

Freedom Elementary School

9515 E STATE ROAD 64, Bradenton, FL 34212

www.manatee.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	48%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	45%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	B	A

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We, the family of Freedom Elementary In order to form a more dynamic School, Establish a community of innovative learners, Empower all students to reach their individual potential, Provide a safe and secure environment, Promote cultural diversity in an ever-changing world And inspire a spirit of life-long learning For our school community, Establish this mission for Freedom Elementary School.

Provide the school's vision statement

Our Vision for Freedom Elementary is to be an exemplary student-focused school that develops lifelong learners to be globally competitive.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school leadership team members and teachers look at the students' demographic data to determine the cultural needs of our students and families. In order to build relationships between our students and teachers we hold multiple community events throughout the year; Some of these include: Back to School night, SAC – School Advisory Council meetings held monthly, PTO – Parent Teacher Organization meetings held monthly, Movie on the Field, Muffins with Mom, Donuts with Dad, Fall Character Party, Character Walkathon, Our First Responder Courtyard Ceremony, Party in the Park for low income families, Breakfast with Santa, Daddy/Daughter Dance, Grandparent Breakfast, Mother/Son Ice Cream Social, Black History Assembly, Conference Nights, Family Festival, and more. In addition, Teachers incorporate different cultures and customs whenever lessons allow.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Freedom provides a safe environment for our students through having a School-wide Behavior Management plan in place that is consistently used by all staff members in addition to the use of adult supervision of students during arrival and dismissal times and throughout the day. Our staff members greet the students upon their arrival to school and assure their safety throughout the day. Our Administration, Student Support Specialist, Guidance Counselor monitors and secures our school campus throughout each day. Safety drills are practiced on a monthly basis to ensure students understand the expectations and procedures that are in place. These safety procedures ensure that our students are prepared in case of an actual emergency. In addition, home-school communication is done on a regular basis as needed through phone calls, notes, and e-mail messages home to assist with keeping parents informed.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Freedom Elementary provides a positive, safe learning environment that can maximize student learning. One of Freedom's goals, as it relates to behavior is to have a 3 to 1 ratio of positive recognitions to disciplinary referrals. We have a Character Education program and behavior management system in place using the acronym SOAR, as we are the Freedom Falcon's and we teach our students to SOAR like the Falcon with two wings – one wing is for academics, the other for character. SOAR stands for Self Control, On Task, Active Learner, and Respect. SOAR should be posted in every classroom along with class rules. In addition we have school-wide expectations posted throughout the school in the common areas: the cafeteria, hallways, playgrounds, and dismissal areas. We have a Caught you Being Good Reward System with Freedom Falcon Golden Star awards and SOAR Award winners are recognized each quarter. Students are recognized for demonstrating exemplary character: Respect, Patriotism, Tolerance, Kindness, Cooperation, Self-Control, Honesty, Citizenship, and Responsibility. We will continue to work on the Pillars of Character with a Student of the Month selected from each classroom for these. We have Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. In addition we use these two phrases on a daily basis: "Stop, Think, & Make the Best Choice" and "If it is to be, it is up to me." Our leadership team and teachers track and analyze student behavior data on a regular basis and reinforce the behavior education program on our daily Freedom News as well.

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

At Freedom Elementary we ensure the social-emotional needs of our students through our staff with the assistance of our School Guidance Counselor, our Student Support Specialist, the School Psychologist, the Social Worker, and our Administrators. Our School Guidance Counselor works with the students on a regular basis. She holds a Classroom Guidance program for all grade levels throughout the year, in addition to working with individual students and small groups of students on a regular basis as needed. The counselor also holds a school-wide SOAR Assembly five times a year with programs to teach, reteach, award, and celebrate our character education and behavior management programs. For students who may need additional support we have a Student Mentor program, currently we have staff members matched up with 54 students to do a check in / check out program of positive encouragement. In addition, we meet the needs of students and families who have economic hardships through our Backpack Club program which will serve 197 students this year. This program provides a backpack full of food items for each of these students to take home weekly. We also have a program in place to collect schools supplies, which are distributed as needed, and we provide other resources throughout the year to families who may be in need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

We monitor the frequency of tardies, absences and behaviors warranting the support of administration. Each of these students are provided a school based staff member to be their mentor for the year. Each staff member checks in with their chosen student weekly to ensure students are safe, meeting goals established and attendance is acceptable. Students who are performing below grade level are progress monitored quarterly by the teacher. These students are encouraged to make academic gains in their targeted content area.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4	2	3	2	1	1	13
One or more suspensions	0	0	0	0	2	2	4
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	25	0	0	25

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	2	1	1	4

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We have our Mentor system where students are provided school based staff frequently checking in on students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Establishing positive and productive relationships with families is a key focus here and a reason for our continued success. We have an active PTO that is small yet mighty. The group of men and women are dedicated to the success of our staff members and realize the impact our staff has on their children. The PTO is positively impacting our school through their family events and support to our instructional staff members.

However, we do have areas of the community that have traditionally been hard to reach or distant from direct involvement in our school. This provides a prime opportunity to set a goal with that population. Whether the barriers that need to be bridged are cultural, linguistic or of another nature, all of the diverse populations represented in our schools need to be actively involved to make sure all of our students succeed.

Over the year we provide many opportunities for families to participate and visit our school. Freedom community events are open for all to attend. At these events it is not uncommon for members of our hard to reach population to attend. We offer other supportive activity events to support families who are in need of financial support. Our year long Back Pack Club is supported by school guidance along with our local Elks Club. Every holiday season we host a Party In The Park and invite low income Freedom students and families to an afternoon of fun and celebration.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Parent/Teacher conferences are scheduled with the child's teacher at the end of the first quarter and quarter three conferences are encouraged. Parents or teachers may request additional conferences at any time. A primary objective of all Freedom teachers is to establish good lines of communications with parents. When there is a situation involving particulars about one or several students, teachers can use the agenda book, websites, parent texting programs, but nothing takes the place of making a direct parent contact over the phone or at a scheduled parent conference. Best practice is to contact a parent as soon as possible if you see academic difficulties or behavior problems. Quarter three report card conferences are encouraged and create an opportunity to be creative in increasing parent involvement. Individual conference can still be held for those necessary, but classroom celebrations (science projects, writing, journals, exemplar work, displayed for classroom showcase, student led conferences) are also a great way to get parents in for quarter three to maintain parent involvement.

Freedom Elementary is dedicated to developing an active and well-coordinated involvement from our Freedom Families as well as a wide variety of local citizens, businesses, civic groups and community-based organizations to achieve the highest levels of involvement and success. To inspire community involvement on behalf of our students and school, we need to have an effective strategy for engaging all of those constituencies in a way that will invite and inspire them to get personally involved in public education. The events we hold over the course of the year exemplify our commitment to work beyond the classroom. With our partners in education (EPie) we continue to attract new businesses as well. The benefit to families and students is mutually satisfying for those inside and outside Freedom.

Freedom's Parent Teacher Organization is new for the 2015-2016 school year. With new leadership, fresh ideas and a forward thinking schedule and calendar of events the PTO has the ability to meet their goals. PTO has joined in connecting family and community through parent involvement instead of fundraising catalog sales. PTO shares the vision of being student-centered and every goal is dedicated to the improvement of Freedom Elementary. A large goal this school year is to raise money for equipping school with communication technology to increase the ability to communicate with our school community.

Business Partners are actively pursued for opportunities to spotlight their business and services. We often trade off advertising for student incentives. We also hold celebratory events at some local businesses to provide business and increase staff morale. It is always a nice trade off for our local businesses to join together to strengthen our school community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Cambpell, Laura	Assistant Principal
Randlett, Kaitlin	Instructional Coach
Mennes, James	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal - Support Decision Making, Provides Accurate Funding to meet PD needs, Collaborates with AP and Instructional Coach for the planning and analyzing of meetings and implementation of

instructional practices.

Assistant Principal - Develops Instructional Minded Agendas leading to instructional conversations with all team members. Frequently asked for SLT feedback prior to launching school-wide. The goal for each agenda is to stretch the team members ability to impact instructional decision making in their own classrooms. The practice, modeling and piloting of best instructional practices of the SLT/LLT team leads to professional growth and greater opportunities to influence team members school-wide through evidence and/or conversation.

Instructional Coach/Specialist - Supports the school in driving instruction forward, analyzing data and goal setting with administration and teachers. The instructional coach is also available to teachers to conference and provide research supported instructional practices.

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

Allocating our resources including personnel, instructional and curricular is established and planned amongst the Principal, Assistant Principal and Senior Secretary. Allocating proper student teacher ratios based on class size amendment is common practice. The careful consideration for our Self-Contained ESE classrooms, Inclusion and Resource Support are areas where we seek guidance and support from our ESE Teachers. We believe together we will create the best solution and environment for all students.

The curriculum is balanced and shared amongst teachers to meet the needs of each student. Grade level curriculum and standards are necessary to teach but often times students need enrichment at a grade level above while others may need remediation 1-3 grade levels below.

Staff Allocations are reviewed daily with the support of Administration, Registrar and Senior Secretary.

Instructional Resources are commonly discussed weekly and team leaders are responsible to communicate needs to either Administrator.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
James Mennes	Principal
Laura Campbell	Principal
Donna Bolton	Parent
Angie Brauch	Parent
Scott Cox	Business/Community
Ariane Wilson	Teacher
Ellie Dauphas	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The committee reviews the draft of the SIP for any final edits, comments and decision making on the use of the funding to support the school year goals. It was noted that our SAC Chair had representation at the District level to contribute and participate the goals of Freedom Elementary

Development of this school improvement plan

The plan is for the committee to review the draft of the SIP for any final edits (9/29/15). Their comments will be taken into consideration on the use of the funding to support the school year academic and professional growth goals.

Preparation of the school's annual budget and plan

The budget is reviewed weekly by the Senior Secretary and Administration. The SAC does not review the school budget completely. The amount of money allocated for SIP is provided and we often as a school earmark the allocated money and request approval and support with in the decision making process.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Our SIP allocation amount is traditionally been used to support teachers and faculty with registration costs for professional development opportunities. Allocations have been also used to support teacher materials and copies beyond the districts school supply allocation. For the 2015-2016 Freedom Elementary has \$3,253.00 which is less than in years passed. It is anticipated the funding will be used as described above.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Campbell, Laura	Assistant Principal
Mennes, James	Principal
Randlett, Kaitlin	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT team meets frequently to discuss school-wide instructional goals and professional development needs that will directly impact literacy. The LLT team is working collaboratively on practicing, modeling and sharing instructional best practices with grade level team members. The LLT sets school-wide attainable goals to encourage teachers to continue to have 1-1 Reading Running Records that check for comprehension, accuracy and fluency. Teachers are to check each child's reading level at a minimum of two times per year using either the DRA, Wonders Running Records or School Approved Reading Resource that will provide the teacher with the students independent reading level.

Biweekly the LLT team meets to share best practices and talks about what has the greatest impact on student achievement.

Our goals this year are to Try more Close Read Lessons, Increase Accountable Talk in both Math and Reading as well as Student Centered Journals in Reading, Math and Science.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

For the 2015-2016 school year we were able to continue having a common planning period by grade level. This gives teachers a daily opportunity to work together and support each other. On a rotating schedule teachers also have an uninterrupted block of time (7:50-9:10) to work together and receive support from administration and or district curriculum staff, consultants and or members of our leadership team to grow professionally. On one Wednesday a month, our district has an early release Wednesday (1:15 for elementary). With the support of district personnel, professional development is conducted to meet our district strategic plan.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We recruit highly qualified educators by looking at applicants who have a strong understanding of data-driven instructional practices, MTSS processes, and who are familiar and comfortable with the teaching and learning the Florida State Standards. Freedom has had very little turnover in staff over the last few years. There is a strong, positive work ethic and a mutual respect at all levels of employment. We believe that this and the values in our mission statement contribute to our recruitment, success and reputation. Our teachers are exposed to the current trends in education through bi-weekly grade level Professional Learning Communities, monthly faculty meetings, as well as training opportunities that are focused on the implementation of integrating the Florida State Standards and new instructional strategies. We continue to build capacity in others through creating leadership opportunities. Staff are supported and praised through the help of business partners and PTO. These community efforts join us in providing random breakfasts, lunch and treats throughout the school year. These treats are a token of appreciation. Staff-work endless hours beyond their contracted time. We developed a system to provide time to our staff when a situation arises for personal or family needs. Teachers who are new to Freedom are granted a teacher mentor and team leader to support them in developing lesson plans, classroom management and the daily non-instructional duties of a classroom teacher. Administration is available for conferencing after each walk for discussion and professional improvement

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our team leaders are asked to be mentors to the incoming new staff members regardless of years of teaching. Our teachers are hungry to help and grow as educators. The pairings are often effective because the grade levels are the same and the communication is daily. Teams are encouraged to meet weekly with a rotating schedule. One week it is led by one of School Leadership Members (Team Leaders) and the other week it is lead by one of our Literacy Leaders. Having a model this way allows for strong communication and shared leadership and responsibility. The learning teacher has the opportunity to learn and grow with various leadership skills and knowledge.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We consistently provide instruction in reading, math, science and social studies aligned to the Florida Standards. Strategies and skills aligned with the new FSA rubrics and expected tested benchmarks. Freedom students are progress monitored with school-wide curriculum programs such as Wonders, Go Math and i-ready for both reading and math. Teams discuss the results and determine individual classroom interventions appropriate for the classrooms, groups and individual students. This data will be analyzed to determine needs for differentiated instructional groups in the classroom setting. Administration checks lesson plans during unannounced walkthroughs, administration provides teachers feedback, teams and administration meet bi-weekly to build collaborative plans and share best practices.

Classroom instruction is further enhanced by the skills and training provided by i-ready and Wonders consultants. With their knowledge and our instructional leadership team members input, effective and core based strategies are implemented. We have a designated instructional leader in Math and one in Reading who will be attending 10-12 sessions at the district level. The instructional leaders will be granted time to share their new knowledge school-wide on early Wednesdays, SIP Inservice days and mini-sessions offered throughout the year. The team meets monthly (Thursday morning) to plan and develop strategies intended on helping the school achieve academic growth. Ensure faculty is trained on current research based trends and strategies in reading, math, and science instruction. Lesson planning is monitored to ensure the Florida Standards are being implemented.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Grade Level Teams play an important role in looking at the data and determining if current practices and instruction are effective based on the outcomes of student performance. Teachers are using the assessment data to be reflective of their instruction, pacing and decision-making. Teachers are asked to maintain progress monitoring data on common assessments. These common assessments are utilized to reveal the top 10% and bottom 20%. This data quickly reveals if our instruction is meeting the needs of our advanced students and determines how much impact we are making on our bottom 20%. Is it the teaching, the questioning, the pacing etc. We often are looking for ways to improve student achievement through the lens of data.

Because we all know students are the ones who will truly tell us where they need to grow, we have asked each teacher to listen to students read frequently, conference with students, take note of miscue analysis, check for comprehension and determine a students independent reading level at least twice a year.

To assist the needs of students, Freedom Elementary we will use the adoption of MTSS as a general education initiative for all students. The School Improvement Plan has a strong focus on student academic achievement. MTSS will serve as a focus point in determining appropriate interventions with our students needing Tier 2 and Tier 3 interventions. If the data indicates something is not working for some students, the MTSS team will respond accordingly. MTSS will also serve as a guide with instruction and intervention review, scheduling, assessment selection, technology setup, professional development as well as our parental and community outreach plan.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All students who are entering Freedom are welcomed by an invitation shared with all local daycares who potentially could feed to Freedom. Freedom had an active and exciting table at our school fair to answer questions of new or interested families. Students who are entering Kindergarten we hold a Kindergarten Round Up where our Nurse, classroom teachers, administration and support personnel are actively engaged in the enrollment process. Tours are given yearly on Thursdays but on this night especially for our new Kindergarten students and their families. Students and families transitioning to Freedom from our VPK integrated classrooms meet teachers at the ESE transition meetings and proper academic goals are written to meet the needs of the student. Our VPK students traditionally show ready for Kindergarten with 100% 2012, 95% 2013 and 92% in 2012, 91% 2013-2014, 91% 2014-2015. This noticeable difference changed when our school accepted a 2nd integrated VPK unit increasing our students from 18 to 36. Twelve of the 36 students have active Individual Education Plans. These students are capable of meeting grade level expectations but on the pre-readiness students were not meeting 100% of Kindergarten prerequisites. Our exiting 5th graders who have an EP for Gifted, 504 Plan, and/or an IEP Individual Education Plan are invited to individual articulation meetings with the middle school and elementary school personnel to establish a program for success by rewriting their IEP, EP or 504 plan. Our 5th grade students enjoy meeting the middle school counselors when they come over to orientations of our feeder schools.

College and Career Readiness

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

HIGH SCHOOL

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

HIGH SCHOOL

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

HIGH SCHOOL

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

HIGH SCHOOL