Walton County School District

Freeport Elementary School

2022-23 Schoolwide Improvement Plan

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Freeport Elementary School

15381 US HIGHWAYY 331 S, Freeport, FL 32439

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

Demographics

Principal: Kristin Lewis   Start Date for this Principal: 7/5/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-4
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	59%
2021-22 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	2021-22: B (59%) 2018-19: B (58%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 9/20/2022.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-4	Yes	59%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Bruning, Stacey	Instructional Coach	
Erickson, Cathy	Other	Academic Interventionist
Jones, Kayla	Behavior Specialist	
Kiehne, Michael	Assistant Principal	
Lewis, Kristin	Principal	
Evans, Catrina	Teacher, K-12	SIT Chair
Eastman, Tania	Graduation Coach	
Edwards, Laurie	Assistant Principal	
Watson, Ben	Instructional Coach	
Lathinghouse, Pamela	Instructional Media	

Demographic Information

Principal start date
Tuesday 7/5/2016, Kristin Lewis

Number of teachers with a 2022 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.*
0

Number of teachers with a 2022 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.*
7

Total number of teacher positions allocated to the school

69

Total number of students enrolled at the school

1,126

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	202	189	163	152	0	0	0	0	0	0	0	0	898
Attendance below 90 percent	82	80	66	60	54	0	0	0	0	0	0	0	0	342
One or more suspensions	3	8	11	3	3	0	0	0	0	0	0	0	0	28
Course failure in ELA	11	20	14	12	3	0	0	0	0	0	0	0	0	60
Course failure in Math	9	12	4	9	7	0	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	28	0	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	37	0	0	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	0	0	0	19	9	0	0	0	0	0	0	0	0	28

Using the table above, complete the table below with the number of students by current grade level who have 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	14	22	17	18	22	0	0	0	0	0	0	0	0	93

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	13	13	18	4	4	0	0	0	0	0	0	0	0	52
Students retained two or more times	0	1	0	1	1	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Monday 8/22/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	63%	56%				63%	66%	57%
ELA Learning Gains	67%						61%	65%	58%
ELA Lowest 25th Percentile	53%						72%	59%	53%
Math Achievement	56%	55%	50%				54%	64%	63%
Math Learning Gains	62%						61%	62%	62%
Math Lowest 25th Percentile	60%						35%	48%	51%
Science Achievement		69%	59%					64%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	66%	-6%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	65%	-19%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	60%	65%	-5%	64%	-4%
Cohort Comparison		-46%				

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

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	44	47	29	54	53					
ELL	34	47		29	43						
BLK	70			70							
HSP	46	60		46	55	40					
MUL	67			75							

2022 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 2020-21	C & C Accel 2020-21
WHT	57	68	60	57	63	67					
FRL	53	64	54	51	66	69					
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					

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	42
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	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
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	71
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	62
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	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on the FSA 2021-2022, 3rd grade showed the lowest proficiency score in ELA at 49%.
Based on the FSA 2021-2022, 4th grade Math and ELA increased overall proficiency from 3rd grade.
As of the fourth STAR administration in 2020-2021 and FSA, our SWD students showed the lowest proficiency of the subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Third grade ELA

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. We will also focus on questioning through our PLC.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Third Grade math showed the most improvement.

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

Collaborative planning through PLCs with a focus on ALDS and examples 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2021-2022 FSA 56% of 3rd and 4th grade students were proficient in math. According to the 2021-2022 STAR 69% of first grade math students were proficient. According to the 2021-2022 STAR 60% of second grade math students were proficient.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the final administration of FAST, 62 percent of 4th grade students will be proficient in math. By the final administration of FAST, 62 percent of 3rd grade students will be proficient in math. By the final administration of FAST, 62 percent of 2nd grade students will be proficient in math. By the final administration of FAST, 70 percent of 1st grade students will be proficient in math.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	FES leadership team and PLC teams will monitor the outcome by using FAST progress monitoring data.
Person responsible for monitoring outcome:	Kristin Lewis (kristin.lewis@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strategies that will be used to increase achievement include Big Ideas curriculum, My Path, 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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The Big Ideas 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 Big Ideas curriculum, when adapted and modified by our highly effective FES math faculty to align with the Florida B.E.S.T. standards, has proven instrumental in fostering student growth when used with fidelity and appropriate instructional pacing.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.

Person Responsible   Stacey Bruning
                                          (stacey.bruning@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 Big Ideas curriculum, aligned to Florida B.E.S.T. 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 formative assessments to create small groups and drive instruction.

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

Students will explore common problem solving strategies within the Big Ideas math curriculum vertically throughout grade levels to dissect and comprehend real-world math problems.

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

Teachers will modify common assessments to reflect higher order questions, including grade levels in K, 1, and 2 (i.e. exposure to questions with multiple correct answers; "select all", grid responses).

Person Responsible   Laurie Edwards
                                          (laurie.campbell@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)

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 progress monitoring 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)

The math committee will investigate ways to enhance fluency within each grade level utilizing the Big Ideas curriculum. Teachers will differentiate fluency within the classroom.

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

FES will investigate volunteer opportunities for math enrichment activities and/or programs.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2021-2022 STAR AP4, 65% of kindergarten students were proficient, 60% of first grade students were proficient, and 58% of second grade students were proficient. According to the 2021-2022 FSA 49% of 3rd grade students were proficient in ELA, and 64% of 4th grade students were proficient in ELA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the final administration of FAST, 62% of 4th grade students will be proficient. By the final administration of FAST 62% of 3rd grade students will be proficient. By the final administration of FAST 62% of 2nd grade students will be proficient. By the final administration of FAST 66% of 1st grade students will be proficient. By the final administration of FAST 68% of kindergarten students will be proficient.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	FES leadership team and PLC teams will monitor the outcome by using FAST progress monitoring data.
Person responsible for monitoring outcome:	Kristin Lewis (kristin.lewis@walton.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strategies that will contribute to increase in achievement include the use of the Accelerated Reader and Compass Learning programs, Differentiated small group Instruction, Structures, and Phonics First, AVID strategies, Traveling Tier 2, use of Bilingual Aides and Bilingual Teacher, and the LETRS professional development program for select teachers.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Each of the strategies utilized for ELA 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 and Writing Revolution.

| **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 Tier 1 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-4 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, model and utilize the school-wide writing non-negotiables and hold students accountable for these expectations beginning at the earliest stages of writing literacy. Students will produce at least 1 typed writing assignment in grades K-1 and 1 per semester in grades 2-4.

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

Students in grades 1-4 will participate in Traveling Tier 2 groups beginning the second week 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   Cathy Erickson (ericksonc@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. Teachers will have discussion in PLC on exemplar responses to questions.

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 FAST 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. FES will host a site based mentoring program that will focus on areas of need through meetings twice a month.

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

#3. Positive Culture and Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Parent Involvement is instrumental in student achievement and academic success. Throughout the 2021-2022 school year, 40% of FES parents participated in academic-based parent activities via face-to-face and/or virtual platforms.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	For the 2022-2023 school year, FES parent participation in academic-based activities will increase from 40 to 42%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	FES leadership team and PLC teams will monitor the outcome by reviewing data from parent events.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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	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 to or in conjunction with the aforementioned academic 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. 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   Kristin Lewis (kristin.lewis@walton.k12.fl.us)

Teachers will strengthen parent involvement and communication by utilizing the electronic Remind program, Ron Clark App, planners/communication folders, social media, 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)

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

#4. Positive Culture and Environment specifically relating to Discipline & Attendance

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Discipline - Behavior/Attendance For the 2021-2022 school year FES had 312 office discipline referrals; 9% of our students had greater than 10 tardies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022-2023 school year FES, will reduce the number of discipline referrals by 10% from the 2021-2022 school year, we will have less than 281 referrals. FES will reduce the percentage of students with excessive tardies from 9 to 7%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FES leadership team and PLC teams will monitor the outcome by reviewing referral and attendance data from Focus.
Person responsible for monitoring outcome:	Laurie Edwards (laurie.campbell@walton.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	FES will continue use of the Ron Clark House System, Suite 360 for Tier 1 Social Emotional Curriculum, and implement Capturing Kid's Hearts to promote positive behavior, citizenship, and character education.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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. Suite 360 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, Suite 360, and Capturing Kid's Hearts address students' social-emotional and academic needs.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

The Suite 360 and/or Capturing Kids' Hearts programs will be implemented within classrooms weekly for all students in order to promote social and emotional development.

Person Responsible	Tania Eastman (aquila.eastman@walton.k12.fl.us)

All teachers will implement elements of the Capturing Kids' Hearts program with students, such as daily door greetings, social contracts, and Good Things.

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 excellent attendance (zero absences, no more than three early check outs/
tardies)

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

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

Person Responsible   Kayla Jones (kayla.jones@walton.k12.fl.us)

The behavior specialist will provide behavior supports for students in need, identified by a
teacher completed behavioral summary of concerns and Ron Clark APP.

Person Responsible   Kayla Jones (kayla.jones@walton.k12.fl.us)

The Ron Clark APP will be used to track and analyze behavior and share the data with parents.

Person Responsible   Kayla Jones (kayla.jones@walton.k12.fl.us)

#5. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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 PLC plan proved a vital component in our improvement from a "55/B" to a "59/B" on 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 2022-2023 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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	One hundred percent of Administration and Teachers will participate in Professional Learning Communities throughout the 2021-2022 school year. 75% of teams will increase from a 5 team to a 10 team.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	One hundred percent of Administration and Teachers participated in Professional Learning Communities throughout the 2021-2022 school year. Freeport Elementary's 100% school-wide administrative and faculty participation in the 2021-2022 PLC helped increase our school grade. 75% of teams will increase from a "5" team to a "10" team.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 FAST 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 analysis.

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

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 FAST 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 analysis.

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

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 ESSA report, FES was at the Federal Index Requirement of 41% in the SWD (Students with Disabilities) subgroup with a rating of 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As measured by the 2022-2023 FAST, SWD students will increase ELA achievement from 17 to 41% and math achievement from 29 to 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FES leadership team and PLC teams will monitor the outcome by using STAR progress monitoring data.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strategies used for increasing the proficiency of SWD include AVID engagement strategies; Pearson ReadyGen Reading Curriculum and Big Ideas curriculum; and Compass Learning Math and ELA; Sonday System; Heggerty Phonemic Awareness
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	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. Big Ideas 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

Students in grades K-4 will participate in Traveling Tier 2 groups beginning the first nine weeks of school. Traveling Tier 2 group students will receive remediation or enrichment (such as 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 formative assessments to drive instruction within Flex Math groups. This will be communicated to the ESE teacher who provides math instruction, interventions, and accommodations via anecdotal notes (i.e. photos/ copies of student work, notes).

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

FES will continue the Professional Development strategy of implementing Big Ideas curriculum to the Best 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 and/or support as needed on how to implement and document ESE accommodations.

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

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

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)

ESE students will track and/or reflect on progress towards IEP goals.

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

#7. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	FES will implement Suite 360 and Capturing Kids Hearts
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	All school personnel will use the Suite 360 curriculum with fidelity.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration will monitor the outcome by completing walkthroughs during the scheduled social emotional time.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will be provided with Capturing Kids Hearts training throughout the year. We will focus on good things, social contract, and greeting students. Teachers will be provided with training on Suite 360.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	The Suite 360 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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	Tania Eastman (aquila.eastman@walton.k12.fl.us)

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

Person Responsible	Kayla Jones (kayla.jones@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	Ben Watson (benjamin.watson@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	Kayla Jones (kayla.jones@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 Suite 360 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   [no one identified]

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2021-2022 STAR AP4, kindergarten students were at 65% proficient, first grade students were at 60% proficient, and second grade students were at 58% proficient.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to the 2021-2022 FSA 49% of 3rd grade students were proficient in ELA, and 64% of 4th grade students were proficient in ELA.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By the final administration of FAST 62% of 2nd grade students will be proficient.
By the final administration of FAST 66% of 1st grade students will be proficient.
By the final administration of FAST 68% of kindergarten students will be proficient.

Grades 3-5: Measureable Outcome(s)

By the final administration of FAST, 62% of 4th grade students will be proficient.
By the final administration of FAST 62% of 3rd grade students will be proficient.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The focus will be monitored by administration through PLCs and walkthroughs.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Lewis, Kristin , kristin.lewis@walton.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Strategies that will contribute to increase in achievement include the use of the Accelerated Reader and Compass Learning programs, Differentiated 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.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

Each of the strategies utilized for ELA 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:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
1. Administration has created a literacy leadership team to focus on Tier 2 interventions and Tier 1 small group instruction. This team is made up of the highest performing teachers on our school campus. 2. FES will provide instructional coaching through our district reading coach and site based instructional coach. 3. Teachers will be provided professional develop on Tier 2 interventions and Tier 1 small group.	Lewis, Kristin , kristin.lewis@walton.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 fundraising 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 school culture and environment.

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.