

Walton County School District

Freeport Elementary School



2021-22 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: 7/19/2015

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	59%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 10/5/2021.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-4	Yes	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Purpose and Outline of the SIP

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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	Position Title	Job Duties and Responsibilities
Edwards, Laurie	Assistant Principal	
Lewis, Kristin	Principal	
Bruning, Stacey	Instructional Coach	
Erickson, Cathy	Other	
Jones, Kayla	Behavior Specialist	

Demographic Information

Principal start date

Sunday 7/19/2015, 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.*

2

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.*

9

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

994

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	192	208	197	165	159	0	0	0	0	0	0	0	0	921
Attendance below 90 percent	48	52	42	30	30	0	0	0	0	0	0	0	0	202
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	10	20	15	12	3	0	0	0	0	0	0	0	0	60
Course failure in Math	80	12	4	9	7	0	0	0	0	0	0	0	0	112
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	12	28	0	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	38	0	0	0	0	0	0	0	0	49
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	1	1	1	0	0	0	0	0	0	0	0	3

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	10	18	13	17	5	0	0	0	0	0	0	0	0	63
Students retained two or more times	0	0	1	1	1	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 8/10/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	66%	57%	57%	63%	56%
ELA Learning Gains				61%	65%	58%	52%	52%	55%
ELA Lowest 25th Percentile				72%	59%	53%	39%	41%	48%
Math Achievement				54%	64%	63%	58%	65%	62%
Math Learning Gains				61%	62%	62%	56%	54%	59%
Math Lowest 25th Percentile				35%	48%	51%	48%	43%	47%
Science Achievement					64%	53%		58%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	60%	66%	-6%	58%	2%
Cohort Comparison						
04	2021					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	65%	-19%	62%	-16%
Cohort Comparison						
04	2021					
	2019	60%	65%	-5%	64%	-4%
Cohort Comparison		-46%				

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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29%	43%	42%
	Economically Disadvantaged	26%	38%	35%
	Students With Disabilities	28%	14%	32%
	English Language Learners	24%	43%	24%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53%	70%	64%
	Economically Disadvantaged	49%	62%	58%
	Students With Disabilities	43%	67%	64%
	English Language Learners	52%	67%	67%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	54	49
	Economically Disadvantaged	33	50	44
	Students With Disabilities	20	30	55
	English Language Learners	21	36	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	46	51
	Economically Disadvantaged	23	42	44
	Students With Disabilities	30	40	45
	English Language Learners	29	29	36
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	52	47
	Economically Disadvantaged	27	40	43
	Students With Disabilities	13	13	14
	English Language Learners	21	29	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	51	48
	Economically Disadvantaged	27	42	38
	Students With Disabilities	22	26	32
	English Language Learners	21	21	29

Grade 4					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		48	64	65
	Economically Disadvantaged		40	57	56
	Students With Disabilities		0	27	13
	English Language Learners		7	23	40
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		39	54	54
	Economically Disadvantaged		36	50	44
	Students With Disabilities		7	27	27
	English Language Learners		14	43	27
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17			17							
ELL	35			25							
HSP	56			46							
WHT	57			55							
FRL	48			44							
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					

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	171
Total Components for the Federal Index	3
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	53
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	56
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

As of the fourth STAR administration in 2020-2021, 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 -8.0 NCEs.

As of the fourth STAR administration in 2020-2021, our SWD students showed the lowest average growth.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component showing the greatest decline from last year is the proficiency of 3rd Grade English Language Art students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Third Grade ELA proficiency is the lowest in our school compared to other grade levels in the area of ELA. The school will focus on using ALDS with examples, increasing phonics instruction and using complex text to increase reading proficiency.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2020-2021 FSA Scores, Fourth Grade ELA showed the most improvement. Fourth grade ELA increased from 62% to 65% proficiency.

As of the fourth administration of STAR, first grade math increased from 61% to 69% proficient.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Collaborative planning through PLCs contributed to the improvement.

What strategies will need to be implemented in order to accelerate learning?

Teachers will collaborate in PLCs to create common formative and summative assessments, examples for ALDS, unpack lessons in curriculum, and plan interventions/enrichment lessons.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided training on ALDS, PLC implementation, and BEST Standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning through PLCs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Reading/ELA Learning Gains

Area of Focus Description and Rationale:

According to the 2020-2021 STAR Reading AP4, the following percentages of level 1 and level 2 students were on pace to make a learning gain; 52% in second grade, 38% in third grade, 41% in fourth grade

According to the 2020-2021 STAR Reading AP4, the following percentages of students were on pace to make a learning gain; 42% in second grade, 35% in third grade, 41% in fourth grade

Measurable Outcome:

By the final administration of STAR in 2021-2022, the following percentages of level 1 and level 2 students will be on pace to make a learning gain:
65% in 2nd grade
62% in 3rd grade
64% in 4th grade

By the final administration of STAR in 2021-2022, the following percentages of students will be on pace to make a learning gain:
65% in 2nd grade
62% in 3rd grade
64% in 4th grade

Monitoring:

FES leadership team and PLC teams will monitor the outcome by using STAR progress monitoring data.

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 district-approved research-based programs, differentiated Small Group Instruction (to include Structures, Heggerty, Phonics First), and AVID strategies, Traveling Tier 2 Groups, use of Bilingual Aides and Bilingual Teacher, and the LETRS professional development program for select teachers. District approved assessments will be used for progress monitoring.

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. The selected district-approved research-based computer programs are 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 the Fry word list and the utilization of a district-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. School based 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 set independent AR goals with guidance and conferencing provided by teacher. Teachers will implement grade level and school wide AR incentives.

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

Teachers will utilize differentiated Small Group Instruction to include Structures, Heggerty, and Phonics First. PD will be provided for teachers as needed.

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

Students in K-1 will utilize district-approved research-based computer programs 2-3 times per week. PD will be provided 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 Stacey Bruning (stacey.bruning@walton.k12.fl.us)

Students in grades 1-4 will participate in Traveling Tier 2 groups beginning the first nine weeks of school; students in K will participate in Traveling Tier 2 groups beginning the second semester, third quarter. Traveling Tier 2 groups students will receive remediation or enrichment (AVID curriculum) according to their specific needs. Teachers will analyze data to appropriately place students, per the district reading plan, into traveling tier 2 groups based on student 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, collaboration (praises, cheers), and Costa's Levels of Questioning. Grades 2-4 will implement use of the AVID binder in Q1 as well. The focus for quarter 2 will be note taking and One-pagers. During quarter 3 teachers will introduce Philosophical Chairs and during quarter 4, Socratic Seminars will be implemented.

Person Responsible Stacey Bruning (stacey.bruning@walton.k12.fl.us)

FES will continue ELA/SS 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.

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 utilize standards based question stems provided by the district 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 (such as the use of Achievement Level Descriptors/Performance Scales) in order to strengthen vertical planning, alignment, implementation of AVID strategies, 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. Teachers will conduct a SWOT analysis following each STAR assessment.

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

New teachers will receive support by veteran teachers via the district mentoring program. All teachers will have access to school-based mentors.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Reading/ELA Proficiency According to the 2020-2021 STAR Early Literacy Assessment AP4, 53% of kindergarten students demonstrated proficiency as measured by the district benchmark. As measured by the 2020-2021 STAR Reading AP4 benchmark, 56% of 1st grade students demonstrated proficiency as measured by the district benchmark.
Measurable Outcome:	By the final administration of STAR in 2021-2022, 63% of all students in kindergarten (ELA) will be proficient.
Monitoring:	FES leadership team and PLC teams will monitor the outcome by using STAR progress monitoring data.
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 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. 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.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

ELA teachers will engage in vertical planning strategies, to include the use of the Fry word list and the utilization of a district-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. School based 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 set independent AR goals with guidance and conferencing provided by teacher. Teachers will implement grade level and school wide AR incentives.

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

Teachers will utilize differentiated Small Group Instruction to include Structures, Heggerty, and Phonics First. PD will be provided for teachers as needed.

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

Students in K-1 will utilize district-approved research-based computer programs 2-3 times per week. PD will be provided for teachers as necessary.

Person Responsible [no one identified]

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 Stacey Bruning (stacey.bruning@walton.k12.fl.us)

Students in grades 1-4 will participate in Traveling Tier 2 groups beginning the first nine weeks of school; students in K will participate in Traveling Tier 2 groups beginning the second semester, third quarter. Traveling Tier 2 groups students will receive remediation or enrichment (AVID curriculum) according to their specific needs. Teachers will analyze data to appropriately place students, per the district reading plan, into traveling tier 2 groups based on student 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, collaboration (praises, cheers), and Costa's Levels of Questioning. Grades 2-4 will implement use of the AVID binder in Q1 as well. The focus for quarter 2 will be note taking and One-pagers. During quarter 3 teachers will introduce Philosophical Chairs and during quarter 4, Socratic Seminars will be implemented.

Person Responsible Stacey Bruning (stacey.bruning@walton.k12.fl.us)

FES will continue ELA/SS 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.

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 utilize standards based question stems provided by the district 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 (such as the use of Achievement Level Descriptors/Performance Scales) in order to strengthen vertical planning, alignment, implementation of AVID strategies, 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. Teachers will conduct a SWOT analysis following each STAR assessment.

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

New teachers will receive support by veteran teachers via the district mentoring program. All teachers will have access to school-based mentors.

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

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Math Learning Gains According to the 2020-2021 STAR Math AP4, the following percentages of students were on pace to make a learning gain; 42% in second grade, 30% in third grade, 55% in fourth grade
Measurable Outcome:	By the final administration of STAR in 2021-2022, the following percentages of level 1 and level 2 students in first grade (math) will be on pace to earn a learning gain; 65% in second grade 62% in third grade 70% in fourth grade
Monitoring:	According to the 2021-2022 STAR Math AP4, the following percentages of students will be on pace to make a learning gain; 65% in 2nd grade 62% in 3rd grade 70% in 4th grade
Person responsible for monitoring outcome:	FES leadership team and PLC teams will monitor the outcome by using STAR progress monitoring data. Kristin Lewis (kristin.lewis@walton.k12.fl.us)
Evidence-based Strategy:	Strategies that will be used to increase learning gains include Eureka Math curriculum, district-approved research-based computer programs, 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.
Rationale for Evidence-based Strategy:	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 assess each grade level standard using common formative and summative assessments. Achievement level descriptors (performance scales) will be used to conduct data analysis of specific assessments in order to address weaknesses within PLC and drive classroom instruction.

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, collaboration (praises and cheers), and Costa's Levels of Questioning. Grades 2-4 will implement use of the AVID binder in Q1 as well. The focus for quarter 2 will be note taking and One-pagers. During quarter 3 teachers will introduce Philosophical Chairs and during quarter 4, Socratic Seminars will be implemented.

Person Responsible Stacey Bruning (stacey.bruning@walton.k12.fl.us)

FES will continue to utilize Math/Science 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 research-based, district approved web based programs with students at least 2-3 times weekly to be used for remediation, support, and acceleration within math standards based on the Florida standards progression map. (i.e. Khan Academy, All In Learning, Extra Math, My Path)

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 selected students the opportunity to engage in tasks which encourage and promote higher-order mathematical thinking and complex problem solving (Lego League).

Person Responsible Cathy Erickson (ericksonc@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 Laurie Edwards (laurie.campbell@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 "Cats Focus on Facts" as a consistent monthly 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 Kindergarten; addition and subtraction facts in 1st/2nd; multiplication/division in 3rd/4th). Teachers will implement weekly fluency checks.

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

ESPs will provide support in all 2nd, 3rd, and 4th 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 (such as the use of Achievement Level Descriptors/Performance Scales) 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 (i.e. learning walks).

Person Responsible Stacey Bruning (stacey.bruning@walton.k12.fl.us)

Teachers will receive PD opportunities to learn more about district approved computer based programs (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. Teachers will conduct a SWOT analysis after each STAR assessment.

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

New teachers will receive support by veteran teachers via the district mentoring program. All teachers will have school based mentors.

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

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Math Proficiency According to the 2020-2021 STAR Math AP4, 77% of first grade math students were proficient.
Measurable Outcome:	By the final administration of STAR in 2021-2022, 80% of first grade math students will be proficient.
Monitoring:	FES leadership team and PLC teams will monitor the outcome by using STAR progress monitoring data.
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 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.
Rationale for Evidence-based Strategy:	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 assess each grade level standard using common formative and summative assessments. Achievement level descriptors (performance scales) will be used to conduct data analysis of specific assessments in order to address weaknesses within PLC and drive classroom instruction.

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, collaboration (praises and cheers), and Costa's Levels of Questioning. Grades 2-4 will implement use of the AVID binder in Q1 as well. The focus for quarter 2 will be note taking and One-pagers. During quarter 3 teachers will introduce Philosophical Chairs and during quarter 4, Socratic Seminars will be implemented

Person Responsible Stacey Bruning (stacey.bruning@walton.k12.fl.us)

FES will continue to utilize Math/Science 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 research-based, district approved web based programs with students at least 2-3 times weekly to be used for remediation, support, and acceleration within math standards based on the Florida standards progression map. (i.e. Khan Academy, All In Learning, Extra Math, My Path)

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 selected students the opportunity to engage in tasks which encourage and promote higher-order mathematical thinking and complex problem solving (Lego League).

Person Responsible Cathy Erickson (ericksonc@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 Laurie Edwards (laurie.campbell@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 “Cats Focus on Facts” as a consistent monthly 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 Kindergarten; addition and subtraction facts in 1st/2nd; multiplication/division in 3rd/4th). Teachers will implement weekly fluency checks.

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

ESPs will provide support in all 2nd, 3rd, and 4th 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 (such as the use of Achievement Level Descriptors/ Performance Scales) 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 (i.e. learning walks).

Person Responsible Stacey Bruning (stacey.bruning@walton.k12.fl.us)

Teachers will receive PD opportunities to learn more about district approved computer based programs (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. Teachers will conduct a SWOT analysis after each STAR assessment.

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

New teachers will receive support by veteran teachers via the district mentoring program. All teachers will have school based mentors.

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

#5. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Parent Involvement is instrumental in student achievement and academic success. Throughout the 2019-2020 and 2020-2021 school years, 12% of FES parents participated in academic-based parent activities via face-to-face and/or virtual platforms. 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.
Measurable Outcome:	For the 2021-2022 school year, FES parent participation in academic-based activities will increase from 12% to 35%.
Monitoring:	FES leadership team and PLC teams will monitor the outcome by reviewing data from parent events.
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/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.
Rationale for Evidence-based Strategy:	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 opportunities (day or night). If possible, one of these opportunities 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 Kristi Gantenbein (kristi.gantenbein@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 to or in conjunction with the aforementioned academic nights.

Person Responsible Gay Pannell (pannellg@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. All personnel that are considered academic supports for these students will be involved in meetings (i.e. ESE 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 Laurie Edwards (laurie.campbell@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 Gay Pannell (pannellg@walton.k12.fl.us)

Teachers will strengthen parent involvement and communication by utilizing the electronic Remind program, Live School, planners/communication folders, social media, and/or grade level calendars and newsletters.

Person Responsible Gay Pannell (pannellg@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)

FES will inform ELL families of available resources (such as bilingual books, translation services, bilingual aides).

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

When planning academic activities that involve parent involvement, grade levels will communicate with the school-based Title I contact.

Person Responsible Gay Pannell (pannellg@walton.k12.fl.us)

#6. Culture & Environment specifically relating to Discipline

Area of Focus	Discipline - Behavior/Attendance
Description and Rationale:	For the 2020-2021 school FES had 240 office discipline referrals; 10% of our students had greater than 10 tardies.
Measurable Outcome:	For the 2021-2022 school year FES, will reduce the number of discipline referrals by 15% from the 2020-2021, we will have less than 204 referrals. FES will reduce the percentage of students with excessive tardies from 10% to 9%.
Monitoring:	FES leadership team and PLC teams will monitor the outcome by reviewing referral and attendance data from Focus.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	FES will continue use of the Ron Clark House System and the Sanford Harmony Program and implement Capturing Kid's Hearts 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 and Capturing Kid's Hearts are research-based programs that promote collaboration and relationship-building among students in order to help foster academic achievement. The House System, Sanford Harmony Program and Capturing Kid's Hearts address 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 [no one identified]

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 [no one identified]

All students will receive character education lessons two times per month via "Capturing Kid's Hearts".

Person Responsible [no one identified]

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

Person Responsible [no one identified]

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 [no one identified]

Behavior specialist will provide coaching for teachers in need of behavioral support for their students.

Person Responsible [no one identified]

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

Person Responsible [no one identified]

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

Person Responsible [no one identified]

#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 2020-2021 school year. Freeport Elementary's 100% school-wide administrative and faculty participation in the pre-pandemic school year (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 2021-2022 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 2021-2022 school year.
50% of teams will increase from a 5 team to a 10 team.

Monitoring: Administration will provide feedback during PLC meetings and monitor attendance at PLC meetings.

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 2020-2021. 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.

50% of teams will increase from a "5" team to a "10" team.
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

Rationale for Evidence-based Strategy:

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; Costa's Levels of Questioning, and/or Achievement Level Descriptors or question stems, SWOT analyses, 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 learned from PD will be monitored throughout the school year.

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

Following each STAR assessment, teachers will conduct a SWOT analysis during data chats.

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

Teachers will be provided professional learning on utilization of SWOT analyses.

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

#8. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and 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.
Measurable Outcome:	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.
Monitoring:	FES leadership team and PLC teams will monitor the outcome by using STAR progress monitoring data.
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; 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
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

All grade level teachers will engage in planning strategies with ESE teachers. General Education teachers will share lesson plans with ESE teachers.

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

ESE teachers will be involved with parent-teacher conferences.

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

Students in grades 1-4 will participate in Traveling Tier 2 groups beginning the first nine weeks of school; students in K will participate in Traveling Tier 2 groups beginning the second semester, third quarter. Traveling Tier 2 group students will receive remediation or enrichment (AVID curriculum) according to their specific needs. Teachers will conduct data analysis per district reading plan and collaborate with ESE teachers to appropriately provide interventions.

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

Teachers will utilize Exit Tickets and other formative assessments to drive instruction within Flex Math groups. This will be communicated to the ESE teacher who provides math instruction, interventions, and accommodations.

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)

Classroom teachers will share content-specific vocabulary with ESE teachers. ESE teachers will support content-specific vocabulary instruction to students based on IEP goals.

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

ESE instructors will provide additional support to the students they service based on student's IEP goals.

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

District Coaches will provide PD for ESE teachers on curriculum as needed.

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

Gen Ed teachers will receive training on how to implement and document ESE accommodations.

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

ESE and Gen Ed teachers will work together with students to create goals that support their IEP.

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

ESE students will track personal progress towards IEP goals.

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

ESE students will be taught how to self advocate for IEP supports/accommodations.

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

All grade level teachers will engage in planning strategies with ESE teachers.

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 2020-2021 school year, teachers implemented the Sanford Harmony Social Emotional curriculum 1-2 times per week.

Measurable Outcome:

All school personnel will implement and/or support the Sanford Harmony Curriculum with fidelity by using the daily question and the weekly lesson.

Monitoring:

Administration will monitor the outcome by completing walkthroughs during the scheduled Sanford Harmony time.

**Person responsible for
monitoring outcome:**

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

**Evidence-based
Strategy:**

Sanford Harmony Curriculum
Capturing Kid's Hearts

**Rationale for
Evidence-based
Strategy:**

The Sanford Harmony program and Capturing Kid's Hearts are research-based practices that directly address 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 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., volunteers, 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 staff members 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 school-based 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 and Capturing Kid's Hearts, research-based practices that directly address 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

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to FES 2019-2020 data, there were 67 referrals for aggressive acts, 59 bus referrals, and 1 SESIR incident, there were 23 in school suspensions and 19 out of school suspensions. During the 2020-2021 school year, the overall referrals dropped by 14, students were in school 9 additional weeks during the year than prior year. The data shows in 20-21 there were 63 bus referrals and 35 aggressive acts referrals, there were 5 SESIR incidents. There were 28 in school suspensions and 37 out of school suspension.

According to SafeSchoolsforAlex.org the 2019-2020 data compared to the rest of the state ranks FES low for violent incidents at .24 per 100 studets, the total suspensions were ranked middle for 3.4 students per 100 being suspended with total suspensions at 29.

The primary area of concern for FES is to reduce the number of suspensions. The secondary concern for FES is to reduce the number of aggressive acts.

We will accomplish this through our school culture and environment. FES utilizes a house system to create a culture of high expectations. Students make conncections to staff outside their classroom. This creates a support system so studnets can reach out to a familiar adult when they are in need; this person supports behavior and growth. FES values the importance and relavance of social emotional learning. Staff will implement the Samford Harmony curriculum with fidelity.

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.

FES boasts a very active and effective PTO membership that continues to flourish. Our PTO serves as 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 provide an invaluable resource in communicating with and reaching out to our ELL families to welcome their support and involvement. Our ESOL classroom has been

fundamental in supporting our students, parents, and staff to help in these efforts within Freeport's 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 expand and flourish.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The following people and groups of people have been instrumental in the success of promoting a positive culture and environment at FES: SAC, PTO, community members, all staff (instructional and non-instructional), volunteers, district office personnel, literacy coaches, math coaches, parents and students.

All stakeholders work together to maintain the mission and vision statements of Freeport Elementary School, as well as contributing to the success of meeting our goals.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$5,809.50
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			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 ALD examples, common formative and summative assessments.</i>			
			0291 - Freeport Elementary School			\$610.50
			<i>Notes: Learning Walks</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$610.50
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0291 - Freeport Elementary School			\$610.50

						<i>Notes: Learning Walks</i>
4	III.A.	Areas of Focus: Instructional Practice: Math				\$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0291 - Freeport Elementary School			\$2,100.00
						<i>Notes: Teacher will have one day per year to develop ALD examples, common formative and summative assessments.</i>
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:	\$8,520.00