Freedom Elementary School

2018-19 Schoolwide Improvement Plan

Freedom Elementary School

1395 S BLUE LAKE AVE, Deland, FL 32724

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

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	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 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 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.

Table of Contents

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.

2018-19 DA Category and Statuses for Freedom Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Freedom community will provide a strong foundation for academic and social growth to support our students in achieving their personal best.

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 conduct interest inventories and implement activities designed to learn about their students and establish a rapport in their classrooms. Bilingual staff have been identified and are able to provide communication with parents and students. If a staff member is not available that speaks the native language of the parent, the ELL Contact makes arrangements with the district office for a translator when necessary.

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 in a timely manner 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 partners with the police department to offer the D.A.R.E. Program. Additionally, community members volunteer to mentor identified students, focusing on academics, positive behavior, social skills and more.

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. Our school counselor also teaches our primary students social and emotional lessons. The entire school will receive training in the Sanford Harmony program to promote the social-emotional well-being 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.

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:

*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 the statewide, standardized assessments in English Language Arts or Mathematics

Students with 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	12	
Attendance below 90 percent	0	0	0	0	1	3	0	0	0	0	0	0	0	4
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	1	3	0	0	0	0	0	0	0	4
Discipline Referrals (2 or more)	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	1	3	0	0	0	0	0	0	0	4

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 address the requirements of ESSA, P.L. No. 114-95, § 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

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, Math Night, Science Night, Food Drive, Freedom 5K, Young Authors Celebration, End of Year Awards Ceremonies, Art Show, 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 School Messenger, the school website, the monthly newsletter, 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: Literacy Night, Freedom 5K, Kona Ice Days, Simply Sweet School Spirit Nights, Chick-fil-A Nights, PTA, Family Fun Night, Food Drive, Publix Math Night, Girls on the Run, Racing to Read, Run Club, Business Partners, Ice Cream Social, and PTA events.

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
Speidel, Teresa	Assistant Principal
Arico Jones, Angela	Teacher, K-12
Wycuff, Stacy	School Counselor
Boyd-Walker, Joy	Principal
Hoover, Leigh	Instructional Coach
Monette, Pamela	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.

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 consists of the principal, assistant principal, academic coach, guidance counselor, an ESE representative, a primary representative, and an intermediate

representative. 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 weekly 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. They will be supported by the district, administration, academic coach 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
Christina Rudat-June	Parent
Dan Glenn	Parent
John Sutherland	Parent
Tracy Tschappat	Parent
Stephanie Bryson	Business/Community
Lisa Richling	Teacher
April Goodwin	Parent
Resche Hines	Parent
Elissa Sabatini	Teacher
Pamela Monette	Teacher
Alison Kingsley	Parent
Kirsten Doan	Parent
Margarita Paterson	Parent
Holly Brown	Parent
Julie Clements	Parent
Margaret Crayne	Teacher
Joy Boyd-Walker	Principal
Pamela Westmoreland	Teacher
Debbie Adams-Hickein	Parent
Christi Kush	Parent
LaTonya Mitchell	Parent
Teresa Speidel	Teacher
Melissa Theesen	Parent
Tricia Twaranovica	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, § 1114(b)(2).

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 and draft the School Improvement Plan. The team shared state assessment data and School Improvement Plan goals 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 projects:

-$935 - Making Meaning for 2nd, 3rd, 4th, and 5th (shipping charges only) and one Ready Math Kit
-$1208 - Ready Math
-$330 - Read Naturally live
-$573.53 - 25 non-consumable learning materials from Lakeshore for Kindergarten.

Total funds allocated for 2017-2018: $3,046.54

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
Speidel, Teresa	Assistant Principal
Strickland, Adalys	Teacher, K-12
Ross, Lauren	Instructional Media
Arico Jones, Angela	Teacher, K-12
Boyd-Walker, Joy	Principal
Crayne, Margaret	Teacher, K-12
Richards, Randi	Teacher, K-12
Perrick, Katie	Teacher, K-12
Westmoreland, Pamela	Teacher, ESE

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.

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.

Common planning, Collaborative Planning Time,Professional Learning Communities (PLCs) and frequent collaborative meetings of the Technology Team, Content Area Teams, Instructional Leaders 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 Technology, Instructional Leaders Team, 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, New Teacher Meetings
(Academic Coach), 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, and 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 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.

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, Collaborative Planning Time, 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. Teachers create targeted instruction lessons during grade level planning. 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, PLCs and 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 are 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: 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 address the requirements of ESSA, P.L. No. 114-95, §
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.

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 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"Â? 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 through personalized learning, 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 through personalized learning, then student achievement will increase across all content areas. `1a`

🔍 G100557

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	70.0
Math Gains	62.0
FSA ELA Achievement	70.0
ELA/Reading Lowest 25% Gains	62.0
ELA/Reading Gains	62.0
Math Lowest 25% Gains	62.0

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge to implement strategies and personalize instruction

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

- PLC Time in Schedule

- Digital Learning Teacher Leaders (DLTLs) and Personalized Learning Leader (PLL)

- Academic Coach

- District Specialists

- SAC and PTA Support

- Teacher Leaders

- Curriculum Maps

- ELA/Math Modules

- ERPL Time

- Guidance Counselor

- Volunteers

Plan to Monitor Progress Toward G1. `8`

SIP Progress Monitoring Meeting

Person Responsible
Teresa Speidel

Schedule
On 10/24/2018

Evidence of Completion
SIP Progress Monitoring Meeting Minutes and Sign-In Sheet.

Plan to Monitor Progress Toward G1. `8`

SIP Midyear Review

Person Responsible
Teresa Speidel

Schedule
On 2/14/2019

Evidence of Completion
Midyear Review in CIMS

Plan to Monitor Progress Toward G1. `8`

State Assessment Results

Person Responsible
Joy Boyd-Walker

Schedule
Annually, from 1/21/2019 to 7/30/2019

Evidence of Completion
Step Zero for 2019-2020 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 through personalized learning, then student achievement will increase across all content areas. [1]

🔑 G100557

G1.B1 Lack of knowledge to implement strategies and personalize instruction [2]

🔑 B271237

G1.B1.S1 Refine systemic practices and provide professional learning to support the implementation of standards-aligned, personalized instruction. [4]

🔑 S287110

Strategy Rationale

Increase the percentage of teachers effectively teaching the standards and increase student achievement.

Action Step 1 [5]

Develop a professional learning plan based on data analysis and teacher input.

Person Responsible

Joy Boyd-Walker

Schedule

Biweekly, from 6/4/2018 to 8/2/2018

Evidence of Completion

Draft professional learning plan, including dates and presenters.

Action Step 2 [5]

Communicate the draft professional learning plan, collect teacher input, and revise accordingly.

Person Responsible

Joy Boyd-Walker

Schedule

On 8/10/2018

Evidence of Completion

Completed professional learning plan, including dates and presenters

Action Step 3 `5`

Teachers participate in school-based professional learning, including ERPLs, Professional Learning Day, and Faculty Meetings

Person Responsible

Joy Boyd-Walker

Schedule

Monthly, from 9/5/2018 to 5/1/2019

Evidence of Completion

Sign-in Sheets

Action Step 4 `5`

Teachers implement learning from Professional Learning.

Person Responsible

Joy Boyd-Walker

Schedule

Daily, from 9/6/2018 to 5/30/2019

Evidence of Completion

Lesson plans and minutes from grade level planning, data walks

Action Step 5 `5`

Monitor and provide feedback and support, as needed, after each professional learning activity.

Person Responsible

Joy Boyd-Walker

Schedule

Biweekly, from 9/6/2018 to 5/30/2019

Evidence of Completion

Data collection results, coaching notes

Action Step 6 `5`

Evaluate and reflect on the effectiveness of the Professional Learning Plan

Person Responsible

Joy Boyd-Walker

Schedule

Monthly, from 9/5/2018 to 5/30/2019

Evidence of Completion

Monthly SLT agenda and minutes

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

Review ERPL and Professional Learning Attendance

Person Responsible

Teresa Speidel

Schedule

Monthly, from 9/5/2018 to 9/5/2018

Evidence of Completion

MyPGS Report

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

Coach provides follow up support to ensure the implementation of standards-aligned instruction.

Person Responsible

Leigh Hoover

Schedule

Monthly, from 9/5/2018 to 9/5/2018

Evidence of Completion

Coaching plans and notes; lesson plans

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

Administrators conducts data walks

Person Responsible

Joy Boyd-Walker

Schedule

Monthly, from 9/5/2018 to 9/5/2018

Evidence of Completion

Data walk collection tools and data logs

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

Determine status towards completing action steps 1-5 during monthly SLT Meetings

Person Responsible

Joy Boyd-Walker

Schedule

Monthly, from 9/5/2018 to 9/5/2018

Evidence of Completion

SLT Meeting Minutes

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

Joy Boyd-Walker

Schedule

Monthly, from 9/6/2018 to 9/6/2018

Evidence of Completion

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

G1.B1.S2 Implement and/or refine highly-effective PLCS that follow an intentional cycle to improve knowledge and implementation of standards-aligned, personalized instruction. 4

🔑 S287111

Strategy Rationale

PLCs ensure all student needs are met. PLCs strenghten teacher collaboration and instructional practice.

Action Step 1 5

Structure master schedule to ensure common planning and set PLC schedule.

Person Responsible

Teresa Speidel

Schedule

On 6/13/2018

Evidence of Completion

Master schedule with common planning

Action Step 2 5

Administrators communicate the expectations of PLCs.

Person Responsible

Joy Boyd-Walker

Schedule

On 8/7/2018

Evidence of Completion

Agenda notes

Action Step 3 5

Teams analyze data to determine student performance and plan intervention and instruction accordingly.

Person Responsible

Joy Boyd-Walker

Schedule

Biweekly, from 8/9/2018 to 5/29/2019

Evidence of Completion

PLC meeting minutes

Action Step 4 5

PLCs use the PLC rubric to rate effectiveness of their PLC and discuss improvement.

Person Responsible

Leigh Hoover

Schedule

Quarterly, from 10/1/2018 to 5/30/2019

Evidence of Completion

PLC Rubric Ratings

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

Administrators attend PLC meetings.

Person Responsible

Joy Boyd-Walker

Schedule

Biweekly, from 8/13/2018 to 5/30/2019

Evidence of Completion

Administrator notes

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

Determine status towards completing actions steps during monthly SLT meetings.

Person Responsible

Joy Boyd-Walker

Schedule

On 5/30/2019

Evidence of Completion

SLT Meeting Minutes

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

Discuss the effectiveness of PLCs and analyze collected data using the PLC Rubric.

Person Responsible

Joy Boyd-Walker

Schedule

Monthly, from 8/7/2018 to 5/30/2019

Evidence of Completion

SLT Meeting Minutes

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 through personalized learning, then student achievement will increase across all content areas.

G1.B1 Lack of knowledge to implement strategies and personalize instruction

G1.B1.S1 Refine systemic practices and provide professional learning to support the implementation of standards-aligned, personalized instruction.

PD Opportunity 1

Teachers participate in school-based professional learning, including ERPLs, Professional Learning Day, and Faculty Meetings

Facilitator

Teachers, Academic Coach, District Personnel

Participants

Freedom Teachers

Schedule

Monthly, from 9/5/2018 to 5/1/2019

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	Develop a professional learning plan based on data analysis and teacher input.	$0.00
2	G1.B1.S1.A2	Communicate the draft professional learning plan, collect teacher input, and revise accordingly.	$0.00
3	G1.B1.S1.A3	Teachers participate in school-based professional learning, including ERPLs, Professional Learning Day, and Faculty Meetings	$0.00
4	G1.B1.S1.A4	Teachers implement learning from Professional Learning.	$0.00
5	G1.B1.S1.A5	Monitor and provide feedback and support, as needed, after each professional learning activity.	$0.00
6	G1.B1.S1.A6	Evaluate and reflect on the effectiveness of the Professional Learning Plan	$0.00
7	G1.B1.S2.A1	Structure master schedule to ensure common planning and set PLC schedule.	$0.00
8	G1.B1.S2.A2	Administrators communicate the expectations of PLCs.	$0.00
9	G1.B1.S2.A3	Teams analyze data to determine student performance and plan intervention and instruction accordingly.	$0.00
10	G1.B1.S2.A4	PLCs use the PLC rubric to rate effectiveness of their PLC and discuss improvement.	$0.00
		Total:	$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S2.A1 A389291	Structure master schedule to ensure common planning and set PLC schedule.	Speidel, Teresa	5/4/2018	Master schedule with common planning	6/13/2018 one-time
G1.B1.S1.A1 A389285	Develop a professional learning plan based on data analysis and teacher input.	Boyd-Walker, Joy	6/4/2018	Draft professional learning plan, including dates and presenters.	8/2/2018 biweekly
G1.B1.S2.A2 A389292	Administrators communicate the expectations of PLCs.	Boyd-Walker, Joy	8/7/2018	Agenda notes	8/7/2018 one-time
G1.B1.S1.A2 A389286	Communicate the draft professional learning plan, collect teacher input, and revise accordingly.	Boyd-Walker, Joy	8/7/2018	Completed professional learning plan, including dates and presenters	8/10/2018 one-time
G1.B1.S1.MA1 M425232	Review ERPL and Professional Learning Attendance	Speidel, Teresa	9/5/2018	MyPGS Report	9/5/2018 monthly
G1.B1.S1.MA2 M425233	Coach provides follow up support to ensure the implementation of standards-aligned instruction.	Hoover, Leigh	9/5/2018	Coaching plans and notes; lesson plans	9/5/2018 monthly
G1.B1.S1.MA3 M425234	Administrators conducts data walks	Boyd-Walker, Joy	9/5/2018	Data walk collection tools and data logs	9/5/2018 monthly
G1.B1.S1.MA4 M425235	Determine status towards completing action steps 1-5 during monthly SLT Meetings	Boyd-Walker, Joy	9/5/2018	SLT Meeting Minutes	9/5/2018 monthly
G1.B1.S1.MA1 M425231	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Boyd-Walker, Joy	9/6/2018	Monthly Data Walks, Observational Notes, Lesson Plans, Student Assessment Data, SLT Minutes	9/6/2018 monthly
G1.MA1 M425242	SIP Progress Monitoring Meeting	Speidel, Teresa	10/24/2018	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet.	10/24/2018 one-time
G1.MA2 M425243	SIP Midyear Review	Speidel, Teresa	2/14/2019	Midyear Review in CIMS	2/14/2019 one-time
G1.B1.S1.A3 A389287	Teachers participate in school-based professional learning, including ERPLs, Professional Learning...	Boyd-Walker, Joy	9/5/2018	Sign-in Sheets	5/1/2019 monthly
G1.B1.S2.A3 A389293	Teams analyze data to determine student performance and plan intervention and instruction...	Boyd-Walker, Joy	8/9/2018	PLC meeting minutes	5/29/2019 biweekly
G1.B1.S1.A4 A389288	Teachers implement learning from Professional Learning.	Boyd-Walker, Joy	9/6/2018	Lesson plans and minutes from grade level planning, data walks	5/30/2019 daily
G1.B1.S1.A5 A389289	Monitor and provide feedback and support, as needed, after each professional learning activity.	Boyd-Walker, Joy	9/6/2018	Data collection results, coaching notes	5/30/2019 biweekly
G1.B1.S1.A6 A389290	Evaluate and reflect on the effectiveness of the Professional Learning Plan	Boyd-Walker, Joy	9/5/2018	Monthly SLT agenda and minutes	5/30/2019 monthly
G1.B1.S2.MA1 M425236	Discuss the effectiveness of PLCs and analyze collected data using the PLC Rubric.	Boyd-Walker, Joy	8/7/2018	SLT Meeting Minutes	5/30/2019 monthly
G1.B1.S2.MA1 M425237	Administrators attend PLC meetings.	Boyd-Walker, Joy	8/13/2018	Administrator notes	5/30/2019 biweekly
G1.B1.S2.MA2 M425238	Determine status towards completing actions steps during monthly SLT meetings.	Boyd-Walker, Joy	8/16/2018	SLT Meeting Minutes	5/30/2019 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A4 A389294	PLCs use the PLC rubric to rate effectiveness of their PLC and discuss improvement.	Hoover, Leigh	10/1/2018	PLC Rubric Ratings	5/30/2019 quarterly
G1.MA3 M425244	State Assessment Results	Boyd-Walker, Joy	1/21/2019	Step Zero for 2019-2020 SIP	7/30/2019 annually