



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Freedom Elementary School

1395 S BLUE LAKE AVE

Deland, FL 32724

386-943-7670

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 53%
Alternative/ESE Center No	Charter School No	Minority Rate 39%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Freedom Elementary School

Principal

Brandy Hogue

School Advisory Council chair

Leigh Hoover

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Brandy Hogue	Principal
Jennifer Williams	Principal Intern
Mary Dunn	ESE Resource Support Chair
Adalys Strickland	ESOL teacher
Jeanna Swann	Part-time intervention teacher

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Currently Freedom Elementary has 31 members in our School Advisory Council. Our SAC is made up for our Principal, Principal Intern, teachers, parents and other family members. Our SAC Chair is teacher Leigh Hoover and she is responsible for scheduling and leading the monthly meetings.

Involvement of the SAC in the development of the SIP

The SAC reviewed the 2012-2013 climate survey results and 2013 FCAT data at the first SAC meeting of the year and the committee provided comments and questions. The school improvement goals were presented and shared and a monthly school improvement update is provided at each SAC meeting of the year. The parents discussed the parent involvement goal for the previous year and provided their recommendation on the parent involvement goal for the 2013-2014 plan.

Activities of the SAC for the upcoming school year

Freedom Elementary's SAC meets the second Tuesday of each month. At each meeting they provide the opportunity for input from all stakeholders, participate in collaborative / shared decision making, discuss the school improvement process and budget information as well as pertinent school information. Throughout the year the committee decides on current topics of interest to them. Our SAC chair invites guest speakers from Volusia County Schools and the community to present important information to our SAC Committee to keep us abreast of curriculum and current trends in education.

Projected use of school improvement funds, including the amount allocated to each project

At this time we are waiting for information in regards to SAC fund allocations. If funds are allocated they will be directed towards implementing the school improvement plan.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Brandy Hogue

Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

MS Educational Leadership, (all Levels)
 BS Elementary Education (grades 1-6)
 Gifted Endorsement
 School Principal (all Levels) 1

Performance Record

2013, Spirit Elementary- B (Level 3:57%R/54%M; Writing 3.5+/45%; Science 60% Gains: 62%R/64%M, Lowest 25%: 66%R/63%M* FAA Level 4,5,6,33%, Level 7+ 33%)
 2012, Spirit Elementary- A (Level 3:27%R/29%M; Level 4+:27%R/24%M; FAA Level 4,5,6: 33%R/33%M; FAA Higher:22%R/22%M; Writing; 68%; FAA Writing N/A; Science 68% Gains: 61%R/73%M, Lowest 25%: 56%R/76%M, FAA Gains: 50%R/38%M.*
 2011, Spirit Elementary– A, AYP 77% (81%R, 75%M; 72%R, 64%M; 69%R, 68%M) *
 2010, River Springs – A School, AYP 87% (74%R, 67%M; 66%R, 70%M; 68%R, 71%M) *
 2009, River Springs – B School, AYP 72% (70%R, 63%M; 66%R, 65%M; 67%R, 61%M) *
 2008, Heritage-A school, AYP, 74% (68% R, 64%M; 61% R, 70% M; 57% R, 67% M)*
 2007, Heritage- A School, AYP, 87% (69%R, 64%M; 61%R, 67%M; 61%R, 65%M)*
 2006, Heritage-A School, AYP, 85% (68%R, 64%M; 65%R, 69M; 70%R)*
 2005, Heritage-B School, AYP, 80% (62%R, 66%M; 56%R, 67%M; 64%R) *
 *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Jennifer Williams		
Asst Principal	Years as Administrator: 8	Years at Current School: 3
Credentials	MS Educational Leadership (all Levels) Social Science 6-12 ESOL	
Performance Record	2013- "A" school, Freedom Elementary, 73%R/67%M 3 or above; 65%R/61%M LG; 59%R/53%M L 25% 2012- "A" school, Freedom Elementary, 67%R/66%M 3 or above; 71%R/62%M M LG; 65%R/66%ML 25% 2011-"D" school, Pine Ridge High School, AYP 72% (38% R/70% M; 41% R/73% M; 39% R/66%M)* 2010- "D" school, Pine Ridge High School, AYP 69% (41% R/69% M; 44% R/72% M; 41% R/59% M)* 2009- "D" school, Pine Ridge High School, AYP 62% (38% R/67% M; 44% R/68% M; 42% R/60% M)* 2008- "C" school, Pine Ridge High School, AYP 67% (37% R/64% M; 49% R/73% M; 50% R/74% M)* 2007- "D" school, Pine Ridge High School, AYP 59% (31% R/60% M; 44% R/67% M; 48% R/71% M)* 2006-"D" school, Pine Ridge High School, AYP 59% (30% R/58% M; 41% R/64% M; 42% R/NA M)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)	

Instructional Coaches

# of instructional coaches	0	
# receiving effective rating or higher	(not entered because basis is < 10)	
Instructional Coach Information:		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	48	
# receiving effective rating or higher	48, 100%	
# Highly Qualified Teachers	100%	

certified in-field

48, 100%

ESOL endorsed

33, 69%

reading endorsed

11, 23%

with advanced degrees

18, 38%

National Board Certified

9, 19%

first-year teachers

2, 4%

with 1-5 years of experience

2, 4%

with 6-14 years of experience

20, 42%

with 15 or more years of experience

24, 50%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. New Teacher Program - E3 program This allows for individualized PD, mentors assigned to all new teachers, peer classroom visits, PAR visits for brand new teacher Administration June 2013
2. Leadership Opportunities Administration June 2013
3. Professional Development Administration June 2013
4. PLC Activities PLC June 2013
5. Participation in District Job Fair and Recruitment Activities Administration June 2013

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All new instructional members to Volusia County Schools are being mentored by a highly qualified teacher in their grade level or department. Coaching, observations, collaborative planning will be provided as well as participating in the Empowering Educator Excellence Program (E3). All first year beginning teachers to Volusia County Schools are all assigned a Peer Assistance and Review (PAR) Teacher that will come in and observe them throughout the year and provide coaching and observations.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students through our behavior assembly through the drama department. We provide information in writing, on our school website and through connect-ed phone calls to all of our families. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the administrators. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (Principal, Assistant Principal, Guidance / PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 600

Identified students will participate in district science tutoring.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through pre and post tests to determine the effectiveness of the science tutoring program.

Who is responsible for monitoring implementation of this strategy?

Teachers, administration

Strategy: Summer Program

Minutes added to school year: 5,280

Identified students will attend district sponsored summer programs in reading (ESOL, Reading Camp).

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by summer school staff.

Who is responsible for monitoring implementation of this strategy?

District program specialist monitor the data of all summer programs.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Brandy Hogue	Principal
Jennifer Williams	Principal Intern
Jeanna Swann	Part-time intervention teacher
Carla Bolden	District Instructional TOA

How the school-based LLT functions

The school-based LLT 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.

Major initiatives of the LLT

The LLT Leadership Team will disseminate relevant information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic/ literacy support. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle will facilitate the development of a data-based MTSS framework.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	73%	No	77%
American Indian				
Asian				
Black/African American	44%	45%	Yes	50%
Hispanic	60%	56%	No	64%
White	78%	80%	Yes	80%
English language learners	43%	35%	No	48%
Students with disabilities	52%	30%	No	57%
Economically disadvantaged	63%	57%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	25%	
Students scoring at or above Achievement Level 4	141	47%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	214	73%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	29	59%	61%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	33	49%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	27	40%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	36%	38%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	67	64%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	67%	No	79%
American Indian				
Asian				
Black/African American	57%	39%	No	61%
Hispanic	68%	56%	No	72%
White	78%	74%	No	81%
English language learners	55%	30%	No	60%
Students with disabilities	71%	32%	No	74%
Economically disadvantaged	70%	50%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	30%	
Students scoring at or above Achievement Level 4	110	37%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	117	61%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	53%	

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	31%	
Students scoring at or above Achievement Level 4	42	42%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	640	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	26	4%	
Students retained, pursuant to s. 1008.25, F.S.	19	3%	2%
Students who are not proficient in reading by third grade	38	37%	33%
Students who receive two or more behavior referrals	55	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent / families participating in parental involvement activities will increase by 3%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
68% of our student's families will participate	416	65%	68%

Goals Summary

- G1.** Freedom Elementary's goal is to improve student achievement by focusing on the Gradual Release Model in all subject areas and grade levels.

Goals Detail

G1. Freedom Elementary's goal is to improve student achievement by focusing on the Gradual Release Model in all subject areas and grade levels.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- District monthly professional development days
- Instructional Support Teacher on Assignment
- Professional Learning Community meetings
- Part-time intervention teacher

Targeted Barriers to Achieving the Goal

- Our instructional staff needs training on Gradual Release Model of Instruction specifically with math.

Plan to Monitor Progress Toward the Goal

Data will be collected through teacher observation and professional learning implementation and evaluation guide.

Person or Persons Responsible

Curriculum leadership team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Evidence will be collected through the use of observation data and professional development points / logs .

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Freedom Elementary's goal is to improve student achievement by focusing on the Gradual Release Model in all subject areas and grade levels.

G1.B2 Our instructional staff needs training on Gradual Release Model of Instruction specifically with math.

G1.B2.S1 To provide training and coaching to our teachers in the Gradual Release Model, specifically on math.

Action Step 1

To provide training and coaching to teachers in the Gradual Release Model.

Person or Persons Responsible

Part-time intervention teacher, Administration, Instructional Support Teacher on Assignment

Target Dates or Schedule

Training will take place monthly and coaching will be as needed.

Evidence of Completion

Evidence of monthly trainings, weekly curriculum team meetings, coaching will be directed based on administrator observations.

Facilitator:

Administration, part-time intervention teacher, Instructional Support Teacher on Assignment

Participants:

Teachers

Action Step 2

To have my part-time intervention teacher to attend district trainings in the Gradual Release Model.

Person or Persons Responsible

Part-time intervention teacher

Target Dates or Schedule

Monthly meetings

Evidence of Completion

Information that the part-time intervention teacher provides from trainings / meetings

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Administrative walk-throughs to take place during the math block

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-through and observation data

Plan to Monitor Effectiveness of G1.B2.S1

District interim math assessments

Person or Persons Responsible

Curriculum Leadership Team

Target Dates or Schedule

Approximately every 4-5 weeks depending on grade level requirements

Evidence of Completion

Data uploaded to Scantron Achievement Series

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Freedom Elementary's goal is to improve student achievement by focusing on the Gradual Release Model in all subject areas and grade levels.

G1.B2 Our instructional staff needs training on Gradual Release Model of Instruction specifically with math.

G1.B2.S1 To provide training and coaching to our teachers in the Gradual Release Model, specifically on math.

PD Opportunity 1

To provide training and coaching to teachers in the Gradual Release Model.

Facilitator

Administration, part-time intervention teacher, Instructional Support Teacher on Assignment

Participants

Teachers

Target Dates or Schedule

Training will take place monthly and coaching will be as needed.

Evidence of Completion

Evidence of monthly trainings, weekly curriculum team meetings, coaching will be directed based on administrator observations.

Appendix 2: Budget to Support School Improvement Goals