

Volusia County Schools

# Freedom Elementary School



2016-17 Schoolwide Improvement Plan

## Freedom Elementary School

1395 S BLUE LAKE AVE, Deland, FL 32724

<http://myvolusiaschools.org/school/freedom/pages/default.aspx>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	56%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	A*	A	A

*\*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 Volusia 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Freedom Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

At Freedom Elementary we strive to have the highest performing students in Volusia County.

##### b. Provide the school's vision statement.

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

#### 2. School Environment

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

Freedom Elementary establishes and maintains positive relationships between teachers and students on campus by holding Open House and Meet the Teacher. Teachers implement ice-breaker activities designed to learn about their students and establish a rapport in their classrooms.

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

Freedom Elementary promotes positive behavior and builds a school community based upon safety and responsibility through a variety of ways.

Procedures are in place before and after school to provide safe travel to and from the parent and bus loops to various campus locations. Students walk on the red lines painted on the sidewalks to safely guide them to their destination. It also avoids the chance of them being struck by a door.

Students learn about bus and bike safety procedures through class discussions in Physical Education. During a school wide assembly, students learn and discuss school wide safety procedures.

The school counselor conducts regular training in bullying, personal safety, and conflict/resolution. She hosts small discussion groups with those students needing behavior support for both intervention and prevention. The school counselor also involves district student services personnel to assist with student groups and to sponsor family events.

##### c. 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.

The process and procedures of the school-based Behavior Leadership Team are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The membership of the Behavioral Leadership Team is supported by Student Services personnel who help to design targeted supports when it is indicated by school data.

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential

announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

**d. 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.**

The school offers the following non-violence and anti-drug programs:

- \* Student Mentoring Program
- \* Bullying Program
- \* D.A.R.E. Program

Our school counselor meets with identified students in small groups to provide support in the area of social skills, grievance, divorce, anger management, and self esteem. When necessary student services personnel provide direct and indirect evidence-based supports to identified students.

Catalyst mentoring program was established to work with girls and boys identified as "at risk" on skills such as team building, academics, positive behavior, social skills and more.

### 3. Early Warning Systems

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

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

The school regularly (i.e. at least quarterly) accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:

- \*Over age for grade
- \*Office Discipline Referrals (at risk if 2 or more)
- \*Attendance below 90%, regardless of whether absence is excused or due to out-of-school suspensions
- \*Year to date suspensions (at risk if 1 or more)
- \*Number of prior retentions (at risk if 1 or more)
- \*Level 1 score on hte statewide, standardized assessments in English Language Arts or Mathematics

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

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

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 1: Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 2: Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 3: Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 4: Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 1: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr: 2: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 3: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 4: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 1: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 2: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 3: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 4: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 1: Number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 2: Number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 3: Number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 4: Number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 1: Lev 1 assessment ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 2: Lev 1 assessment ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 3: Lev 1 assessment ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0
Qtr 4: Lev 1 assessment ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.



For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

## B. Family and Community Engagement

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

### 1. 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. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

No

#### 1. PIP Link

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

#### 2. Description

Freedom builds positive relationships with families through such events as: Meet the Teacher, Open House, Technology Night, Family Spirit Nights, Someone Special Day, Bring Your Dad to Work Day, Common Core Math Night, Science Night, Food Drive, 5K, Young Authors Celebration, End of Year Awards Ceremonies, Art Show, Health Fair, Thankful for You Pops, PTA, and SAC.

The school's mission and vision are shared during PTA meetings, SAC meetings and through school publications such as the school's website and letters sent home throughout the year.

To keep parents informed of their child's progress, parents receive interim reports and report cards quarterly. Parents are made aware through school events and publications that students' academics, attendance, standardized test results, and discipline data are always available through Volusia's Parent Portal and online Gradebook. Teachers hold a minimum of two conferences per year to discuss their child's progress. When deficiencies are found, parents are informed immediately by their child's teacher. The school utilizes Connect Ed, Remind 101, school website, Twitter, the school marquee, and letters to keep parents informed about important dates, reminders, and upcoming events at the school.

### 2. 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.

The school builds and sustains partnerships with the local community by holding such events as: Health Fair Night, Falcon 5K, Kona Ice Days, CiCi's Pizza Nights, Simply Sweet School Spirit Nights, Chick-fil-A Nights, PTA, Leadership Committee Food Drive, Publix Math Night, Girls on the Run, Thankful for You Pops, Business Partners, Fit Night, Skate Night, and SAC.

## C. Effective Leadership

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

### 1. School Leadership Team

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Perrick, Katie	Teacher, K-12
Marple, Melissa	Assistant Principal
Strickland, Leann	Teacher, K-12
Arico Jones, Angela	Teacher, K-12
Harris, Erica	Teacher, K-12
Willard, Michelle	Teacher, K-12
Richling, Lisa	Teacher, K-12
Leader, Michael	Principal
Crayne, Margaret	Teacher, K-12

**b. Duties**

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

**2. 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.**

Personnel: The school has a leadership team consisting of the principal, assistant principal, curriculum cadre teachers, a primary representative, an intermediate representative, and an administrator in training. The leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development created and provided by our district and our school's leadership team. Grade levels and teams meet two to three times a month in PLC meetings to collaborate on curriculum planning, student data, and share instructional strategies. our district and our school are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: Our teachers will implement the Florida Standards this year. They will be supported by the district, administration, and our curriculum cadre team. All teachers have the support of our instructional leadership team.

Methodology for coordinating and supplementing funds: State funds (FEFP) are allocated to schools by the district according to student need as demonstrated by student need and student achievement performance. District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students. School improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

Designated school leadership team members meet monthly or as needed. SAC meets monthly.

Problem solving activities - The School Improvement Plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral area. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/schools.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Erica Harris	Teacher
Kelly Bengé	Parent
Jill Boyington	Parent
Dan Glenn	Parent
Monica Gandia	Parent
Monica Hart	Parent
Leigh Hoover	Teacher
Rhonda LaPointe	Parent
John Sutherland	Parent
Jacque Thompson	Education Support Employee
Tracy Tschappat	Parent
Stephanie Bryson	Business/Community
Melissa Marple	Principal
Lisa Richling	Teacher
April Goodwin	Parent
Resche Hines	Parent
Elisa Sabatini	Parent
Pamela Andrews	Teacher
Michael Leader	Principal
Alison Kingsley	Parent
Kirsten Doan	Parent
Amanda Gambill	Parent
	Student

## b. Duties

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

#### a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. The team then shared results with the faculty and the School Advisory Council to receive input.

#### b. Development of this school improvement plan

The SAC reviews and assists with monitoring school-wide data and provides input on priorities, goals, and strategies.

#### c. Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support the school improvement goals.

Last year's funds were allocated for the following project:  
February 2016 - \$3,000 for the purchase of 10 laptops

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Myers, Tina	Teacher, K-12
Perrick, Katie	Teacher, K-12
Dunn, Mary	Teacher, ESE
Marple, Melissa	Assistant Principal
Strickland, Adalys	Teacher, K-12
Crayne, Margaret	Teacher, K-12
Ross, Lauren	Instructional Media
Arico Jones, Angela	Teacher, K-12
Walston, Kelly	Teacher, K-12
Leader, Michael	Principal
Dumas, Rachel	Teacher, K-12
Newman, Miriam	Teacher, K-12
Evans, Katie	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets monthly. LLT member responsibilities include: attend all meetings to review data, share literacy strategies presented with their PL, assist with development of classroom implementation strategies, and supervise and support the school-wide writing plan, ELA Educational Shifts and implementation of Florida Standards.

The School-wide Literacy initiative's main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we focus on a writing initiative in all content areas.

## D. Public and Collaborative Teaching

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

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

Common planning, Professional Learning Communities (PLCs) and frequent collaborative meetings of the Technology Team, Blended Learning Team, Content Area Teams, Curriculum Cadre Team, and Leadership Team are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning time and scheduled PLC meetings allow teachers to regularly review formative assessment data and plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Through the PLC structure, the teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. PLC minutes are submitted weekly to administration for monitoring purposes. Additionally, common planning allows grade levels to meet which allows teachers the opportunity to address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The Blended Learning, Technology, Curriculum Cadre, Leadership Team and Content Area Teams meet monthly or as needed to collaborate about teaching strategies, best practices, assessments, data, and resources in order to meet the instructional needs of all students. The teams are comprised of teachers from different grade levels and take back information, ideas, and suggestions to their respective grade levels. These teams allow for vertical collaboration among all grade levels to ensure student progression and professional growth for teachers.

Instructional reviews, combined with walk throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. Administrators meet weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits from peers.

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

1. New Teacher Program: District New Teacher Induction Program, Individualized Professional Learning, peer classroom visits, Peer Assistance Review teacher, and Peer Teacher Mentor (Administration)
2. Leadership Opportunities (Administration)
3. Professional Development (School-based Leadership Teams, Administration, District Specialists)
4. PLC Activities (PLC)
5. Participation in District Job Fair and Recruitment Activities (Administration)
6. Teacher recognition programs (Administration)

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

All new instructional members to Volusia County Schools are being mentored by a highly qualified teachers. They each receive one-on-one support from the academic coach. Coaching, observations, collaborative planning will be provided as well as participating in the New Teacher Induction Program. All first year beginning teachers to Volusia County Schools with no prior teaching experience are all assigned a Peer Assistance and Review (PAR) Teacher that will observe and meet with them throughout the year and provide coaching.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

All Volusia County public elementary school programs meet or exceed state requirements. At the elementary level, the district leads teacher teams to create curriculum maps, lesson modules, and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create summative assessments to monitor student achievement in English Language Arts, Mathematics, and Science. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

#### b. Instructional Strategies

**1. 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.**

Common planning and PLCs allow teachers to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support through walk-to intervention and small group instruction. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional review and strategies learned through teacher professional development play a significant part in designing instruction to meet student needs. Instructional review, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching and support is needed. Administrators meet weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits.

**2. 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: Summer Program**

**Minutes added to school year: 5,280**

Identified students will participate in district 3rd Grade Reading Camp, ESE Reading Camp, and ESOL summer programs.

***Strategy Rationale***

Summer school can help struggling students make achievement gains when they are able to receive remediation on core concepts.

***Strategy Purpose(s)***

- Core Academic Instruction

***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***

Data is collected through pre and post tests to determine the effectiveness of the summer school programs.

**Strategy: After School Program**

**Minutes added to school year: 1,020**

Professional Learning Communities (PLCs) meet for the purpose of data analysis and response, intervention planning, as well as professional development for 3 hours per month.

***Strategy Rationale***

PLCs encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students' academic needs as a team.

***Strategy Purpose(s)***

- Core Academic Instruction
- Teacher collaboration, planning and professional development

***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***

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.



**Strategy:** After School Program

**Minutes added to school year:** 2,340

Identified students will attend ESOL tutoring.

**Strategy Rationale**

Tutoring can help struggling students make achievement gains when they are able to receive remediation on core concepts.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Strickland, Adalys, arstrick@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families.

These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing information to the local neighborhoods and pre-schools about kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families to the new school setting.

Freedom Elementary provides parents of incoming kindergartners a list of skills and resources to work on before school begins in August. The resource packet is given to parents when they register their child for school, beginning in May. Prior to the start of school, Freedom hosts a Kindergarten Parent Orientation Night. This event provides parents with our school's procedures, policies, and other important information to help parents and students transition into kindergarten and a new school.

Freedom Elementary works collaboratively with our students' zoned middle schools to provide information to our fifth grade students and their families. Middle school guidance counselors come to

Freedom to meet with our fifth graders to help them choose electives for the following school year. We also provide sixth grade orientation information to our fifth graders and their families.

## b. College and Career Readiness

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

N/A

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

N/A

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

N/A

**4. 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.**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Freedom Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase across all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** If Freedom Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase across all content areas. 1a

G083547

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	63.0
FCAT 2.0 Science Proficiency	74.0
Math Gains	58.0
FSA ELA Achievement	60.0
ELA/Reading Lowest 25% Gains	34.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge of instructional shifts and how to implement the shifts

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- PLC Time
- Teachers who are knowledgeable of technology (DLT)
- Academic Coach
- District Specialists
- Faculty Meetings
- Achieve the Core
- Curriculum Maps
- ELA/Math Modules

**Plan to Monitor Progress Toward G1.** 8

SIP Progress Monitoring Meeting

**Person Responsible**

Michael Leader

**Schedule**

On 11/7/2016

**Evidence of Completion**

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet.

**Plan to Monitor Progress Toward G1. 8**

SIP Midyear Review

**Person Responsible**

Melissa Marple

**Schedule**

On 2/10/2017

***Evidence of Completion***

Midyear Review in CIMS

**Plan to Monitor Progress Toward G1. 8**

State Assessment Results

**Person Responsible**

Michael Leader

**Schedule**

Annually, from 5/19/2017 to 7/7/2017

***Evidence of Completion***

Step Zero for 2017-2018 SIP

## Action Plan for Improvement


*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If Freedom Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase across all content areas. **1**

 G083547

**G1.B1** Lack of knowledge of instructional shifts and how to implement the shifts **2**

 B221651

**G1.B1.S1** Develop knowledge and skills of the Instructional Shifts in ELA and improve implementation of core actions. **4**

 S233900

### Strategy Rationale

Increase the percent of teachers effectively implementing the ELA shifts and expand the teachers' knowledge to build effective/rigorous lessons.

### Action Step 1 **5**

Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and skills of Instructional Shifts in ELA and analyze the data to develop a Professional Learning Plan.

#### Person Responsible

Michael Leader

#### Schedule

On 8/12/2016

#### Evidence of Completion

Completed Needs Assessment Survey and Professional Learning Plan

### Action Step 2 **5**

Provide professional learning- ELA: Shift 1 Complex Text and Academic Language, based on the Needs Assessment Survey Results

#### Person Responsible

Melissa Marple

#### Schedule

On 8/31/2016

#### Evidence of Completion

Professional learning sign in sheet

**Action Step 3** 5

Provide professional learning - ELA: Shift 2 Text Dependent Questions, based on the Needs Assessment Survey Results

**Person Responsible**

Melissa Marple

**Schedule**

On 9/19/2016

***Evidence of Completion***

Professional learning sign in sheet

**Action Step 4** 5

Provide professional learning on ELA: Shift 3 Building Knowledge through Content-Rich Nonfiction, based on the Needs Assessment Survey Results

**Person Responsible**

Melissa Marple

**Schedule**

On 10/19/2016

***Evidence of Completion***

Professional learning sign in sheet

**Action Step 5** 5

Implement the knowledge and skills learned during each Professional Learning Session

**Person Responsible**

Michael Leader

**Schedule**

Daily, from 9/1/2016 to 5/26/2017

***Evidence of Completion***

Lesson Plans, Student Work Samples



**Action Step 6** 5

Monitor and provide feedback and coaching as needed for each Professional Learning

**Person Responsible**

Michael Leader

**Schedule**

Monthly, from 9/1/2016 to 5/26/2017

***Evidence of Completion***

Data Collection Walks

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Track survey report to determine survey completion

**Person Responsible**

Angela Arico Jones

**Schedule**

Daily, from 8/9/2016 to 8/12/2016

***Evidence of Completion***

Survey Report

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Meet with the professional learning facilitators to determine status of the professional learning plans

**Person Responsible**

Melissa Marple

**Schedule**

Biweekly, from 8/15/2016 to 12/14/2016

***Evidence of Completion***

Outlook Calendar Meeting Notices, Notes from meetings

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Coach provides follow up support to ensure the implementation of the Instructional Shifts

**Person Responsible**

Leigh Hoover

**Schedule**

Weekly, from 9/1/2016 to 5/26/2017

**Evidence of Completion**

Coaching plans and notes; lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administrator data walks

**Person Responsible**

Michael Leader

**Schedule**

Monthly, from 9/1/2016 to 5/26/2017

**Evidence of Completion**

Data walk collection tools and data grids

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings.

**Person Responsible**

Michael Leader

**Schedule**

Every 6 Weeks, from 7/20/2016 to 5/26/2017

**Evidence of Completion**

Monthly Data Walks, Observational Notes, Lesson Plans, VLT Data, SLT Minutes

**G1.B1.S2** Develop knowledge and skills of the Instructional Shifts in Math and improve implementation of core actions **4**

 S233901

### **Strategy Rationale**

Increase the percent of teachers effectively implementing the Math shifts and expand the teachers' knowledge to build effective/rigorous lessons.

### **Action Step 1** **5**

Create a Needs Assessment Survey using resourced from Achieve the Core to assess knowledge and skills of instructional shifts in Math and analyze the data to develop a Professional Learning Plan

#### **Person Responsible**

Michael Leader

#### **Schedule**

On 8/12/2016

#### **Evidence of Completion**

Completed Needs Assessment Survey during pre-planning and develop Professional Learning Plan

### **Action Step 2** **5**

Provide professional learning - Math: Shift 1 Focus, based on the Needs Assessment Survey Results

#### **Person Responsible**

Melissa Marple

#### **Schedule**

On 10/12/2016

#### **Evidence of Completion**

Professional Learning Sign-In Sheets

**Action Step 3** 5

Provide professional learning - Math Shift 2 Coherence, based on the Needs Assessment Survey Results

**Person Responsible**

Melissa Marple

**Schedule**

On 11/9/2016

***Evidence of Completion***

Professional Learning Sign-In Sheets

**Action Step 4** 5

Provide professional learning - Math Shift 3 Rigor; Conceptual Understanding, Fluency, and Application, based on the Needs Assessment Survey Results

**Person Responsible**

Melissa Marple

**Schedule**

On 11/30/2016

***Evidence of Completion***

Professional Learning Sign-In Sheets

**Action Step 5** 5

Implement the knowledge and skills learned during each Professional Learning Sessions

**Person Responsible**

Michael Leader

**Schedule**

Daily, from 10/12/2016 to 5/26/2017

***Evidence of Completion***

Lesson Plans and Student Work Samples

**Action Step 6** 5

Monitor and provide feedback and coaching as needed for each Professional Learning

**Person Responsible**

Michael Leader

**Schedule**

Monthly, from 10/12/2016 to 5/26/2017

***Evidence of Completion***

Data Collection Results

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Track survey report to determine survey completion

**Person Responsible**

Angela Arico Jones

**Schedule**

Daily, from 7/12/2016 to 8/12/2016

***Evidence of Completion***

Survey report

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Touch base with professional learning facilitators to determine status of the professional learning plan

**Person Responsible**

Melissa Marple

**Schedule**

Every 3 Weeks, from 9/19/2016 to 11/30/2016

***Evidence of Completion***

Email communications

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Coach provides follow up support to ensure implementation of the Instructional Shifts

**Person Responsible**

Leigh Hoover

**Schedule**

Weekly, from 10/12/2016 to 5/26/2017

***Evidence of Completion***

Coaching Plan and Notes; Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administrators conduct data walks

**Person Responsible**

Michael Leader

**Schedule**

Monthly, from 11/1/2016 to 5/26/2017

***Evidence of Completion***

Data Walk Collection Tools and Data Grids

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings

**Person Responsible**

Michael Leader

**Schedule**

Every 6 Weeks, from 7/22/2015 to 5/31/2017

***Evidence of Completion***

Monthly Data Walks, Observational Notes, Lesson Plans, VMT, SLT Minutes

**G1.B1.S4** Provide resources to implement the shifts **4**

 S233903

**Strategy Rationale**

Ensure student interests and learning modalities of students are met

**Action Step 1** **5**

Provide resources to teachers to help implement the Instructional Shifts in ELA

**Person Responsible**

Melissa Marple

**Schedule**

Monthly, from 8/31/2016 to 5/26/2017

**Evidence of Completion**

Power Point Presentations, Handouts, Emails, Curriculum Maps, ELA Modules

**Action Step 2** **5**

Provide resources to teachers to help implement the Instructional Shifts in Math

**Person Responsible**

Melissa Marple

**Schedule**

Monthly, from 8/9/2016 to 5/26/2017

**Evidence of Completion**

Power Point Presentations, Handouts, Emails, Curriculum Maps, Math Modules

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** **6**

Coach provides follow up support to ensure implementation of the resources

**Person Responsible**

Leigh Hoover

**Schedule**

Biweekly, from 9/1/2016 to 5/26/2017

**Evidence of Completion**

Coaching Plan and Notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Administrators conduct Data Walks

**Person Responsible**

Michael Leader

**Schedule**

Monthly, from 10/5/2016 to 5/26/2017

***Evidence of Completion***

Data walk collection tools and data grids

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Discuss the effectiveness of the implementation of Instructional Shift resources

**Person Responsible**

Michael Leader

**Schedule**

Monthly, from 9/1/2016 to 5/26/2017

***Evidence of Completion***












Monthly Data Walks, Observational Notes, Lesson Plans, SLT Minutes



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B1.S1.MA1 M304814	Track survey report to determine survey completion	Arico Jones, Angela	8/9/2016	Survey Report	8/12/2016 daily
G1.B1.S1.A1 A300369	Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and...	Leader, Michael	8/9/2016	Completed Needs Assessment Survey and Professional Learning Plan	8/12/2016 one-time
G1.B1.S2.MA1 M304819	Track survey report to determine survey completion	Arico Jones, Angela	7/12/2016	Survey report	8/12/2016 daily
G1.B1.S2.A1 A300375	Create a Needs Assessment Survey using resourced from Achieve the Core to assess knowledge and...	Leader, Michael	8/9/2016	Completed Needs Assessment Survey during pre-planning and develop Professional Learning Plan	8/12/2016 one-time
G1.B1.S1.A2 A300370	Provide professional learning- ELA: Shift 1 Complex Text and Academic Language, based on the Needs...	Marple, Melissa	8/31/2016	Professional learning sign in sheet	8/31/2016 one-time
G1.B1.S1.A3 A300371	Provide professional learning - ELA: Shift 2 Text Dependent Questions, based on the Needs...	Marple, Melissa	9/19/2016	Professional learning sign in sheet	9/19/2016 one-time
G1.B1.S2.A2 A300376	Provide professional learning - Math: Shift 1 Focus, based on the Needs Assessment Survey Results	Marple, Melissa	10/12/2016	Professional Learning Sign-In Sheets	10/12/2016 one-time
G1.B1.S1.A4 A300372	Provide professional learning on ELA: Shift 3 Building Knowledge through Content-Rich Nonfiction,...	Marple, Melissa	10/19/2016	Professional learning sign in sheet	10/19/2016 one-time
G1.MA1 M304830	SIP Progress Monitoring Meeting	Leader, Michael	11/7/2016	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet.	11/7/2016 one-time
G1.B1.S2.A3 A300377	Provide professional learning - Math Shift 2 Coherence, based on the Needs Assessment Survey Results	Marple, Melissa	11/9/2016	Professional Learning Sign-In Sheets	11/9/2016 one-time
G1.B1.S2.MA2 M304820	Touch base with professional learning facilitators to determine status of the professional learning...	Marple, Melissa	9/19/2016	Email communications	11/30/2016 every-3-weeks
G1.B1.S2.A4 A300378	Provide professional learning - Math Shift 3 Rigor; Conceptual Understanding, Fluency, and...	Marple, Melissa	11/30/2016	Professional Learning Sign-In Sheets	11/30/2016 one-time
G1.B1.S1.MA2 M304815	Meet with the professional learning facilitators to determine status of the professional learning...	Marple, Melissa	8/15/2016	Outlook Calendar Meeting Notices, Notes from meetings	12/14/2016 biweekly
G1.MA2 M304831	SIP Midyear Review	Marple, Melissa	2/10/2017	Midyear Review in CIMS	2/10/2017 one-time
G1.B1.S1.MA1 M304813	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Leader, Michael	7/20/2016	Monthly Data Walks, Observational Notes, Lesson Plans, VLT Data, SLT Minutes	5/26/2017 every-6-weeks
G1.B1.S1.MA3 M304816	Coach provides follow up support to ensure the implementation of the Instructional Shifts	Hoover, Leigh	9/1/2016	Coaching plans and notes; lesson plans	5/26/2017 weekly
G1.B1.S1.MA4 M304817	Administrator data walks	Leader, Michael	9/1/2016	Data walk collection tools and data grids	5/26/2017 monthly
G1.B1.S1.A5 A300373	Implement the knowledge and skills learned during each Professional Learning Session	Leader, Michael	9/1/2016	Lesson Plans, Student Work Samples	5/26/2017 daily
G1.B1.S1.A6 A300374	Monitor and provide feedback and coaching as needed for each Professional Learning	Leader, Michael	9/1/2016	Data Collection Walks	5/26/2017 monthly

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Freedom Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA3  M304821	Coach provides follow up support to ensure implementation of the Instructional Shifts	Hoover, Leigh	10/12/2016	Coaching Plan and Notes; Lesson Plans	5/26/2017 weekly
G1.B1.S2.MA4  M304822	Administrators conduct data walks	Leader, Michael	11/1/2016	Data Walk Collection Tools and Data Grids	5/26/2017 monthly
G1.B1.S2.A5  A300379	Implement the knowledge and skills learned during each Professional Learning Sessions	Leader, Michael	10/12/2016	Lesson Plans and Student Work Samples	5/26/2017 daily
G1.B1.S2.A6  A300380	Monitor and provide feedback and coaching as needed for each Professional Learning	Leader, Michael	10/12/2016	Data Collection Results	5/26/2017 monthly
G1.B1.S4.MA1  M304825	Discuss the effectiveness of the implementation of Instructional Shift resources	Leader, Michael	9/1/2016	Monthly Data Walks, Observational Notes, Lesson Plans, SLT Minutes	5/26/2017 monthly
G1.B1.S4.MA1  M304826	Coach provides follow up support to ensure implementation of the resources	Hoover, Leigh	9/1/2016	Coaching Plan and Notes	5/26/2017 biweekly
G1.B1.S4.MA3  M304827	Administrators conduct Data Walks	Leader, Michael	10/5/2016	Data walk collection tools and data grids	5/26/2017 monthly
G1.B1.S4.A1  A300382	Provide resources to teachers to help implement the Instructional Shifts in ELA	Marple, Melissa	8/31/2016	Power Point Presentations, Handouts, Emails, Curriculum Maps, ELA Modules	5/26/2017 monthly
G1.B1.S4.A2  A300383	Provide resources to teachers to help implement the Instructional Shifts in Math	Marple, Melissa	8/9/2016	Power Point Presentations, Handouts, Emails, Curriculum Maps, Math Modules	5/26/2017 monthly
G1.B1.S2.MA1  M304818	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Leader, Michael	7/22/2015	Monthly Data Walks, Observational Notes, Lesson Plans, VMT, SLT Minutes	5/31/2017 every-6-weeks
G1.MA3  M304832	State Assessment Results	Leader, Michael	5/19/2017	Step Zero for 2017-2018 SIP	7/7/2017 annually

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If Freedom Elementary implements standards-aligned instruction based on the instructional shifts, then student achievement will increase across all content areas.

**G1.B1** Lack of knowledge of instructional shifts and how to implement the shifts

**G1.B1.S1** Develop knowledge and skills of the Instructional Shifts in ELA and improve implementation of core actions.

### **PD Opportunity 1**

Provide professional learning- ELA: Shift 1 Complex Text and Academic Language, based on the Needs Assessment Survey Results

#### **Facilitator**

Melissa Marple, Leigh Hoover, Michelle Willard, Angie Arico, Erica Harris

#### **Participants**

Faculty

#### **Schedule**

On 8/31/2016

### **PD Opportunity 2**

Provide professional learning - ELA: Shift 2 Text Dependent Questions, based on the Needs Assessment Survey Results

#### **Facilitator**

Melissa Marple, Leigh Hoover

#### **Participants**

Faculty

#### **Schedule**

On 9/19/2016

### PD Opportunity 3

Provide professional learning on ELA: Shift 3 Building Knowledge through Content-Rich Nonfiction, based on the Needs Assessment Survey Results

#### Facilitator

Michelle Willard, Angie Arico, Erica Harris. Amanda Richmond

#### Participants

Faculty

#### Schedule

On 10/19/2016

**G1.B1.S2** Develop knowledge and skills of the Instructional Shifts in Math and improve implementation of core actions

### PD Opportunity 1

Provide professional learning - Math: Shift 1 Focus, based on the Needs Assessment Survey Results

#### Facilitator

Professional Learning Sign-In Sheets

#### Participants

Faculty

#### Schedule

On 10/12/2016

### PD Opportunity 2

Provide professional learning - Math Shift 2 Coherence, based on the Needs Assessment Survey Results

#### Facilitator

Professional Learning Sign-In Sheets

#### Participants

Faculty

#### Schedule

On 11/9/2016

**PD Opportunity 3**

Provide professional learning - Math Shift 3 Rigor; Conceptual Understanding, Fluency, and Application, based on the Needs Assessment Survey Results

**Facilitator**

Professional Learning Sign-In Sheets

**Participants**

Faculty

**Schedule**

On 11/30/2016

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Create a Needs Assessment Survey using resources from Achieve the Core to assess knowledge and skills of Instructional Shifts in ELA and analyze the data to develop a Professional Learning Plan.	\$0.00
2	G1.B1.S1.A2	Provide professional learning- ELA: Shift 1 Complex Text and Academic Language, based on the Needs Assessment Survey Results	\$0.00
3	G1.B1.S1.A3	Provide professional learning - ELA: Shift 2 Text Dependent Questions, based on the Needs Assessment Survey Results	\$0.00
4	G1.B1.S1.A4	Provide professional learning on ELA: Shift 3 Building Knowledge through Content-Rich Nonfiction, based on the Needs Assessment Survey Results	\$0.00
5	G1.B1.S1.A5	Implement the knowledge and skills learned during each Professional Learning Session	\$0.00
6	G1.B1.S1.A6	Monitor and provide feedback and coaching as needed for each Professional Learning	\$0.00
7	G1.B1.S2.A1	Create a Needs Assessment Survey using resourced from Achieve the Core to assess knowledge and skills of instructional shifts in Math and analyze the data to develop a Professional Learning Plan	\$0.00
8	G1.B1.S2.A2	Provide professional learning - Math: Shift 1 Focus, based on the Needs Assessment Survey Results	\$0.00
9	G1.B1.S2.A3	Provide professional learning - Math Shift 2 Coherence, based on the Needs Assessment Survey Results	\$0.00
10	G1.B1.S2.A4	Provide professional learning - Math Shift 3 Rigor; Conceptual Understanding, Fluency, and Application, based on the Needs Assessment Survey Results	\$0.00
11	G1.B1.S2.A5	Implement the knowledge and skills learned during each Professional Learning Sessions	\$0.00
12	G1.B1.S2.A6	Monitor and provide feedback and coaching as needed for each Professional Learning	\$0.00
13	G1.B1.S4.A1	Provide resources to teachers to help implement the Instructional Shifts in ELA	\$0.00
14	G1.B1.S4.A2	Provide resources to teachers to help implement the Instructional Shifts in Math	\$0.00
<b>Total:</b>			<b>\$0.00</b>