavior, citizenship, and character education.
<b>Rationale for Evidence-based Strategy:</b>	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 Steps to Implement**

FES will continue to implement the Ron Clark House System to promote and reward positive citizenship, character, and behavior.

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

The Sanford 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.

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

All students will receive character education lessons two times per month.

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

FES will continue to utilize Early Warning Systems data for grades K-4.

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

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)

Behavior specialist will identify teachers in need of support for behavior and provide it to them.

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

Behavior specialist will provide behavior supports for students in need, identified by a teacher completed behavioral summary of concerns.

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

Live school will be used to track and analyze behavior and share the data with parents.

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



**#7. Instructional Practice specifically relating to Professional Learning Communities****Area of Focus Description and Rationale:**

One hundred percent of Administration and Teachers participated in Professional Learning Communities throughout the 2018-2019 and 2019-2020 school year. Freeport Elementary's 100% school-wide administrative and faculty participation in the prior-prior 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 2020-2021 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.

**Measurable Outcome:** One hundred percent of Administration and Teachers will participate in Professional Learning Communities throughout the 2020-2021 school year.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** One hundred percent of Administration and Teachers participated in Professional Learning Communities throughout the 2018-2019 and 2019-2020 school year. Freeport Elementary's 100% school-wide administrative and faculty participation in the 2018-2019 improvement of school grade. Our 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 Steps to Implement**

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)

Teachers will be provided professional learning on utilization of common formative assessments. Implementation of new strategies from PD regarding these common formative assessments will be monitored throughout the school year.

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

Teachers will complete a Book Study on Common Formative Assessments.

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

**#8. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	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.
<b>Measurable Outcome:</b>	As measured by the prior-prior year's FSA, the proficiency of SWD will increase from 43% to 50% in Reading/ELA and from 30% to 41% in Math.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Strategies used for increasing the proficiency of SWD include AVID engagement strategies; Pearson ReadyGen Reading Curriculum and Eureka Math curriculum; and Compass Learning Math and ELA; Sonday System; Heggerty Phonemic Awareness  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. Heggerty Phonemic Awareness, ReadyGen and Sonday are tailored to meet individual student needs and differentiate by providing specific targeted instruction based on identified areas of weakness in reading. Compass Learning is tailored to meet these needs in both math and reading. AVID is recognized for promoting student engagement and college/career readiness for ALL students. Eureka Math 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.
<b>Rationale for Evidence-based Strategy:</b>	

**Action Steps to Implement**

ELA teachers will engage in vertical planning strategies utilizing a schoolwide, 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.

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

Students will engage in independent AR reading outside the ELA block a minimum of 15 minutes three times per week.

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

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.

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

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.

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

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.

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

Teachers will implement AVID strategies school-wide. Each quarter teachers will introduce a new piece of AVID to be added to their instructional strategies. During quarter 1, teachers will set the stage for student achievement by introducing WICOR and focusing on goal setting, note taking, and Costa's Levels of Questioning. The focus for quarter 2 will be collaboration (praises, cheers) and One-pagers. During quarter 3 teachers will introduce Philosophical Chairs and during quarter 4, Socratic Seminars will be implemented.

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

FES will provide before and/or after school programs to provide additional ELA support to struggling students (tutoring). Programs will also be offered to provide targeted students the opportunity to engage in tasks which encourage and promote higher-order thinking and complex problem solving (Odyssey of the Mind).

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

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

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

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

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

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.

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

Students will use the "Math Non-negotiables" vertically throughout grade levels to dissect and comprehend real-world math problems.

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

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

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

FES will continue the Professional Development strategy of aligning Eureka Math curriculum to the Florida Standards, with emphasis on supporting new staff members.

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

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.

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

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

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

**#9. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** During the 2019-2020 school year, teachers implemented the Sanford Harmony Social Emotional curriculum 1-2 times per week last school year.

**Measurable Outcome:** Teachers will implement the Sanford Harmony Curriculum 1 times per day using the daily question and/or lesson.

**Person responsible for monitoring outcome:** Kristin Lewis (kristin.lewis@walton.k12.fl.us)

**Evidence-based Strategy:** Sanford Harmony Curriculum

**Rationale for Evidence-based Strategy:** Sanford Harmony Program is 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.

**Action Steps to Implement**

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.

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

The Behavioral Specialist will provide support as needed to students and staff members working with students.

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

FES welcomes and utilizes community mentors who serve as role models and emotional support systems for students needing extra encouragement and attention (i.e. Watch D.O.G.S., volunteer, and mentors).

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

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.

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

The Transitional Coach will provide mental health counseling to students on her caseload.

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

The district mental health counselor will provide counseling to students as needed.

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

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.

**Person  
Responsible**

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

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 Aides (two) provide an invaluable resource in communicating with and reaching out to our ELL families to welcome their support and involvement. This year, we are excited to have added an ESOL classroom to support our students, parents, and 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 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 Watch D.O.G.S. program has enhanced the FES volunteer program. It has been instrumental in attracting participation from male family members as volunteers at FES who 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.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$6,430.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0291 - Freeport Elementary School			\$3,099.00
			<i>Notes: AVID</i>			
			0291 - Freeport Elementary School			\$2,100.00
			<i>Notes: Teacher will have one day per year to develop common formative and summative assessments.</i>			
			0291 - Freeport Elementary School			\$1,231.00
			<i>Notes: Kindergarten and First Grade teachers will participate in writing learning walks.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$900.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0291 - Freeport Elementary School	General Fund		\$900.00
			<i>Notes: Teachers will have one planning day per year to create common formative and summative assessments.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$1,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

			0291 - Freeport Elementary School			\$1,200.00
			Notes: Math Teachers will have one day per year to create common formative and summative assessments.			
			0291 - Freeport Elementary School			\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Discipline				\$0.00
7	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
Total:						\$8,530.00