

Walton County School District

Freeport Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Freeport Elementary School

15381 US HIGHWAY 331 S, Freeport, FL 32439

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

Freeport Elementary School's vision is to create a safe and nurturing environment that reflects enthusiasm for teaching and academic excellence.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lewis, Kristin	Principal	
Edwards, Laurie	Assistant Principal	
Kiehne, Michael	Assistant Principal	
Evans, Catrina	Teacher, K-12	
Lathinghouse, Pamela	Instructional Media	
Eastman, Tania	Other	
Erickson, Cathy	Other	
Jones, Kayla	Behavior Specialist	
Watson, Ben	Instructional Coach	
Jackson, Beth	SAC Member	SAC Secretary
Thornton, Mike	SAC Member	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Advisory Council fulfills our requirements. We have members from all stakeholders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our team monitors implementation through discussion during PLC meetings, SIT meetings, and Committee Meetings.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	59%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	66	52	41	42	50	0	0	0	0	251
One or more suspensions	7	15	38	13	20	0	0	0	0	93
Course failure in English Language Arts (ELA)	11	14	15	7	3	0	0	0	0	50
Course failure in Math	8	12	1	5	2	0	0	0	0	28
Level 1 on statewide ELA assessment	0	0	0	3	35	0	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	2	30	0	0	0	0	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	9	23	14	10	0	0	0	0	58

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	12	18	27	17	25	0	0	0	0	99

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	12	13	15	4	3	0	0	0	0	47
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	82	80	66	60	54	0	0	0	0	342
One or more suspensions	3	8	11	3	3	0	0	0	0	28
Course failure in ELA	11	20	14	12	3	0	0	0	0	60
Course failure in Math	9	12	4	9	7	0	0	0	0	41
Level 1 on statewide ELA assessment	0	0	0	12	28	0	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	11	37	0	0	0	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	19	9	0	0	0	0	28

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	22	17	18	22	0	0	0	0	93

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	82	80	66	60	54	0	0	0	0	342
One or more suspensions	3	8	11	3	3	0	0	0	0	28
Course failure in ELA	11	20	14	12	3	0	0	0	0	60
Course failure in Math	9	12	4	9	7	0	0	0	0	41
Level 1 on statewide ELA assessment	0	0	0	12	28	0	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	11	37	0	0	0	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	19	9	0	0	0	0	28

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	14	22	17	18	22	0	0	0	0	93

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	61	53	56	63	56	57		
ELA Learning Gains				67					
ELA Lowest 25th Percentile				53					
Math Achievement*	70	73	59	56	55	50	53		
Math Learning Gains				62					
Math Lowest 25th Percentile				60					
Science Achievement*		72	54		69	59			
Social Studies Achievement*					70	64			
Middle School Acceleration					59	52			
Graduation Rate					54	50			
College and Career Acceleration						80			
ELP Progress	50	65	59	55			61		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	233
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	41			
AMI				
ASN				
BLK	63			
HSP	46			
MUL	72			
PAC				
WHT	65			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	42			
AMI				
ASN				
BLK	70			
HSP	51			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	71			
PAC				
WHT	62			
FRL	59			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			70								50
SWD	31			48							3	
ELL	33			50							4	50
AMI												
ASN												
BLK	53			73							2	
HSP	40			57							4	49
MUL	69			75							2	
PAC												
WHT	59			74							3	
FRL	47			62							4	50

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	56	67	53	56	62	60						55
SWD	17	44	47	29	54	53						
ELL	34	47		29	43							55
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	70			70								
HSP	46	60		46	55	40						57
MUL	67			75								
PAC												
WHT	57	68	60	57	63	67						
FRL	53	64	54	51	66	69						59

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	57			53								61
SWD	17			17								
ELL	35			25								61
AMI												
ASN												
BLK												
HSP	56			46								58
MUL												
PAC												
WHT	57			55								
FRL	48			44								54

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2023 - Spring	56%	64%	-8%	58%	-2%
03	2023 - Spring	54%	59%	-5%	50%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	70%	72%	-2%	59%	11%
04	2023 - Spring	68%	76%	-8%	61%	7%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the FAST 2022-2023, 3rd grade showed the lowest proficiency score in ELA at 55%. This was an increase from the prior year of 48%.

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

Based on the FAST 2022-2023, 4th grade ELA showed the greatest decline. Prior 4th grade students were at 64% and last year students were at 56%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average is 4th grade math. The state average is 61 and our school is at 59.

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

Our 3rd and 4th grade math showed the most improvement. We focused on collaborative planning through PLCs with a focus on ALDS and examples contributed to the improvement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Second grade has 27 students with 2 or more indicators and 23 students with a substantial reading deficiency.

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

1. 3rd Grade ELA
2. 4th Grade ELA
3. 2nd Grade ELA
4. 2nd Grade Math
5. Kindergarten ELA

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST, 69 % of fourth grade students were proficient in math.
 According to the 2022-2023 FAST, 70% of third grade students were proficient in math.
 According to the 2022-2023 STAR, 61% of second grade students were proficient in math.
 According to the 2022-2023 STAR, 71% of first grade student grade students were proficient in math.
 According to the 2022-2023 STAR, 42% of kindergarten students were proficient in math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the final FAST administration, 78% of fourth grade students will be proficient in math.
 By the final FAST administration, 75% of third grade students will be proficient in math.
 By the final STAR administration, 75% of second grade students will be proficient in math.
 By the final STAR administration, 78% of first grade students will be proficient in math.
 By the final STAR administration, 48% of kindergarten 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 and Star progress monitoring data.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategies to be used to increase achievement include: Big Ideas curriculum, AVID implementation, and district approved, research-based computer programs, Exact Path & Reflex Math. Each strategy utilized for math learning gains is a research-based and district-approved approach to increasing student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The AVID program is recognized for its success in promoting student engagement and college and/or career readiness for all students. The Big Ideas curriculum is an intensely rigorous program designed to promote critical thinking and analytical problem solving. It provides scaffolded lessons with remediation and enrichment tailored to diverse learning levels with a given objective, or learning target. When adapted and modified by the highly effective math faculty and used with fidelity and appropriate instructional pacing, the Big Ideas curriculum has proven instrumental in fostering student growth.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When:

Teachers will implement AVID strategies school-wide. Each quarter teachers will introduce a new AVID component 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 K-4 will implement the use of a consistent grade level organizational tool. During quarter 2, note-taking and one-pagers will be implemented. During semester 1, Socratic Seminar and Philosophical Chairs will be introduced. Implementation of Socratic Seminar and Philosophical Chairs will continue during Semester 2.

Person Responsible: Tricia Hertzling (hertzingt@walton.k12.fl.us)

By When:

FES will continue to utilize math/ science/ social studies 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)

By When:

Teachers will utilize research-based, district approved web-based programs with students at least 2-3 times weekly to support remediation and acceleration within math standards based on the Florida standards progress map.

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

By When:

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

Person Responsible: Cathy Erickson (ericksonc@walton.k12.fl.us)

By When:

FES will utilize the Big Ideas curriculum, aligned to the 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)

By When:

Teachers will utilize formative assessments to create small groups and drive instruction.

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

By When:

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).

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

By When:

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

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

By When:

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 quarterly 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)

By When:

ESE and ELL instructors will provide additional math supports to the students they service.

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

By When:

Teachers will continue to utilize Costa's Levels of Questioning in order to implement higher order questioning and thinking strategies within the classroom for increase student achievement. Teachers will implement accountable talk to focus on student thinking.

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

By When:

Teachers will participate in Learning Walks, in which, they will observe other math classrooms and specific teaching strategies (i.e. 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)

By When:

Teachers will participate in AVID strategies professional (i.e. learning walks, professional development opportunities).

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

By When:

Teachers will receive professional development opportunities to learn more about district-approved, computer-based programs, as needed.

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

By When:

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)

By When:

New teachers will receive support by veteran teachers via the district mentoring program. All new teachers will have access to school-based mentors. FES will host a site-based mentoring program that will focus on areas of need via twice monthly meetings.

Person Responsible: Tricia Hertzling (hertzingt@walton.k12.fl.us)

By When:

The math committee will investigate ways to enhance fluency within each grade level utilizing the Big Ideas curriculum and/or district provided web-based program. Teachers differentiate fluency within the classroom.

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

By When:

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

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

By When:

FES will use the Pearson Elevate science curriculum, aligned to Florida Next Generation Standards, across all grade levels to ensure rigorous instruction and scientific critical thinking and problem-solving skills.

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

By When:

Teachers will explore the district approved, web-based program (i.e. Generation Genius) with students weekly to be used for remediation, support, and acceleration within science standards based on the Florida standards progression map.

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

By When:

Teachers in grade 4 will implement and utilize the district approved, web-based program, All in Learning, to track student progress and mastery of the Florida Next Generation science standards.

Person Responsible: Catrina Evans (evansc@walton.k12.fl.us)

By When:

Teachers will participate in a teacher-led, strategies-based showcase modeling highly effective small group and/or whole group math instructional strategies at least three times yearly at the monthly staff meeting.

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

By When:

All teachers in grades K-4 will assess each grade level standard using common summative assessments.

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

By When:

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST, 56% of fourth grade students were proficient in ELA.
 According to the 2022-2023 FAST, 55% of third grade students were proficient in ELA.
 According to the 2022-2023 STAR, 54% of second grade students were proficient in ELA.
 According to the 2022-2023 STAR, 63% of first grade student grade students were proficient in ELA.
 According to the 2022-2023 STAR Early Literacy, 59% of kindergarten were proficient in ELA.
 According to the 2022-2023 STAR Reading, 17 kindergarten 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 FAST administration, 65% of fourth grade students will be proficient in ELA.
 By the final FAST administration, 62% of third grade students will be proficient in ELA.
 By the final STAR administration, 75% of second grade students will be proficient in ELA.
 By the final STAR administration, 70% of first grade students will be proficient in ELA.
 By the final STAR Early Literacy administration, 65% of kindergarten students will be proficient.
 By the final STAR Reading administration, 20 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 and Star progress monitoring data.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategies that will contribute to increased student achievement include the utilization of the Accelerated Reader (K-4), Reading Eggs (K-2) and Lexia (K-4) programs, differentiated small group instruction, Structures, Phonics First, AVID strategies, bilingual aides and bilingual teacher, and the LETRS professional development for select teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Each of the strategies utilized for ELA is a research-based, district-approved program or a highly effective 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 intentionally 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. Reading Eggs and Lexia are tailored to meet individual student needs and differentiate by providing specific targeted instruction based on identified areas of weakness.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 will implementation of Writing Revolution and writing rubrics.

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

By When:

Students will set independent AR goals with guidance and conferencing by the teacher. Teachers will implement grade level and school wide AR incentives.

Person Responsible: Pamela Lathinghouse (lathinghousepa@walton.k12.fl.us)

By When:

Teachers will utilize differentiated Tier I small group instruction to include Structures, Heggerty, and Phonics First. Professional development will be provided for teachers, as needed.

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

By When:

Grades K-4 will utilize district-approved, research-based computer programs 2 to 3 times weekly. Professional development will be provided for teachers, as needed.

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

By When:

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 professional development on PLCs and formative assessments.

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

By When:

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 in quarter 4 and 1 per semester in grades 2-4.

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

By When:

Students in grades K-4 will participate in Tier 2 and/or Tier 3 groups, as identified by needs. Tier 2 and/or Tier 3 student groups will receive remediation or enrichment according to their specific needs. Teachers will analyze data to appropriately place students, per the district reading plan, into Tier 2 and/or Tier 3 groups based on student needs.

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

By When:

Teachers will implement AVID strategies school-wide. Each quarter teachers will introduce a new AVID component 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 K-4 will implement the use of a consistent grade level

organizational tool. During quarter 2, note-taking and one-pagers will be implemented. During semester 1, Socratic Seminar and Philosophical Chairs will be introduced. Implementation of Socratic Seminar and Philosophical Chairs will continue during Semester 2.

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

By When:

FES will continue ELA departmentalization in grades 2-4 to promote more focused and rigorous instruction in the specific content area.

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

By When:

FES will provide before and/or after school programs to provide additional ELA support to struggling students. Programs will also be offered to provide selected students the opportunity to engage in tasks that encourage and promote higher-order thinking and complex problem solving.

Person Responsible: Cathy Erickson (ericksonc@walton.k12.fl.us)

By When:

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)

By When:

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)

By When:

Teachers will participate in Learning Walks in which they will observe ELA classrooms and specific teaching strategies (i.e. the utilization 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)

By When:

Teachers will participate in grade level and/or individual data chats to analyze and assess progress to their goals. Teachers will conduct a SWOT analysis following each FAST and STAR assessment.

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

By When:

New teachers will receive support by veteran teachers via the district mentoring program. All new teachers will have access to school-based mentors. FES will host a site-based mentoring program that will focus on areas of need via twice monthly meetings.

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

By When:

Teachers will participate in a teacher-led, strategies-based showcase modeling highly effective small group and/or whole group writing/ reading instructional strategies at least three times yearly at the monthly staff meeting.

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

By When:

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Parent involvement is instrumental in a student's academic achievement. Throughout the 2022-2023 school year, 29% 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 2023-2024 school year, FES parent participation in academic-based activities will increase to 42%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The FES leadership and SIP teams will monitor the outcome by reviewing data from parent events.

Person responsible for monitoring outcome:

Ben Watson (benjamin.watson@walton.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

FES will provide multiple parent involvement opportunities throughout the upcoming school year to increase family involvement and support including Title I Open House, ELA Family Night, Math & Science Family Night, FES Grade Level Grown Ups, Volunteer Orientations, PTO/ SAC & SIT participation opportunities, and two AVID parent events, which may be in addition or in conjunction with the aforementioned ELA Night and Math & Science Nights, to welcome and engage stakeholders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 Grade Level Grown Ups are successful in attracting parent participation and contributing to a positive learning environment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 conjunction to its annual Title I Parent Night, FES will offer two additional academic opportunities (day or night). If possible, one of these opportunities will be scheduled to coincide with the school book fair; as well the annual Title 1 Parent Night in order to increase and encourage parent participation.

Person Responsible: Ben Watson (benjamin.watson@walton.k12.fl.us)

By When:

Parents will receive information and training on the school-wide Avid program through one scheduled Avid parent night. This may be in conjunction with the aforementioned academic night. In conjunction with the parent nights, student leaders will model strategies via strategies showcase videos.

Person Responsible: Pamela Lathinghouse (lathinghousepa@walton.k12.fl.us)

By When:

By the end of the third quarter, teachers will conduct 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 due to 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: Ben Watson (benjamin.watson@walton.k12.fl.us)

By When:

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

Person Responsible: Ben Watson (benjamin.watson@walton.k12.fl.us)

By When:

FES will implement the FES Grade Level Grown Up (volunteers) program encouraging family and community members to be involved within the school.

Person Responsible: Ben Watson (benjamin.watson@walton.k12.fl.us)

By When:

During April, FES will offer an opportunity to encourage parent and community participation by acknowledging the unique challenges military connected student face daily as they serve their families, our community, and country via the Purple Up Military Family Night.

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

By When:

FES will continue to promote the FES volunteer program encouraging family and community members to be involved within the school.

Person Responsible: Ben Watson (benjamin.watson@walton.k12.fl.us)

By When:

Teachers will strengthen parent involvement and communication by utilizing the electronic Remind program, Tier I behavior management application (Live School), planners/ communication folders, social media, grade level calendars, newsletters and/or websites.

Person Responsible: Ben Watson (benjamin.watson@walton.k12.fl.us)

By When:

FES will provide the parents and guardians of Pre-K and fourth 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 fifth 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)

By When:

FES will inform ELL families of available resources (i.e. as bilingual books, translation services, bilingual aides) via stand alone community night during semester 1.

Person Responsible: Ben Watson (benjamin.watson@walton.k12.fl.us)

By When:

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2022-2023 school year, FES had 464 office discipline referrals. During the 2022-2023 school year, FES student attendance for grades K-4, including VPK, was 91.7%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2023-2024 school year, FES will reduce the number of discipline referrals by 25%, resulting in the number of written discipline referrals decreasing from 464 to 348. For the 2023-2024 school year, FES student attendance for grades K-4, including VPK, will increase from 91.7% to 94%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FES leadership and SIT 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

FES will continue to utilize the Ron Clark House System, Live School app, Suite 360 for Tier I social emotional curriculum, and Capturing Kids' Hearts to promote positive behavior, citizenship, and character education.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 Kids' Hearts are research-based programs that promote collaboration and relationship-building among students in order to help foster academic achievement. The Ron Clark House System, Suite 360, Live School, and Capturing Kids' Hearts address students' social-emotional and academic needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When:

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)

By When:

All teachers will implement components 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)

By When:

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

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

By When:

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 tardies and/or early check outs).

Person Responsible: Ben Watson (benjamin.watson@walton.k12.fl.us)

By When:

No description entered

Person Responsible: [no one identified]

By When:

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

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

By When:

The behavior specialist will provide behavior supports for students in need, identified by a teacher completed behavioral summary of concerns and the Live School website.

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

By When:

The Live School website will be used to track and analyze behavior and share data with parents.

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

By When:

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

All administrative leadership team members and teachers will participate in Professional Learning Communities throughout the 2023-2024. Strong collaboration within and among grade levels and/or subject area teachers and administration has led to increased accountability, planning, and instructional momentum, which has resulted in strengthening areas of weakness, capitalize on strengths, and ultimately accelerate our students and school forward in academic achievement. As a result of this positive impact, FES is continuing its powerful and effect PLC program for the 2023-2024 school year by again offering high-quality PLCs to study, plan, and implement high-quality instructional practices to improve teacher effectiveness and increase student achievement, with the ultimate goal of achieving an "A" school grade.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

All administrative leadership team members and teachers will participate in Professional Learning Communities throughout the 2023-2024 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All administration and teachers participated in Professional Learning Communities throughout the 2022-2023 school year. Freeport Elementary's 100% school-wide administrative and instructional participation in the 2022-2023 PLC helped increase student proficiency. 75% of teams will increase from a "5 team" to a "10 team."

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Educational best practices identify the use of small learning communities as one of the most effective methods of promoting 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 I programs, the Florida Differentiated Accountability Program, the Florida Professional Learning Protocol, and the AdvancEd Accreditation System.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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, achievement level descriptors or question stems, SWOT analysis, and other AVID strategies.

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

By When:

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

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

By When:

Following each FAST and/or STAR assessment, teachers will conduct a SWAT analysis during data chats.

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

By When:

Teachers will be provided professional learning on the utilization of SWOT analysis.

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

By When:

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2021-2022 ESSA report, FES was not identified as an ATSI or TSI school. Based on the 2022-2023 FAST Data, FES will focus on our SWD subgroup to increase our achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As measured by the 2023-2024 FAST, SWD subgroup will increase ELA achievement from 36% to 41%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FES leadership 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategies used for increasing the proficiency of SWD include Avid engagement strategies, Pearson ReadyGen Reading Curriculum, Exact Path, Souday System, Lexia, and Bid Ideas Math Curriculum.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All strategies are research-based, district-approved programs or practices, specifically designed to address individual student needs and differentiated according to student strengths or deficits, to increase literacy development for all learners. Souday, Exact Path, and Ready Gen are tailored to meet individual student needs and differentiate by providing specific targeted instruction based on identified areas of weakness in reading. Avid is recognized for promoting student engagement and college and/or care readiness for all students. Big Ideas math curriculum 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 target. All teachers deliberately tailor these strategies to successfully meet the specific needs of each SWD in both the ESE and general education inclusion classrooms.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 levels will engage in planning strategies with ESE teachers. General education teachers will share lesson plans, ALDs/ performance scales, common assessments, and/or pacing calendars with ESE teachers via grade level One Drive folders.

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

By When:

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

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

By When:

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)

By When:

FES will continue the professional development strategy of implementing Big Ideas curriculum to the B.E.S.T. Standards, with emphasis on supporting new staff members.

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

By When:

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)

By When:

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

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

By When:

District coaches will provide curriculum-based professional development to ESE teachers, as needed.

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

By When:

General education teachers and paraprofessionals 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)

By When:

ESE and general education teachers will collaborate with students to create goals that support their IEP.

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

By When:

ESE teachers will be taught how to self-advocate for IEP supports and/or accommodations.

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

By When:

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

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

By When:

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

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

By When:

Each SWD will be assigned a mentor teacher.

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

By When:

ESE teachers will participate in Learning Walks in which they will observe ELA and/or math classrooms and specific general education strategies in order to strengthen vertical planning, alignment, and continuity between the ESE and general education classrooms.

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

By When:

#7. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2021-2022 ESSA report, FES was not identified as an ATSI or TSI school. Based on the 2022-2023 FAST Data, FES will focus on our ELL subgroup to increase our achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As measured by the 2023-2024 FAST, SWD subgroup will increase ELA achievement from 31% to 41%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FES leadership 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategies used for increasing the proficiency of SWD include Avid engagement strategies, Pearson ReadyGen Reading Curriculum, Exact Path, Sondag System, Lexia, and Bid Ideas Math Curriculum.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All strategies are research-based, district-approved programs or practices, specifically designed to address individual student needs and differentiated according to student strengths or deficits, to increase literacy development for all learners. Sondag, Exact Path, and Ready Gen are tailored to meet individual student needs and differentiate by providing specific targeted instruction based on identified areas of weakness in reading. Avid is recognized for promoting student engagement and college and/or care readiness for all students. Big Ideas math curriculum 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 target. All teachers deliberately tailor these strategies to successfully meet the specific needs of each SWD in both the ESE and general education inclusion classrooms.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 levels will engage in planning strategies with ELL teachers. General education teachers will share lesson plans, ALDs/ performance scales, common assessments, and/or pacing calendars with ELL teachers via grade level One Drive folders.

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

By When:

Students in grades K-4 will participate in Tier 2 groups beginning the first nine weeks of school. Tier 2 group students will receive remediation or enrichment (such as Avid curriculum) according to their specific needs. Teachers will conduct data analysis per the district reading plan and will collaborate with ELL teachers to appropriately provide interventions.

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

By When:

Teachers will utilize formative assessments to drive instruction within Flex Math groups. This will be communicated to the ELL 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)

By When:

FES will continue the professional development strategy of implementing Big Ideas curriculum to the B.E.S.T. Standards, with emphasis on supporting new staff members.

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

By When:

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

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

By When:

ELL instructors will provide additional support to the students they service based on students' ELL Plan goals.

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

By When:

District coaches will provide curriculum-based professional development to ELL teachers, as needed.

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

By When:

General education teachers and paraprofessionals will receive training and/or support as needed on how to implement and document ELL accommodations.

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

By When:

ELL and general education teachers will collaborate with students to create goals that support their ELL Plan.

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

By When:

ELL students will be taught how to self-advocate for ELL Plan supports and/or accommodations.

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

By When:

All grade levels will engage in planning strategies with ELL teachers. General education teachers will share lesson plans, ALDs/ performance scales, common assessments, and/or pacing calendars with ELL teachers via grade level One Drive folders.

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

By When:

Students in grades K-4 will participate in Tier 2 groups beginning the first nine weeks of school. Tier 2 group students will receive remediation or enrichment (such as Avid curriculum) according to their specific needs. Teachers will conduct data analysis per the district reading plan and will collaborate with ELL teachers to appropriately provide interventions.

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

By When:

Teachers will utilize formative assessments to drive instruction within Flex Math groups. This will be communicated to the ELL 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)

By When:

FES will continue the professional development strategy of implementing Big Ideas curriculum to the B.E.S.T. Standards, with emphasis on supporting new staff members.

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

By When:

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

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

By When:

ELL instructors will provide additional support to the students they service based on students' ELL Plan goals.

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

By When:

District coaches will provide curriculum-based professional development to ELL teachers, as needed.

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

By When:

General education teachers and paraprofessionals will receive training and/or support as needed on how to implement and document ELL accommodations.

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

By When:

ELL and general education teachers will collaborate with students to create goals that support their ELL Plan.

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

By When:

ELL students will be taught how to self-advocate for ELL Plan supports and/or accommodations.

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

By When:

All grade level teachers will engage in planning strategies with ELL teachers monthly.

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

By When:

ELL students will track and/or reflect on progress towards ELL Plan goals.

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

By When:

Each ELL student will be assigned a mentor teacher.

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

By When:

ELL teachers will participate in Learning Walks in which they will observe ELA and/or math classrooms and specific general education strategies in order to strengthen vertical planning, alignment, and continuity between the ELL and general education classrooms.

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

By When:

#8. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 and Capturing Kids' Hearts program 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 and various times throughout the school day.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will be provided with Capturing Kids' Hearts training throughout the school year. We will focus on Good Things, development and implementation of social contracts, implementation of the four questions and daily student greetings. Teachers will be provided with Suite 360 training.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Suite 360 and Capturing Kids' 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Additionally, 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)

By When:

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)

By When:

FES welcomes and utilizes community mentors who serve as role models and emotional support systems for students needing extra encouragement and attention (i.e. Grade Level Grown Ups).

Person Responsible: Ben Watson (benjamin.watson@walton.k12.fl.us)

By When:

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 assigning them to specific 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)

By When:

The school-based mental health counselor will provide counseling to students as needed.

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

By When:

All FES students will participate in Suite 360 and Capturing Kids' 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)

By When:

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

- School Website <https://fes.walton.k12.fl.us/>
- School Advisory Council Meetings
- Faculty Meetings
- SIT Meeting
- SIT Committee Meetings
- Training on plan during Professional Development in August
- Summary on Parent Family Engagement Plan

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our Family Engagement Plan may be found on our school website under the Title 1 Tab.
<https://fes.walton.k12.fl.us/o/fes/page/title-1>

We build positive relationships with parents, families and other community stakeholders through our SAC Meetings, Parent Teacher Organization, Family Engagement Nights, Orientation, Purple Up Night, ELL Community Night, LiveSchool communication, Remind communication, Grade Level Newsletter, and other family nights provided by PTO.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We provide Tier 2, and Tier 3 interventions for Math and ELA.
Our afterschool tutoring program will start in September, and we have an academic interventionist.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title I supplemental instructional support provided by Title I will be discussed with parents during the development of the student's IEP.

PAEC provides migrant education services through meetings and home services to ensure parents have information on ELL, FAST, and homeless services. Translators are provided for parent meetings.

Supplemental instructional support provided by school will be discussed with parents during the development of the students Individual Educational Plans (IEP).

Our school partners with local communities programs such as, Food for Thought, United Way (No Hungry Child), Kiwanis, Health Department, Head Start, and the Emerald Coast Technical Center. These programs provide multiple opportunities for all students to gain leadership skills, exercise their talents, and provide the needed resources to maximize their learning.

The School Improvement Plan is developed in coordination and integration with Federal, State and local services such as Panhandle Area Educational Consortium, Northwest Florida State College, Emerald Coast Technical College, Chautauqua Healthcare Services of Lakeview, St. Joe Community Foundation, Food for Thought, and a district partnership with a Transitional Coach. PAEC provides migrant education services. NWFSC and ECTC allow students opportunities for dual enrollment as well as adult education services and financial aid assistance. Chautauqua Healthcare Services of Lakeview as well as the transitional coach aid in providing students with mental health support. The St. Joe Community Foundation gives access to grant funds as well as scholarship opportunities. Food for Thought is a non-profit organization that provides backpacks filled with healthy food for students who are dependent on free school lunch.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our behavior specialist provides support to our Tier 2 and Tier 3 behavior students. We also provide mentoring services to students on our campus through our house system. Capturing Kids Hearts has been implemented in our classrooms throughout the school.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Freeport Elementary currently uses AVID to help prepare our students for career and technical education programs.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Freeport Elementary currently utilizes Liveschool as our Tier 1 behavior support system. Our behavior specialist provides Tier 2 and Tier 3 support to our students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our teachers participate in curriculum alignment, Capturing Kids Hearts training, AVID Summer Institute, and professional learning communities. We provide training throughout the year on district approved curriculum. Our instructional coach provides support and training to our teachers throughout the year.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Freeport Elementary School provides an orientation for all students in grades Pre-K-4 and their families. Freeport Elementary School offers the Voluntary Pre-Kindergarten Developmental program during the school year for students with special needs. The Voluntary Pre-Kindergarten Developmental program is offered by the school district for qualifying children. The Pre-K Developmental program allows a smoother transition for students who have not been in a prior school setting. State and local results indicate children who participated in the VPK program performed better on the Kindergarten screening than those who did not. Registration for the Voluntary Pre-K program coincides with Kindergarten registration to encourage participation. Kindergarten students entering Freeport Elementary School attend a "Kindergarten Preview" to allow students the experience of a typical kindergarten school day for a smooth transition.

Exceptional Education Students (ESE) participate in transition services in Pre-K to allow for a smooth transition to Kindergarten. Students begin to transition to Kindergarten before the end of their Pre-K year so they may be more familiar with the new setting's surroundings, routines, and personnel.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0291 - Freeport Elementary School			\$1,600.00
			<i>Notes: Learning Walks</i>			
2	III.B.	Area of Focus: Instructional Practice: ELA				\$7,474.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0291 - Freeport Elementary School			\$7,474.00
			<i>Notes: AVID, Learning Walks (\$4125)</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other				\$2,678.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0291 - Freeport Elementary School			\$2,678.00
			<i>Notes: Incentives</i>			
5	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0291 - Freeport Elementary School			\$2,000.00
			<i>Notes: Stipends for Professional Learning After School</i>			
6	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
7	III.B.	Area of Focus: ESSA Subgroup: English Language Learners				\$0.00
8	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
					Total:	\$13,752.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No