Manatee County Public Schools

Freedom Elementary School

2018-19 Schoolwide Improvement Plan

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Freedom Elementary School

9515 E STATE ROAD 64, Bradenton, FL 34212

https://www.manateeschools.net/freedom

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	55%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

School Board Approval

This plan is pending approval by the Manatee 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.

We, the family of Freedom Elementary, in order to form a more dynamic school, establish a community of innovative learners, empower all students to reach their individual potential, provide a safe and secure environment, promote cultural diversity in an ever-changing world, and inspire a spirit of life-long learning for our school community, establish this mission for Freedom Elementary School.

Provide the school's vision statement.

Our vision at Freedom Elementary is to enhance our instructional delivery, with the purpose of increasing our students' academic achievement.

School Leadership Team

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

Name	Title
Grimes, Guy	Principal
Danowski, Michele	Assistant Principal
Dowd, Jenna	Other
Winget, Carolyn	Other
Cleveland, Kenzie	School Counselor
Brunner, Sherri	School Counselor

Duties

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

Our school leadership team members along with our teachers look at the students' academic data to determine the academic needs of our students as a whole and as individuals. The leadership team meets monthly to review data and determine next steps needed. The leadership team will be working with individual grade levels weekly to look at data, provide grade level direct professional development, view student artifacts, and determine grade specific needs. Throughout the year the leadership team meets monthly with the School Advisory Council and bi-monthly meetings with the PTO to share academic goals for the school. Throughout the year the leadership team along with staff members holds parent teacher conference nights, literacy nights, and a variety of family events to encourage parental engagement with the school.

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	26	21	18	33	22	27	0	0	0	0	0	0	0	147
One or more suspensions	5	2	6	6	20	20	0	0	0	0	0	0	0	59
Course failure in ELA or Math	0	0	0	13	19	18	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	14	30	31	0	0	0	0	0	0	0	75

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	2	1	2	7	13	14	0	0	0	0	0	0	0	39

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	13	0	0	0	0	0	0	0	0	0	13

Date this data was collected

Monday 8/27/2018

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	8	11	9	9	13	8	0	0	0	0	0	0	0	58
One or more suspensions	12	4	6	17	10	15	0	0	0	0	0	0	0	64
Course failure in ELA or Math	0	0	0	12	0	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	19	19	20	0	0	0	0	0	0	0	58

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	3	5	2	8	13	13	0	0	0	0	0	0	0	44

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	8	11	9	9	13	8	0	0	0	0	0	0	0	58
One or more suspensions	12	4	6	17	10	15	0	0	0	0	0	0	0	64
Course failure in ELA or Math	0	0	0	12	0	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	19	19	20	0	0	0	0	0	0	0	58

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	3	5	2	8	13	13	0	0	0	0	0	0	0	44

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 students performed the lowest in ELA over all. Our students only showed a 1% increase in proficiency (57% to 58%) and a 10% decrease in learning gains (64% to 54%) from the previous year. Our lowest 25% showed a 1% decrease (45% to 44%) from the previous school year. Yes, this downward movement of data is a trend that we are seeing across a few years of data. This year we have hired a Reading Coach to assist with instructional shifts and standards based planning/teaching. Along with hiring our Reading Coach we will hold weekly grade level meetings around standards data, peer observations, and administrative observations.

Which data component showed the greatest decline from prior year?

Within our ELA data our learning gains showed the greatest decline from the previous year. In 2017 we had 64% of our students achieving learning gains and in 2018 we had a 10% decrease in learning gains, 54% for the 2018 school years data. Our focus for the 2019 school year is around ELA standards based planning and teaching with the standard as the focus.

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

Our biggest gap between our school data and the state data was our lowest 25 percentile in math. We had an 8% discrepancy with our lower 25% we had a total of 39% and the state had a total of 47%. A focus for our 2019 school year will be our lower 25% in math. We will continue with implementation standards based planning with the use of MAFS across K-5 while bringing in the i-Ready Toolbox to differentiate lessons based on student needs. We will include IXL for grades 2nd through 4th.

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

Our largest growth was seen in Science, the number of students reaching proficiency increased from 49 - 60%. Our Math data was the second highest improvement from the previous school year. Students who achieved proficiency increased from 57 - 62 %. Students gains increased from 50 - 62%. Our lowest

25% increased from 31 - 41 %. We will continue to utilize Science Fusion along with the district implementation of a new science textbook, HMH Florida Science.

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

Our school Science proficiency increase is due to the implementation of Science Fusion across grades 3rd through 5th. The daily use of this program and dedication of bringing science across all curriculum insured exposure of science standards to our students.
Our math increase was supported with the implementation of IXL for grades 2nd through 4th grade. Also, the implementation of MAFS in intermediate grades. Daily use of these two programs helped our students to gain proficiency, increased from 57 - 62 % Our gains increased from 50 - 62% and our lower 25% increased from 31 - 41 %.

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	58%	50%	56%	57%	47%	52%
ELA Learning Gains	54%	54%	55%	53%	51%	52%
ELA Lowest 25th Percentile	44%	47%	48%	41%	47%	46%
Math Achievement	62%	60%	62%	62%	52%	58%
Math Learning Gains	62%	61%	59%	57%	54%	58%
Math Lowest 25th Percentile	39%	47%	47%	45%	45%	46%
Science Achievement	61%	49%	55%	50%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	26 (8)	21 (11)	18 (9)	33 (9)	22 (13)	27 (8)	147 (58)
One or more suspensions	5 (12)	2 (4)	6 (6)	6 (17)	20 (10)	20 (15)	59 (64)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	13 (12)	19 (0)	18 (0)	50 (12)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (19)	30 (19)	31 (20)	75 (58)

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
03	2018	55%	49%	6%	57%	-2%
	2017	53%	50%	3%	58%	-5%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	58%	51%	7%	56%	2%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2017	61%	52%	9%	56%	5%
Same Grade Comparison		-3%				
Cohort Comparison		5%				
05	2018	58%	52%	6%	55%	3%
	2017	55%	48%	7%	53%	2%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	55%	56%	-1%	62%	-7%
	2017	51%	51%	0%	62%	-11%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	62%	61%	1%	62%	0%
	2017	60%	59%	1%	64%	-4%
Same Grade Comparison		2%				
Cohort Comparison		11%				
05	2018	64%	58%	6%	61%	3%
	2017	57%	53%	4%	57%	0%
Same Grade Comparison		7%				
Cohort Comparison		4%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	58%	49%	9%	55%	3%
	2017					
Cohort Comparison						

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	10	32	37	14	37	29	18				
ELL	35	53	45	33	43	29	9				
ASN	85			92							
BLK	35	39	33	35	50	33					
HSP	39	47	44	42	51	35	41				
MUL	67			60							
WHT	71	58	47	78	69	54	70				

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**
FRL	40	43	42	44	53	35	40				

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	7	45	50	19	21	26	13				
ELL	27	43	47	31	37	15	6				
BLK	32	48	33	34	42	42	31				
HSP	35	49	47	35	40	23	21				
MUL	87	79		79	71						
WHT	70	72	50	71	55	38	64				
FRL	39	53	43	39	38	31	34				

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	
Title	ELA
Rationale	Our students performed the lowest in ELA over all. Our students only showed a 1% increase in proficiency (57% to 58%) and a 10% decrease in learning gains (64% to 54%) from the previous year. Our lowest 25% showed a 1% decrease (45% to 44%) from the previous school year.
Intended Outcome	We will focus on teaching the Standards with fidelity utilizing the new District research based materials, differentiation, and small groups and we will see student proficiency in ELA increase to 65% (from 58%), our learning gains will increase to 60% (from 55%) and our lowest quartile will increase to 60% (from 45%).
Point Person	Guy Grimes (grimesg@manateeschools.net)
Action Step	
Description	We will have weekly Standards Based planning. Use of lessons that focus on text structures. Students will be writing across content areas to show mastery of standards. Teachers will be adjusting I-Ready lessons to allow for proficiency (80% or higher) of lessons. Purposeful morning meeting that discuss learning objectives for the day.
Person Responsible	Michele Danowski (danowskm@manateeschools.net)
Plan to Monitor Effectiveness	
Description	Data collected from running records, iReady lessons matered, LLI, classroom and district assessments, lesson plans collected and monitored weekly, grade level accountability partners and data posted on school wide data wall.
Person Responsible	Michele Danowski (danowskm@manateeschools.net)

Activity #2	
Title	Math
Rationale	Our biggest gap between our school data and the state data was our lowest 25 percentile in math. We had an 6% discrepancy with our lower 25% we had a total of 41% and the state had a total of 47%. A focus for our 2019 school year will be our lower 25% in math.
Intended Outcome	If we focus on teaching the standards with fidelity utilizing the new district research based materials, differentiation, and small groups the students proficiency in Math will increase to at least 70% (from 62%), our overall learning gains will increase to 70% (from 62%) and students in the lower quartile will increase to 50% (from 41%)
Point Person	Guy Grimes (grimesg@manateeschools.net)
Action Step	
Description	Teachers will utilize Think,Share and Compare within classroom teaching. Academic vocabulary will be used by all stakeholders across lessons. Small group/Differentiation within lessons to ensure students are being reached at their level to bring them to grade level standards. Interactive Journals for use of daily learning and utilized for spiral reviews. Use of hands on manipulatives when appropriate. Use of the 5E's (Engage, Explore, Explain, Elaborate, Evaluate) instructional model.
Person Responsible	Guy Grimes (grimesg@manateeschools.net)
Plan to Monitor Effectiveness	
Description	iReady proficienty, IXL, classroom and district assessments, and lesson plans submitted weekly, grade level accountability partners, and data posted on school wide data wall.
Person Responsible	Guy Grimes (grimesg@manateeschools.net)

Activity #3	
Title	Behavior/Discipline
Rationale	Due to the ongoing change in our schools demographics, we will boost our S.O.A.R. Behavior System by infusing Covey's 7 Habits of Heathly Kids. Our Early Warning System indicates that we have 58 students with chronic absences and 54 students with one or more suspensions. We have 58 students scoring a level one on the FSA. We will decrease the amount of referrals and increase attendance by 10%.
Intended Outcome	Positive Talk across the school to provide a positive school environment. Morning meetings that focus Building Relationships and a strong Classroom Community Qtrly Attendance Awards within quarterly S.O.A.R. Assemblies. Visual and tangible resources Consistent Language across the school build on S.O.A.R. and 7 Habits Grade level Consistency with behavior management for RISE groups. Parental involvement to assist with behavior issues.
Point Person	Guy Grimes (grimesg@manateeschools.net)
Action Step	
Description	Covey Book "7 Habits of Healthy Kids" Infuse Guidance lessons into grade levels on a weekly basis. Student Support Specialist will support classroom management. Continue with implementation of Kelso in grades K- 2nd. School wide implementation of S.O.A.R.
Person Responsible	Guy Grimes (grimesg@manateeschools.net)
Plan to Monitor Effectiveness	
Description	Monitor district online behavior referrals, Bryte Bights Early Warning System monthly meetings with Multi Tiered Support System Team, and classroom observations.
Person Responsible	Guy Grimes (grimesg@manateeschools.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.

Establishing positive and productive relationships with families is a key focus here and a reason for our continued success. We have an active PTO that is small, yet mighty. The group of men and women who make-up our PTO are dedicated to the success of our staff members and realize the impact our staff has on their children. The PTO is positively impacting our school through their family events and support to our instructional staff members.

However, we do have areas of the community that have traditionally been hard to reach or distant from

direct involvement in our school. This provides a prime opportunity to set a goal with that population. Whether the barriers that need to be bridged are cultural, linguistic or of another nature, all of the diverse populations represented in our schools need to be actively involved to make sure all of our students succeed.

Over the year we provide many opportunities for families to participate and visit our school. Freedom community events are open for all to attend. At these events, it is not uncommon for members of our hard to reach population to attend. We offer other supportive activity events to support families who are in need of financial support. Our year long Back Pack Club is supported by school guidance along with our local Elks Club.

The P.T.O. has a Facebook page that informs families of upcoming events. It also provides a forum for parents to ask and answer questions to one another. Freedom's administration has also created a new page for Freedom Elementary to keep Freedom Families and the community up to date and informed of things happening at Freedom.

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.

At Freedom Elementary we ensure the social-emotional needs of our students through our staff with the assistance of our School Guidance Counselors, our Student Support Specialist, the School Psychologist, the Social Worker, and our Administrators. Our School Guidance Counselors work with the students on a regular basis. They hold Classroom Guidance programs for all grade levels throughout the year, in addition to working with individual students and small groups of students on a regular basis as needed. The counselors also hold a school-wide SOAR Assembly five times a year with programs to teach, reteach, award, and celebrate our character education and behavior management programs. For students who may need additional support, we have a Student Mentor program. Currently we have staff members working with approximately 50 students to do a check in / check out program of positive encouragement. In addition, we meet the needs of students and families who have economic hardships through our Backpack Club program. This program provides a backpack full of food items for each of these students to take home weekly. We also have a program in place to collect school supplies, which are distributed as needed, and we provide other resources throughout the year to families who may be in need.

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

All students who are entering Freedom are welcomed by an invitation shared with all local daycares who potentially could feed to Freedom. For incoming kindergarteners, we hold a Kindergarten Round Up where our nurse, classroom teachers, administration and support personnel are actively engaged in the enrollment process. Tours are given upon request by our guidance counselors for our new kindergarten students and their families. Students and families transitioning to Freedom from our VPK integrated classrooms meet teachers at the ESE transition meetings and proper academic goals are written to meet the needs of the student. Our VPK students traditionally show their readiness for kindergarten as evidenced through annual data.

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.

Allocating our resources including personnel, instructional and curricular is established and planned amongst the Principal, Assistant Principal and Senior Secretary. Allocating proper student teacher ratios based on class size amendment is common practice. The careful consideration for our Self-Contained ESE classrooms, Inclusion and Resource Support are areas where we seek guidance and support from our ESE Teachers. We believe together we will create the best solution and environment for all students. The curriculum is balanced and shared amongst teachers to meet the needs of each student. Grade level curriculum and standards are necessary to teach but often times students need enrichment at a grade level above while others may need remediation.
Staff Allocations are reviewed daily with the support of Administration, Registrar and Senior Secretary. Instructional Resources are commonly discussed weekly and team leaders are responsible to communicate needs to either Administrator.

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

HIGH SCHOOL