

Orange County Public Schools

# Freedom Middle



## 2018-19 Schoolwide Improvement Plan

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>9</b>
<b>Title I Requirements</b>	<b>11</b>
<b>Budget to Support Goals</b>	<b>13</b>

## Freedom Middle

2850 TAFT VINELAND RD, Orlando, FL 32837

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

### 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)
Middle School 6-8	No	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

### School Board Approval

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

### SIP Authority

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>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

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

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

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

To be the top producer of successful students in the nation

### School Leadership Team

#### Membership

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

Name	Title
Leavitt, Cheri	Principal
Cruz, Agnes	Assistant Principal
Brown, Denine	Assistant Principal
Slade, Barbie	Teacher, ESE
Robinson Taylor, Roxann	Dean
Cox, Angela	Instructional Technology
Cook, Lydia	Instructional Coach
Howland, Patrick	Other
Leach, Renee	Instructional Coach
Epifano, Penelope	Other
Rodriguez, Yarin	Other
Storms, Jacqueline	Other
Ross, Shannon	Dean

#### Duties

##### 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 participating in data meetings.

Instructional Coaches- provide instructional support through modeling effective teaching strategies, facilitating professional development, identifying appropriate intervention materials, and 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, and uses data to create MTSS behavior action and support plans.

## Early Warning Systems

### Year 2017-18

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	58	44	92	0	0	0	0	194	
One or more suspensions	0	0	0	0	0	0	78	46	53	0	0	0	0	177	
Course failure in ELA or Math	0	0	0	0	0	0	58	42	61	0	0	0	0	161	
Level 1 on statewide assessment	0	0	0	0	0	0	186	157	177	0	0	0	0	520	

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	100	70	95	0	0	0	0	265

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	2	1	0	0	0	0	3	

Date this data was collected

Wednesday 8/1/2018

### Year 2016-17 - As Reported

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	

### Year 2016-17 - Updated

#### 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	

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

Our lowest performing data component was our science data. This is not a trend as in the past, we have had gains in this area.

#### Which data component showed the greatest decline from prior year?

Our science data showed the greatest decline from the prior year.

#### Which data component had the biggest gap when compared to the state average?

When comparing our data components to the state averages, our science achievement data had the biggest negative gap while our math lowest 25th percentile data had the biggest positive gap.

#### Which data component showed the most improvement? Is this a trend?

Math showed the most improvement. This is not a trend.

#### Describe the actions or changes that led to the improvement in this area.

Our math department aligned their instruction to the standards and developed and implemented engaging lessons. These actions led to an observable improvement in our math data component.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	52%	53%	55%	52%	52%
ELA Learning Gains	50%	50%	54%	53%	53%	53%
ELA Lowest 25th Percentile	47%	42%	47%	44%	44%	45%
Math Achievement	57%	53%	58%	62%	53%	55%
Math Learning Gains	57%	51%	57%	59%	53%	55%
Math Lowest 25th Percentile	58%	44%	51%	53%	46%	47%
Science Achievement	38%	51%	52%	54%	48%	50%
Social Studies Achievement	68%	68%	72%	69%	67%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	58 (25)	44 (41)	92 (75)	194 (141)
One or more suspensions	78 (31)	46 (43)	53 (48)	177 (122)
Course failure in ELA or Math	58 (24)	42 (84)	61 (54)	161 (162)
Level 1 on statewide assessment	186 (93)	157 (135)	177 (148)	520 (376)

**Grade Level Data**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	38%	48%	-10%	52%	-14%
	2017	55%	52%	3%	52%	3%
Same Grade Comparison		-17%				
Cohort Comparison						
07	2018	48%	48%	0%	51%	-3%
	2017	48%	52%	-4%	52%	-4%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
08	2018	42%	55%	-13%	58%	-16%
	2017	51%	52%	-1%	55%	-4%
Same Grade Comparison		-9%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	31%	35%	-4%	52%	-21%
	2017	34%	43%	-9%	51%	-17%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	47%	51%	-4%	54%	-7%
	2017	49%	52%	-3%	53%	-4%
Same Grade Comparison		-2%				
Cohort Comparison		13%				
08	2018	32%	32%	0%	45%	-13%
	2017	14%	30%	-16%	46%	-32%
Same Grade Comparison		18%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	31%	49%	-18%	50%	-19%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	54%	66%	-12%	71%	-17%
2017	61%	67%	-6%	69%	-8%
Compare		-7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	61%	16%	62%	15%
2017	84%	53%	31%	60%	24%



ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	76%	65%	11%	56%	20%
2017	87%	43%	44%	53%	34%
Compare		-11%			

## Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	42	44	28	48	51	21	26	70		
ELL	25	46	48	37	64	60	16	42	81		
ASN	81	68		91	74		74	84	100		
BLK	43	42	46	45	50	48	32	57	65		
HSP	46	47	44	52	56	59	32	69	76		
MUL	71	53		63	60		60		83		
WHT	63	57	65	66	59	60	42	67	74		
FRL	52	50	47	57	57	58	38	68	76		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	39	37	27	37	30	13	44			
ELL	29	54	52	35	48	35	11	38	71		
ASN	80	76		83	75		67	90	97		
BLK	49	54	33	48	53	44	41	75	94		
HSP	55	58	51	54	53	38	39	65	80		
MUL	79	71		83	61			82	100		
WHT	65	60	56	71	64	68	58	70	87		
FRL	58	59	51	59	56	43	45	70	85		

## Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

## Areas of Focus:

Activity #1	
<b>Title</b>	Beginning examination of strategies needed to narrow the achievement gap observed among students from diverse backgrounds by providing professional learning and support to instructional staff.
<b>Rationale</b>	Teachers will be provided with training to increase their understanding of our diverse student population as they learn instructional strategies to increase engagement of all students by honoring cultural and personal experiences that support learning.
<b>Intended Outcome</b>	Instructional staff will increase their understanding, engagement, and implementation of instructional strategies to support all students by providing cultural and personal experiences that support learning and narrow the achievement gap by providing opportunities to participate in professional development; and modify instructional practice measured through formative assessments. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital)
<b>Point Person</b>	Cheri Leavitt (cheri.godek@ocps.net)
Action Step	
<b>Description</b>	Teachers will receive staff development on how to provide strategies to make connections for English Language Learners (ELLs) to their culture. This will include analyzing curriculum and how cultural bias may affect student achievement.
<b>Person Responsible</b>	Agnes Cruz (agnes.serrano@ocps.net)
Plan to Monitor Effectiveness	
<b>Description</b>	The 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.
<b>Person Responsible</b>	Agnes Cruz (agnes.serrano@ocps.net)

Activity #2	
<b>Title</b>	Continued emphasis on understanding and implementation of curriculum facilitated collaborative planning through choosing appropriate content specific complex text.
<b>Rationale</b>	The teachers and administrative require additional training to support 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.
<b>Intended Outcome</b>	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)
<b>Point Person</b>	Cheri Leavitt (cheri.godek@ocps.net)
Action Step	
<b>Description</b>	Teachers will continue to meet collaboratively to examine student tasks to ensure they are aligned with the rigor of the standards being addressed during daily lessons.
<b>Person Responsible</b>	Cheri Leavitt (cheri.godek@ocps.net)
Plan to Monitor Effectiveness	
<b>Description</b>	The 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.
<b>Person Responsible</b>	Cheri Leavitt (cheri.godek@ocps.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

n/a

#### PFEP Link

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

**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.

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

The Principal and Assistant Principals visit both feeder and sending schools to hold articulation meetings with staff members pertinent to the exchanging of information and preparation for the upcoming academic year. 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 hosts an annual orientation session called "Panther Charge" 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.

**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.

**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.

### Part V: Budget

**Total:**

**\$0.00**