

Orange County Public Schools

# Freedom Middle



2017-18 Schoolwide Improvement Plan

## Freedom Middle

2850 TAFT VINELAND RD, Orlando, FL 32837

<https://freedomms.ocps.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	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 Orange 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Freedom Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

To lead our students to success with the support and involvement of families and the community

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

To be the top producer of successful students in the nation

#### 2. School Environment

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

At the classroom level, teachers actively utilize elements from the Marzano Instructional Framework, which focuses on establishing and maintaining effective relationships. In addition to in-class practices, Freedom Middle School has a vast amount of extracurricular activities available for students. School-sponsored clubs include: Student Council, Freedom Knitters, Movie Club, Battle of the Books, BETA, Chess Club, Reading Club, Year Book, Girls on the Run, Youth Ambassadors Drug Prevention Program, and National Junior Honor Society. Non-school sponsored activities include the Boys & Girls Club of Central Florida and the Girl Scouts Get Real Mentoring Program. The majority of the clubs are overseen by Freedom Middle School faculty, these clubs address the various interests of our diverse student population. Freedom Middle School also employs student surveys to gain feedback on positive behavior support incentives and school spirit activities. To learn about students' culture and build relationships Freedom Middle School hosts a multicultural night that is open to families and the community hosted by staff members, parents, and business partners. In addition, we celebrate Hispanic heritage and black history month. Freedom Middle School also recognizes Unity Day to bring awareness to anti-bullying and cultural sensitivity. Through our school-wide Restorative just program, we cover topics and include ice-breakers that allow students and staff members to share about their culture.

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

Freedom Middle School provides active supervision before, during, and after school. Supervision begins at 8:30 AM for early arriving students. Extended Media Center hours beginning at 8:00 each morning also provide students with limited resources access to computers and media materials. During school hours, an active supervision plan is employed which maximizes all leadership team members and additional staff members who are placed strategically in the common areas, as well as teachers at their doors receiving students and monitoring the hallways. This is conducted when students enter the school, transition between classes, and exit the school. After school, each event is monitored and supervised by a select number of leadership team members for events held at Freedom and other OCPS locations. A member of the leadership team remains to ensure all students are safely picked up. To ensure that all students feel respected Freedom Middle School utilizes the Restorative Justice Program to embed respect as a topic that is addressed school-wide. In addition, respect is incorporated our Unity Day for anti-bullying. Respecting your body and taking care of your health is included in Red Ribbon Week.

**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.**

A school-wide disciplinary matrix is implemented at Freedom Middle School, not only informing students of what inappropriate behavioral outcomes are, but the equivalent consequence to follow each occurrence. This is posted in the courtyard on the discipline and PBS bulletin board, in each hallway, and in the TLC (discipline) office. Additionally, Deans monitor and review common offenses and utilize televised announcements to communicate expectations to students. The Code of Student Conduct is reviewed on a quarterly basis, holding students accountable for their behavioral expectations. A professional development related to school discipline is covered during pre-planning week and at the end of the 1st semester as a refresher and follow up. Throughout the school year, deans communicate to teachers on an individual basis when additional training is required. The school-wide behavioral system also incorporates Restorative Justice Practices with a certified RJ (Restorative Justice) team who is prepared to lead RJ circles as a method of remediation and prevention of repeated referrals for misconduct.

**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 guidance department provides comprehensive guidance services to all students at Freedom Middle School via a needs assessment completed by every student during the first grading period of each school year. The guidance counselors provide small group and one-on-one counseling for a variety of student needs based on the results of the needs assessment. Services identified from the needs assessment may include but are not limited to grief, divorce, depression, and social skills. The guidance department partners with SEDNET agencies to provide support in the home environment as well as at school. Additional school resource personnel such as the school social worker, school psychologist, and school resource officer are all part of the school team which addresses the social and emotional needs of all students.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Freedom Middle School practices a Multi-Tiered System of Supports (MTSS) as an early warning system for "at risk" students as indicated based on attendance rate, discipline, FSA results and academic failure.

The MTSS early warning system is a school-wide initiative coordinated by a designated MTSS Coach and supported by a team of administrators, Instructional Coaches, resource staff and deans:

Principal, Cheri Godek  
Assistant Principal of Instruction, Agnes Serrano  
Assistant Principal, Denine Brown  
MTSS Coordinator, Penelope Lowe  
Curriculum Resource Teacher, Patrick Howland  
Literacy Coach, Laura Cooke  
Math Coach, Kelsey Rios  
Dean of Students, Simone Webster  
Dean of Students, Manuel Ferreras  
Academic Intervention Model (AIM) Program Assistant, Dawn Meehan



Language Enriched Pupil Compliance Teacher, Elizabeth Pagan  
Staffing Specialist, Barbie Slade  
School Psychologist, Natasha Terry  
School Social Worker, Nichol Brown  
School Resource Officer, Deputy Attar

The procedures to address each early warning indicator are as follows:

Attendance below 90 percent-

Attendance is monitored monthly via EDW and SMS by the attendance designee, Manuel Ferreras. Per the guidelines of mandatory attendance and truancy procedures, students who are truant or habitually truant will receive intervention via the Attendance Child Study Team process. Additional support staff such as the School Social Worker and School Resource Officer may be added to the MTSS team to support the intervention plan for attendance. Quarterly incentives are in place to recognize students who increase their attendance rates.

One or more suspensions-

Freedom Middle School employs a Positive Behavior System (PBS) to encourage and support only pro-social behaviors such as "random acts of kindness". Tiered incentives are in place for the quality of Panther Pounces a student receives for demonstrating the aforementioned behavior. These token economies can be exchanged at the school store for students to purchase incentives every second Wednesday of each month.

Students who are suspended from school receive counseling support via the guidance staff, Michelle O' Donnell (grade 8 and grade 6th A-L) and Sejal Shah (grade 7 and grade 6 M-Z), upon the student's return to class/school. A copy of the discipline referral is provided to the designated counselor to intervene regarding the disciplinary issue, further behavioral support referrals and follow-up with family members as needed will be provided by the guidance staff. In the instances of repeat offenders, a formal behavior improvement plan will be developed by the school staff to identify the purpose of the repeated misbehavior and to create an individualized positive behavior response system to reduce the behavior from reoccurring. The school also incorporates Restorative Justice practices with a trained team of individuals who lead mediation circles in order to reduce the behaviors of repeat offenders. A trained Restorative Justice practitioner is the teacher of the PASS program.

Course failure in core content-

Students who fail any core content is given an opportunity to recover the course during the school year or in the summer following the conclusion of the school year. Students who do not complete a summer course recovery are re-enrolled in the course the following school year while concurrently being enrolled in grade level courses. Students are also provided an opportunity to recover courses through the Edgenuity program. Students have access to computer-based lab instruction and receive on-site school support via the after-school tutoring program. A school-based designee provides opportunities to "unlock" exams and monitor students through the course. Edgenuity course options include module recovery, summer school recovery, and a nine weeks exam recovery. Students are also able to recover quarterly grades via quarterly summative assessments per content area.

FSA Reading and/or Math Level 1 score-

Students who score any tier of level 1 on the FSA are provided with an intense research-based reading and/or math program designed to re-teach skills to mastery while concurrently receiving instruction on grade level standards. The iReady and IXL programs are the designated intervention model used with these targeted students along with frequent progress monitoring and effective teaching strategies.

Two or More Early Warning Indicators-



Students who are flagged as having two or more early warning indicators are assigned a mentor from the school staff. The role of the mentor is to be a "safe" person for the student to build a positive school relationship with and to support the student academically, behaviorally and socially. For those students who do not have a parent or guardian advocate, this mentor can serve as the student's representative at conferences and child study team meetings.

**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	12		
Attendance below 90 percent	0	0	0	0	0	0	25	41	75	0	0	0	0	141	
One or more suspensions	0	0	0	0	0	0	31	43	48	0	0	0	0	122	
Course failure in ELA or Math	0	0	0	0	0	0	24	84	54	0	0	0	0	162	
Level 1 on statewide assessment	0	0	0	0	0	0	93	135	148	0	0	0	0	376	

**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	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	33	87	82	0	0	0	0	202	

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

**Reading Intervention-**

iReady is the Reading programs that we use with our Level 1 and 2 students. It is set up and implemented with a rotational model in place. The students should be in whole group for twenty minutes and then rotate for twenty minutes at each center. The centers are a teacher-led small group, computer software, and Independent Reading/ writing practice skills center. Double blocked students should see the teacher in a small group setting at least four times a week. Single blocked students should see the teacher in a small group setting at least twice per week.

**Math Intervention-**

iReady is used for our math intervention students. This program is used as a rotational model with small group instruction, interactive computer activities, and independent practice. iReady also provides differentiated instruction targeting individual skills with varying degrees of difficulty.

**Saturday School-**

Select students will be offered a regularly scheduled Saturday School program over the course of the year. The target groups invited to attend this bi-monthly free program are students who are enrolled in our Intensive Reading and Math classes as well as students with a high rate of absenteeism per MTSS attendance indicators. The three-hour rotation of Saturday School provides condensed instruction in all content areas and is taught by certified teachers from each curricular department. The acknowledgment form signed by the parent in order for their child to be enrolled in the program requires that the parent commits to bringing their child to every session offered each quarter. Progress monitoring is built into the program utilizing the District provided Curriculum Resource Materials (CRM's) to measure growth and support the fidelity of the instruction.

#### Edgenuity Course Recovery-

Students who have been identified for failing English language Arts, math, science, or social studies class are enrolled in the Edgenuity course recovery program. Students have access to open labs during school-wide after school tutoring available on Tuesdays and Thursdays from 4:00-5:30. Students may also access lessons from home but must have tests administered on the school campus by the Edgenuity designee. All students enrolled in Edgenuity sign a contract which stipulates that the student must earn 70%.

#### AIM (Academic Intervention Model)

AIM is a Tier II intervention model which provides small group support to students who are referred due to identification via Early Warning Systems or are experiencing temporary difficulties that impact their ability to be successful in the school setting. Intervention support provided during the school day include assistance with classwork, homework, projects as well as taking or retaking tests and quizzes.

#### Best Practices for Inclusive Education (BPIE)

The school BPIE assessment was conducted at the end of the 2016-17 school year to develop a plan to implement and sustain best practices for inclusive education for students with disabilities. As a result of this assessment; we have addressed our school's priority indicators through the goals and action steps outlined in our school improvement plan.

#### After school tutoring program

Small group and individual instruction

Frequent (weekly/bi-monthly) progress monitoring of intervention

#### Behavioral Intervention-

PBS

Individual positive behavior improvement plan (daily/weekly reinforcement)

Mentoring students with two or more indicators

Counseling via Guidance Counselors

Referral to SEDNET Mental Health Providers

Restorative Justice

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

#### **1. PFEP Link**

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

#### **2. Description**

**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.**

In an effort to create and maintain partnerships with the local businesses in our community, the leadership team has selected goals that correlate with increased student achievement as well as community involvement. To maintain our current relationships, the Partners in Education Coordinator communicates monthly with our partners via email, phone, and our monthly e-newsletter. To develop new partnerships, our community outreach team meets monthly to analyze the school's needs-assessment data in order to identify the community groups that could best meet those needs. Community members are recognized via our school Facebook, Twitter, marquee, and monthly e-newsletter for their contributions towards student success. Through continued communication and recognition, Freedom Middle School is able to foster lasting community relationships.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Leavitt, Cheri	Principal
Epifano, Penelope	Instructional Coach
Santiago Ramos, Elizabeth	Instructional Coach
Cooke, Laura	Instructional Coach
Rios, Kelsey	Instructional Coach
Cruz, Agnes	Assistant Principal
Brown, Denine	Assistant Principal
Howland, Patrick	Instructional Coach
Webster, Simone	Dean
Ferreras, Manuel	Dean
Slade, Barbie	Teacher, ESE

#### b. Duties

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

All members of the school leadership team have key roles as instructional leaders.

Principal, assistant principals- provides the instructional focus and direction for the team ensuring each leadership team member has an active role in monitoring the fidelity of instructional practices through classroom observations, creating a culture of collaboration, attending MTSS meetings and participation in data meetings.

Instructional Coaches- provide instructional support through modeling effective teaching strategies, facilitating professional development, identifying appropriate intervention materials, assisting with the implementation of appropriate strategies and interventions

MTSS Coach, Administrative Deans, CCT, Staffing Specialist- provide instructional support through the integration of instruction and interventions based on the individual needs of students, facilitates staff development for academic and behavioral interventions, guides teachers in the process of collecting and analyzing data, uses data to create MTSS behavior action and support plans.

**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.**

The leadership team collaborated over the summer to develop a streamlined intervention process that notifies all team members and provides specific examples of steps taken at each tier of intervention.

Such interventions include:

- Teacher coaching and mentoring
- Professional development
- Lesson study
- Weekly classroom walkthroughs with focused feedback
- Continuous Improvement Model
- Mentoring program
- Guidance services
- Tutoring

Title X- Homeless: Penelope Lowe is designated as our Homeless Coordinator, facilitating/ coordinating the following services: information on shelters, food pantries, clothing assistance, school supplies, medical services, mental health services, and possible assistance with utility bills. She also coordinates with the Orange County Public Schools (OCPS) social worker, acts as a liaison with the McKinney Vento Act (MVP), assists with bus services for MVP students, and monitors the compliance of applying the MVP law for our homeless population. We are able to use a voucher program for the MVP students for school functions and field trips. Our Homeless Coordinator informs the faculty, as appropriate, with the approval of MVP students and their families.

Supplemental Academic Instruction (SAI): Used to purchase 1.29 positions for intensive reading, which will assist in building the academic foundation of our lowest 25%.

Nutrition Programs: All students receive free breakfast and lunch.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Cheri Godek	Principal
Penelope Lowe	Teacher
Ruth Caffrey	Parent
Brett Caffery	Parent
Barbara Woods	Teacher
Leah Rictor	Parent
Laura Fisher	Parent
Shannon Tichenor	Parent
Debbie Synder	Parent
Laura Cook	Teacher
Edwin Guzman	Teacher
Kenneth Evans	Teacher
Agnes Serrano	Principal
Shana Highfield	Parent
Camille Sterman	Parent

#### **b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

The SAC's primary role is to assist the principal in developing and evaluating the school improvement plan for the current year. The Freedom Middle School SAC follows a concise set of bylaws and a clear understanding of the district and state compliance issues in order to make sound judgement on the results of the school improvement plan. District and community resources are provided to the SAC members so that informed decisions can be made to improve student achievement. Prior year data and comparison results for the district and state are used as a "temperature" in regards to the effectiveness of the school improvement plan. The intent of SAC's involvement in the evaluation of last year's school improvement plan is to stay on track with each phase of school improvement so that the final results, developing the next school improvement plan is the final product.

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

The SAC provides community insight and parent/community perspective in the development of action plans connected to school improvement. The school improvement plan is developed to organize and plan strategies focused on maximizing continuous improvement, increasing student achievement, and closing the achievement gap. The SAC utilizes the FLDOE template along with the Framework for Teaching and Learning non-negotiables which helps to keep our focus on students. The development of the school improvement plan utilizes an 8-step process which encompasses data-based decision making along with a systematic problem-solving approach. The SAC focuses on identifying underlying problems, not symptoms (root cause analysis), aligning resources to need, planning a strategic course of action, and monitoring progress and effectiveness of implementation.

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

The SAC's involvement in the school's annual budget and plan include discussions of a shared vision among school leaders and SAC members regarding the relationship between the school's budget and the school improvement goals. The SAC members consider statutes that affect the school's budget, the roles of stakeholders, new programs, and initiatives, and utilize an understanding of budgeting procedures in order to make appropriate recommendations. A general reporting of expenditures and status of the general budget and school improvement fund is a continuous activity throughout the course of the school year.

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

Specific funds are not allocated. If funds are needed, it will come from the school budget.

**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
Cruz, Agnes	Assistant Principal
Leavitt, Cheri	Principal
Epifano, Penelope	Instructional Coach
Cooke, Laura	Instructional Coach
Brown, Denine	Assistant Principal
Howland, Patrick	Instructional Coach

**b. Duties**

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

The main goal of the LLT will be to increase the reading proficiency in all grade levels including specific subgroups. We will place emphasis on our lowest 25% as well as our economically disadvantaged subgroup. Reading will be incorporated into all content areas for a period of at least 20 minutes a week, with teacher tools in place to monitor student reading comprehension. Our social studies classes add a specific focus on nonfiction in the classroom in an effort to prepare our students for the shift to informational reading for our Florida Standards Assessment. The LLT will assist instructors with understanding reading strategies with a focus on informational reading, as well as how to implement those strategies in the classroom.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

We have built a culture of learning and collaboration into our school including time to plan and collaborate together as content areas as it relates to instruction. We provide time for teachers to complete peer observations to see best practices in the classrooms and fine tune our own craft. We also have committees to build school spirit and culture. We've implemented a teacher recognition program in the form of the Golden Panther in which a member of the faculty recognizes a peer for excellence in instruction, best practices, or collegiality. Our monthly Curriculum Night events also provide opportunities to come together as a school to fellowship and learn with students and their families.

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

Professional development and mentoring is an integral part of teacher recruitment and retention, as it provides support through collaboration, capacity building, and professional connections. The following is our Professional development and mentoring structure:

1. Professional development targets to enhance the fidelity and effectiveness of our Professional Learning Communities.  
Professional Learning Communities (PLC) focus on teacher content areas as well as interdisciplinary teams. Professional Learning Communities allow teachers time to discuss essentials of the content, make connections to other areas, and provide an opportunity to collaborate on instructional delivery practices. This time is also utilized to identify essential benchmarks and skills, so lessons are developed that are driven by instructional need and student achievement is maximized.
2. Our school-wide professional development is focused on Close reading strategies. A team of teacher leaders from each curriculum field attends targeted PLC training at the district level to learn best practices for Close reading that is implemented in all classes.
3. Through our new teacher mentor program, new teachers are paired with subject area curriculum leaders, and experienced teachers to gain feedback on best practices receive the support needed to build on their instructional practices.

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

1. Mentor/mentee meetings
2. Classroom observations and feedback
3. Alternative Certification Program (ACP) teacher online portfolio

The goal of the mentor program is to empower our new teachers (mentees) with the skills they need in order to provide quality instruction and offer the necessary support to build confidence in daily tasks. Mentors meet with mentee teachers on a weekly basis (or more frequently if needed), about various classroom management issues, lesson development, class assignments and grade book management, and other related situations. Levels of need among teachers of mentors vary, but mentors are charged with giving the mentee situational skills and providing a cadre of support so that our new teachers can effectively deal issues that may arise. The mentors also assist with the Professional Development Certification Program (PDCP, formerly ACP) portfolio and provide assistance prior to submission of the portfolio.

## **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.**

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

**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.**

Freedom Middle School utilizes prior year data to determine appropriate academic placement in core classes for regular, intensive, honors and high school level courses. Teachers access individual and class data via Performance Matters to group students, plan interventions, and enrichment activities. Students who are identified as lacking proficiency (on grade level) in the areas of reading and math receive supplementary instruction in an intensive class setting with opportunities to access more targeted curriculum for remediation of skills.

**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:** Weekend Program

**Minutes added to school year:** 1,440

Math and reading departments will hold Saturday sessions using research-based instructional materials along with computer-based programs. The student will participate in a rotational model incorporating the use of computer-assisted instruction and small group teacher-led instruction. Students will be placed in intervention groups to work on specific skills to increase mastery of the assessed Florida standards.

**Strategy Rationale**

Additional instructional minutes outside of the school day provide additional support for students who have not reached proficiency levels on the assessed Florida Standards

**Strategy Purpose(s)**

- Core Academic Instruction

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

Leavitt, Cheri, cheri.godek@ocps.net

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

Student attendance will be tracked and teachers will be responsible for collecting multiple sources of data. The data reports will be compared to formative common assessment data to determine if instructional adjustments need to be made.

**Strategy: After School Program**

**Minutes added to school year: 6,120**

The After-School Tutoring Program provides supplemental support to all students with various academic needs. The program is offered every Tuesday and Thursday from 4:00-5:30 and based on the number of students enrolled, small group instruction is implemented by certified on-staff instructors at Freedom Middle School. The many services included in the program include remediation and homework assistance to students who are currently exhibiting class failure in any subject area, extension of instruction for students who seek enrichment for skills at or above their grade level, and access to course recovery via Edgenuity and/or preparation or re-take of a summative course assessment.

**Strategy Rationale**

The purpose of the After-School Tutoring Program is two-fold. It is designed as a support intervention for Tier II students and used a referral source for students who are identified with two or more early warning indicators. Additionally, the program is utilized as an extension of instruction with an emphasis on course preparation for state End of Course Exams as well as to build capacity for students to become eligible for courses which receive high school credit.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Epifano, Penelope, penelope.epifano@ocps.net

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

The data that will be gathered during implementation of this program will include the following: attendance records, enrollment in Edgenuity, progress monitoring of students with high school level End of Course Exams, and tracking of students referred via 2+ Early Warning Indicators.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Guidance counselors visit the feeder schools and meet with students, assist them with course selection, and ensure that all students have access to services addressing their academic, career, social personal, and multicultural needs. The school holds orientation sessions for incoming sixth graders to introduce the incoming students to school personnel, special programs, and provides an opportunity to tour the school campus. Students begin their career planning beginning in seventh grade by completing "Choices", a career exploration program. High school counselors conduct a presentation and hold registration sessions with eighth graders to assist them with completing a four-year high school plan to meet their educational goals.

### **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.**

Academic and career planning is addressed with all students in the eighth grade through our guidance department. Our eighth grade guidance counselor assists students in selecting a path of study and building a plan for the future. Our CTE and Advancement via Individual Determination (AVID) programs help students to make connections to future jobs and college pathways. Students participate in field trips and career nights, where business and community representatives share their services with students. During the school year, various meetings and large presentations such as TeachIn are held to inform students about the relationship of academic and career planning with major emphasis and focus placed on students moving towards high school.

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

Our two Career and Technical Education (CTE) courses, Engineering (Project Lead the Way), and Business Technology help prepare the student for the rigorous demands of high school, college, and careers, by providing students with hands-on opportunities that extend their learning through designing, problem-solving, and critical thinking. Students are challenged to utilize their background knowledge from other advanced course work, so they can effectively create and communicate. Project Lead the Way challenges and engages students to envision, design, and test their ideas with advanced software used by companies like Lockheed Martin. Our Business Technology course assists students in gaining industry certification (CIW-Internet Business Associate), which prepares students to work effectively in today's business environment. Students learn about the task involved in various web technologies, job roles, and the skills and technologies to perform them. Students also gain career experience through cross-curricular integration and the new Florida Standards Assessment.

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

Through the AVID program, students gain readiness experience for high school and post-secondary school. Through our Business Technology class, students have the opportunity to become industry certified, and the chance to gain a college credit. Through our engineering program (Project Lead the Way), students are exposed to the high demands of critical thinking and problem solving, using advanced mathematics and science skills, helping them to prepare for future STEM opportunities.

**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.**

Counselors conduct classroom guidance sessions and individual counseling sessions about student career opportunities, and requirements for different magnet programs for students with varying interests. School offers opportunities for students to enroll in high-level courses and earn college credit (Business Technology Course). Our AVID program equips students with the skills needed to be successful in rigorous coursework in middle, high and post-secondary education. Our Business Technology class provides opportunities for students to become industry certified, and earn a college credit through our partnership with Valencia Community College. Our Project Lead the Way engineering program, exposes students to the high demands of critical thinking and problem solving, using advanced mathematics and science concepts, helping them to prepare for future STEM opportunities.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

## 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.** Instructional and administrative staff will increase their knowledge, understanding, and implementation of curriculum facilitated collaborative planning thorough choosing appropriate content specific complex texts and assign standards-aligned tasks; and modify instructional practice measured through formative assessments. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital)
- G2.** Instructional and administrative staff will maintain their utilization of MTSS interventions to further ensure all students are progress monitored and interventions are targeted to meet individual student needs. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital)

## 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.** Instructional and administrative staff will increase their knowledge, understanding, and implementation of curriculum facilitated collaborative planning thorough choosing appropriate content specific complex texts and assign standards-aligned tasks; and modify instructional practice measured through formative assessments. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital) 1a

G095058

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	61.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	54.0
FSA Mathematics Achievement	62.0
Math Gains	59.0
Math Lowest 25% Gains	46.0
Statewide Science Assessment Achievement	48.0
Civics EOC Pass	74.0

**Targeted Barriers to Achieving the Goal** 3

- The teachers and administrative staff lack training on the complexity of the implementation process to effectively choose appropriate content specific complex texts and assign standards-aligned tasks; and modify instructional practice based on student evidence.

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

- Florida Standards and Test Item Specifications
- Progress monitoring and assessment data
- Marzano Instructional Framework
- CPALMS.org
- Deconstructed Florida Standards
- Hess Cognitive Rigor Matrix
- Curriculum Resource Materials (CRMs)
- Instructional Focus Calendars (IFC)

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

Leadership team will meet weekly to share progress reports, observations, commendations and recommendations as observed by visiting classrooms and attending content collaboration. Follow-up instructional coaching will be provided to individual teachers or departments as needed.

**Person Responsible**

Cheri Leavitt

**Schedule**

Weekly, from 8/21/2017 to 5/25/2018

**Evidence of Completion**

Student performance and classroom observation data.

**G2.** Instructional and administrative staff will maintain their utilization of MTSS interventions to further ensure all students are progress monitored and interventions are targeted to meet individual student needs. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital) 1a

G095059

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	61.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	51.0
FSA Mathematics Achievement	59.0
Math Gains	56.0
Math Lowest 25% Gains	43.0
Statewide Science Assessment Achievement	45.0
Civics EOC Pass	74.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers and administrative staff require more practice of the MTSS process and how to effectively implement interventions with fidelity.

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

- FLDOE MTSS Resources
- OCPS District MTSS Coach
- Progress Monitoring and Assessment Data
- School Psychologist and ESE Staffing Specialist

**Plan to Monitor Progress Toward G2.** 8

Leadership team will analyze student performance, discipline, and teacher observation data to ensure interventions are increasing student achievement.

**Person Responsible**

Cheri Leavitt

**Schedule**

Monthly, from 8/22/2016 to 5/26/2017

**Evidence of Completion**

Student performance data, student work samples, and classroom observations



## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Instructional and administrative staff will increase their knowledge, understanding, and implementation of curriculum facilitated collaborative planning thorough choosing appropriate content specific complex texts and assign standards-aligned tasks; and modify instructional practice measured through formative assessments. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital) **1**

 G095058

**G1.B1** The teachers and administrative staff lack training on the complexity of the implementation process to effectively choose appropriate content specific complex texts and assign standards-aligned tasks; and modify instructional practice based on student evidence. **2**

 B255862

**G1.B1.S1** Teachers will meet collaboratively to examine student tasks to ensure they are aligned with the rigor of the standards being addressed during daily lessons. **4**

 S270427

### Strategy Rationale

Teachers will have a greater understanding of the rigorous student activities that are aligned with the Florida state standards and ensure lessons are implemented with fidelity.

### Action Step 1 **5**

Instructional Coaches will provide professional development on designing rigorous lessons aligned to the Florida standards.

#### Person Responsible

Patrick Howland

#### Schedule

Monthly, from 8/21/2017 to 5/25/2018

#### Evidence of Completion

Sign-in sheets, training agendas, exit slips, and teacher reflection

### Action Step 2 **5**

Instructional Coaches will provide ongoing support for lesson planning and design.

#### Person Responsible

Patrick Howland

#### Schedule

Weekly, from 8/21/2017 to 5/25/2018

#### Evidence of Completion

Sign in sheets, unit plans, and training agendas

### Action Step 3 5

Instructional Coaches will model lessons and provide coaching to ensure Florida standards are taught at the appropriate complexity levels.

**Person Responsible**

Patrick Howland

**Schedule**

Weekly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Informal/formal observations, teacher reflections, and documentation of coaching feedback

### Action Step 4 5

Teachers will implement rigorous, standards-based instruction.

**Person Responsible**

Cheri Leavitt

**Schedule**

Daily, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Unit plans, classroom observation data, formative and summative student performance data

### Action Step 5 5

Teachers will participate in effective content collaboration meetings.

**Person Responsible**

Cheri Leavitt

**Schedule**

Weekly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Meeting notes, sign-in sheets, classroom data, and student performance data

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

The leadership team and instructional coaches will conduct frequent informal and formal observations of instructional staff.

**Person Responsible**

Cheri Leavitt

**Schedule**

Weekly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Formal and informal observation data, coaching logs, and documentation of coaching feedback.

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

The leadership team will attend collaborative planning meetings and review artifacts for evidence of rigorous standards-based instructional planning.

**Person Responsible**

Cheri Leavitt

**Schedule**

Weekly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Lesson plans, formal and informal observation data, student work samples, formative/summative assessment, and student performance data.

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

The leadership team will analyze student performance data, attend common planning, review lesson plans, and conduct ongoing classroom observations to determine whether teachers' knowledge of the Florida standards is increasing.

**Person Responsible**

Cheri Leavitt

**Schedule**

Biweekly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Student performance data from formative/summative assessments, end-of - course examinations, teacher observation data, and lesson plans.

**G1.B1.S2** Instructional Coaches will provide ongoing professional development and implementation support on effective strategies to increase rigor in the classroom. 4

S270428

### Strategy Rationale

Teachers will develop effective instructional strategies to ensure implementation of a rigorous learning environment.

### Action Step 1 5

Instructional Coaches will provide professional development on the four levels of cognitive complexity.

#### Person Responsible

Agnes Cruz

#### Schedule

Monthly, from 8/22/2016 to 5/26/2017

#### Evidence of Completion

Sign-in sheets, professional development agendas, exit slips, teacher reflection, and, observation data

### Action Step 2 5

Instructional Coaches will provide professional development on developing standards-based evidence based scales.

#### Person Responsible

Agnes Cruz

#### Schedule

Monthly, from 8/22/2016 to 5/26/2017

#### Evidence of Completion

Sign-in sheets, professional development agendas, exit slips, teacher reflection, and observation data

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

The leadership team will attend PLC meetings, professional development, review training materials, and review lesson plans for evidence of learned strategies.

**Person Responsible**

Cheri Leavitt

**Schedule**

Every 3 Weeks, from 8/22/2016 to 5/26/2017

**Evidence of Completion**

Observation data, coaching logs, lesson plans, and sign-in sheets

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

The leadership team will conduct classroom observations and review student performance data to determine if the professional development was effective.

**Person Responsible**

Cheri Leavitt

**Schedule**


Monthly, from 8/22/2016 to 5/26/2017

**Evidence of Completion**


Student performance data and teacher observation data.



**G2.** Instructional and administrative staff will maintain their utilization of MTSS interventions to further ensure all students are progress monitored and interventions are targeted to meet individual student needs. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital) **1**

 G095059

**G2.B1** Teachers and administrative staff require more practice of the MTSS process and how to effectively implement interventions with fidelity. **2**

 B255863

**G2.B1.S1** The Instructional Coaches will develop a MTSS implementation plan which requires more feedback and practice with progress monitoring. **4**

 S270429

### Strategy Rationale

Teachers need an explicit data-driven plan for assessing student progress and making instructional adjustments for interventions.

### Action Step 1 **5**

Leadership team will collaborate and analyze data to address specific MTSS professional development needs and develop the implementation plan.

#### Person Responsible

Penelope Epifano

#### Schedule

Biweekly, from 8/21/2017 to 5/25/2018

#### Evidence of Completion

Survey results, professional development agenda, and classroom observation data

### Action Step 2 **5**

MTSS instructional Coach will provide support for individual teachers and collaborative teams to ensure MTSS interventions are implemented with fidelity.

#### Person Responsible

Penelope Epifano

#### Schedule

Biweekly, from 8/21/2017 to 5/25/2018

#### Evidence of Completion

Content collaboration notes, student performance data, and sign-in sheets

### Action Step 3 5

Instructional staff will participate in data chats to analyze student data.

**Person Responsible**

Cheri Leavitt

**Schedule**

Biweekly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Student performance data, demographic data, classroom observation data

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The leadership team will review the MTSS plan documentation.

**Person Responsible**

Penelope Epifano

**Schedule**

Monthly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Meeting notes, student performance data, discipline data, and classroom observations

### Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Leadership team will analyze student performance and discipline data to ensure academic and behavior interventions are being utilized and implemented appropriately.

**Person Responsible**

Cheri Leavitt

**Schedule**

Monthly, from 8/22/2016 to 5/26/2017

***Evidence of Completion***

Student performance data, observation data, and discipline data

**G2.B1.S2** The Instructional coaches will providing on-going professional development on using the MTSS problem-solving process. 4

 S270430

### **Strategy Rationale**

This strategy will ensure a common understanding exists and teachers are accurately using the problem-solving process to implement interventions.

### **Action Step 1** 5

MTSS instructional coach will provide ongoing professional development on using the MTSS process-solving process.

#### **Person Responsible**

Penelope Epifano

#### **Schedule**

Monthly, from 8/22/2016 to 5/26/2017

#### **Evidence of Completion**

Sign-in sheets and agendas

### **Action Step 2** 5

MTSS Instructional Coach will conduct professional development on effective behavioral and academic interventions.

#### **Person Responsible**

Penelope Epifano

#### **Schedule**

Quarterly, from 8/22/2016 to 5/26/2017

#### **Evidence of Completion**

Sign-in sheets and agendas

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The leadership team will attend professional development, review training materials, and review MTSS implementation plan.

**Person Responsible**

Cheri Leavitt

**Schedule**

Monthly, from 8/22/2016 to 5/26/2017

***Evidence of Completion***

Observation data, student performance data, intervention documentation, and sign-in sheets

### Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The leadership team will conduct classroom observations and review student performance data to determine if the professional development was effective.

**Person Responsible**

Cheri Leavitt


















**Schedule**

Every 3 Weeks, from 9/6/2016 to 5/26/2017







***Evidence of Completion***

Student performance data, MTSS implementation plan, and observation data

## 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>2018</b>					
G2.MA1  M386890	Leadership team will analyze student performance, discipline, and teacher observation data to...	Leavitt, Cheri	8/22/2016	Student performance data, student work samples, and classroom observations	5/26/2017 monthly
G2.B1.S1.MA1  M386886	Leadership team will analyze student performance and discipline data to ensure academic and...	Leavitt, Cheri	8/22/2016	Student performance data, observation data, and discipline data	5/26/2017 monthly
G1.B1.S2.MA1  M386883	The leadership team will conduct classroom observations and review student performance data to...	Leavitt, Cheri	8/22/2016	Student performance data and teacher observation data.	5/26/2017 monthly
G1.B1.S2.MA1  M386884	The leadership team will attend PLC meetings, professional development, review training materials,...	Leavitt, Cheri	8/22/2016	Observation data, coaching logs, lesson plans, and sign-in sheets	5/26/2017 every-3-weeks
G1.B1.S2.A1  A362058	Instructional Coaches will provide professional development on the four levels of cognitive...	Cruz, Agnes	8/22/2016	Sign-in sheets, professional development agendas, exit slips, teacher reflection, and, observation data	5/26/2017 monthly
G1.B1.S2.A2  A362059	Instructional Coaches will provide professional development on developing standards-based evidence...	Cruz, Agnes	8/22/2016	Sign-in sheets, professional development agendas, exit slips, teacher reflection, and observation data	5/26/2017 monthly
G2.B1.S2.MA1  M386888	The leadership team will conduct classroom observations and review student performance data to...	Leavitt, Cheri	9/6/2016	Student performance data, MTSS implementation plan, and observation data	5/26/2017 every-3-weeks
G2.B1.S2.MA1  M386889	The leadership team will attend professional development, review training materials, and review...	Leavitt, Cheri	8/22/2016	Observation data, student performance data, intervention documentation, and sign-in sheets	5/26/2017 monthly
G2.B1.S2.A1  A362063	MTSS instructional coach will provide ongoing professional development on using the MTSS...	Epifano, Penelope	8/22/2016	Sign-in sheets and agendas	5/26/2017 monthly
G2.B1.S2.A2  A362064	MTSS Instructional Coach will conduct professional development on effective behavioral and academic...	Epifano, Penelope	8/22/2016	Sign-in sheets and agendas	5/26/2017 quarterly
G1.MA1  M386885	Leadership team will meet weekly to share progress reports, observations, commendations and...	Leavitt, Cheri	8/21/2017	Student performance and classroom observation data.	5/25/2018 weekly
G1.B1.S1.MA1  M386880	The leadership team will analyze student performance data, attend common planning, review lesson...	Leavitt, Cheri	8/21/2017	Student performance data from formative/summative assessments, end-of - course examinations, teacher observation data, and lesson plans.	5/25/2018 biweekly
G1.B1.S1.MA1  M386881	The leadership team and instructional coaches will conduct frequent informal and formal...	Leavitt, Cheri	8/21/2017	Formal and informal observation data, coaching logs, and documentation of coaching feedback.	5/25/2018 weekly
G1.B1.S1.MA2  M386882	The leadership team will attend collaborative planning meetings and review artifacts for evidence...	Leavitt, Cheri	8/21/2017	Lesson plans, formal and informal observation data, student work samples, formative/summative assessment, and student performance data.	5/25/2018 weekly
G1.B1.S1.A1  A362053	Instructional Coaches will provide professional development on designing rigorous lessons aligned...	Howland, Patrick	8/21/2017	Sign-in sheets, training agendas, exit slips, and teacher reflection	5/25/2018 monthly
G1.B1.S1.A2  A362054	Instructional Coaches will provide ongoing support for lesson planning and design.	Howland, Patrick	8/21/2017	Sign in sheets, unit plans, and training agendas	5/25/2018 weekly
G1.B1.S1.A3  A362055	Instructional Coaches will model lessons and provide coaching to ensure Florida standards are...	Howland, Patrick	8/21/2017	Informal/formal observations, teacher reflections, and documentation of coaching feedback	5/25/2018 weekly

**Orange - 0245 - Freedom Middle - 2017-18 SIP**  
Freedom Middle

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A4  A362056	Teachers will implement rigorous, standards-based instruction.	Leavitt, Cheri	8/21/2017	Unit plans, classroom observation data, formative and summative student performance data	5/25/2018 daily
G1.B1.S1.A5  A362057	Teachers will participate in effective content collaboration meetings.	Leavitt, Cheri	8/21/2017	Meeting notes, sign-in sheets, classroom data, and student performance data	5/25/2018 weekly
G2.B1.S1.MA1  M386887	The leadership team will review the MTSS plan documentation.	Epifano, Penelope	8/21/2017	Meeting notes, student performance data, discipline data, and classroom observations	5/25/2018 monthly
G2.B1.S1.A1  A362060	Leadership team will collaborate and analyze data to address specific MTSS professional development...	Epifano, Penelope	8/21/2017	Survey results, professional development agenda, and classroom observation data	5/25/2018 biweekly
G2.B1.S1.A2  A362061	MTSS instructional Coach will provide support for individual teachers and collaborative teams to...	Epifano, Penelope	8/21/2017	Content collaboration notes, student performance data, and sign-in sheets	5/25/2018 biweekly
G2.B1.S1.A3  A362062	Instructional staff will participate in data chats to analyze student data.	Leavitt, Cheri	8/21/2017	Student performance data, demographic data, classroom observation data	5/25/2018 biweekly

## V. Professional Development Opportunities

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

**G1.** Instructional and administrative staff will increase their knowledge, understanding, and implementation of curriculum facilitated collaborative planning through choosing appropriate content specific complex texts and assign standards-aligned tasks; and modify instructional practice measured through formative assessments. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital)

**G1.B1** The teachers and administrative staff lack training on the complexity of the implementation process to effectively choose appropriate content specific complex texts and assign standards-aligned tasks; and modify instructional practice based on student evidence.

**G1.B1.S1** Teachers will meet collaboratively to examine student tasks to ensure they are aligned with the rigor of the standards being addressed during daily lessons.

### PD Opportunity 1

Instructional Coaches will provide professional development on designing rigorous lessons aligned to the Florida standards.

#### Facilitator

CRT, Instructional Coaches, curriculum leaders

#### Participants

Classroom Teachers, Instructional Coaches

#### Schedule

Monthly, from 8/21/2017 to 5/25/2018

### PD Opportunity 2

Instructional Coaches will model lessons and provide coaching to ensure Florida standards are taught at the appropriate complexity levels.

#### Facilitator

Instructional Coaches

#### Participants

Classroom Teachers, Instructional Coaches

#### Schedule

Weekly, from 8/21/2017 to 5/25/2018



**G1.B1.S2** Instructional Coaches will provide ongoing professional development and implementation support on effective strategies to increase rigor in the classroom.

### **PD Opportunity 1**

Instructional Coaches will provide professional development on the four levels of cognitive complexity.

#### **Facilitator**

Patrick Howland

#### **Participants**

Instructional Staff

#### **Schedule**

Monthly, from 8/22/2016 to 5/26/2017

### **PD Opportunity 2**

Instructional Coaches will provide professional development on developing standards-based evidence based scales.

#### **Facilitator**

Patrick Howland

#### **Participants**

Instructional Staff

#### **Schedule**

Monthly, from 8/22/2016 to 5/26/2017

**G2.** Instructional and administrative staff will maintain their utilization of MTSS interventions to further ensure all students are progress monitored and interventions are targeted to meet individual student needs. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital)

**G2.B1** Teachers and administrative staff require more practice of the MTSS process and how to effectively implement interventions with fidelity.

**G2.B1.S2** The Instructional coaches will providing on-going professional development on using the MTSS problem-solving process.

### **PD Opportunity 1**

MTSS instructional coach will provide ongoing professional development on using the MTSS process-solving process.

#### **Facilitator**

Penelope Lowe

#### **Participants**

Instructional staff

#### **Schedule**

Monthly, from 8/22/2016 to 5/26/2017

### **PD Opportunity 2**

MTSS Instructional Coach will conduct professional development on effective behavioral and academic interventions.

#### **Facilitator**

Penelope Lowe

#### **Participants**

Instructional staff

#### **Schedule**

Quarterly, from 8/22/2016 to 5/26/2017

## VI. Technical Assistance Items

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

**G1.** Instructional and administrative staff will increase their knowledge, understanding, and implementation of curriculum facilitated collaborative planning thorough choosing appropriate content specific complex texts and assign standards-aligned tasks; and modify instructional practice measured through formative assessments. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital)

**G1.B1** The teachers and administrative staff lack training on the complexity of the implementation process to effectively choose appropriate content specific complex texts and assign standards-aligned tasks; and modify instructional practice based on student evidence.

**G1.B1.S1** Teachers will meet collaboratively to examine student tasks to ensure they are aligned with the rigor of the standards being addressed during daily lessons.

### TA Opportunity 1

Instructional Coaches will provide ongoing support for lesson planning and design.

#### Facilitator

CRT, Instructional Coaches, curriculum leaders

#### Participants

Classroom Teachers, Instructional Coaches

#### Schedule

Weekly, from 8/21/2017 to 5/25/2018

## VII. Budget

1	G1.B1.S1.A1	Instructional Coaches will provide professional development on designing rigorous lessons aligned to the Florida standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0245 - Freedom Middle	School Improvement Funds		\$0.00
			Notes: School-based instructional coaches will attend training in order to provide professional development on designing rigorous lessons.			
2	G1.B1.S1.A2	Instructional Coaches will provide ongoing support for lesson planning and design.				\$0.00
3	G1.B1.S1.A3	Instructional Coaches will model lessons and provide coaching to ensure Florida standards are taught at the appropriate complexity levels.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Orange - 0245 - Freedom Middle - 2017-18 SIP  
Freedom Middle

			0245 - Freedom Middle	School Improvement Funds		\$15,000.00
			Notes: Contract with consultant to train math teachers regarding teaching methodologies designed to meet the needs of all learners. Teachers will attend professional conferences and workshops focusing on the Florida Standards.			
4	G1.B1.S1.A4	Teachers will implement rigorous, standards-based instruction.				\$0.00
5	G1.B1.S1.A5	Teachers will participate in effective content collaboration meetings.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0245 - Freedom Middle	School Improvement Funds		\$10,000.00
			Notes: Teachers will participate in half-day collaboration meetings during quarters one, two, and three, facilitated by school-based instructional coaches			
6	G1.B1.S2.A1	Instructional Coaches will provide professional development on the four levels of cognitive complexity.				\$0.00
7	G1.B1.S2.A2	Instructional Coaches will provide professional development on developing standards-based evidence based scales.				\$0.00
8	G2.B1.S1.A1	Leadership team will collaborate and analyze data to address specific MTSS professional development needs and develop the implementation plan.				\$0.00
9	G2.B1.S1.A2	MTSS instructional Coach will provide support for individual teachers and collaborative teams to ensure MTSS interventions are implemented with fidelity.				\$0.00
10	G2.B1.S1.A3	Instructional staff will participate in data chats to analyze student data.				\$0.00
11	G2.B1.S2.A1	MTSS instructional coach will provide ongoing professional development on using the MTSS process-solving process.				\$0.00
12	G2.B1.S2.A2	MTSS Instructional Coach will conduct professional development on effective behavioral and academic interventions.				\$0.00
Total:						\$25,000.00