Freedom Crossing Academy

2018-19 Schoolwide Improvement Plan

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Freedom Crossing Academy

1365 SHETLAND DR, St Johns, FL 32259

http://www-fca.stjohns.k12.fl.us

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)
Combination School KG-8	No	0%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

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.

Falcons Take FLIGHT

Focus
Leadership
Imagination
Grit
Heart
Team

At FCA, our expectation is for all students to be focused on their learning, become leaders in our school, use their imagination and creativity in the classroom, demonstrate grit when tasks become challenging, have heart and demonstrate outstanding character, and work together as a team in our school and community.

Provide the school's vision statement.

Breaking Barriers

School Leadership Team

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

Name	Title
Anderson, Allen	Principal
Lime, Melissa	Assistant Principal
Rugen, Amy	Assistant Principal
Parrett, Jennifer	Instructional Coach
Gregg, Neeti	Teacher, K-12
Jenkins, Tyler	Teacher, K-12
Marrinan, Suzanne	Teacher, K-12
Zweigle, Allison	Teacher, K-12
Kastor, Ginger	Teacher, K-12
Lyons, Tracey	Teacher, K-12
David, Stephanie	Teacher, K-12

Duties

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

Principal: At Freedom Crossing Academy, the principal provides a common vision for all stakeholders and models the use of data-based decision-making. He ensures that the school based team is implementing RtI, participating in Professional Learning Communities, and complying with the district-

wide school site standards. He conducts classroom observations and ensures adequate professional development to support teacher needs and school initiatives. He systematically communicates with parents regarding school safety, initiatives, happenings, and activities.

Assistant Principals: The assistant principals at Freedom Crossing Academy support the implementation of the principal's vision and the use of data-based decision-making. They lead RtI and Core meetings to analyze student achievement and behavioral data, to identify trends and student needs, and to assist in creating and monitoring plans to address students needs. They conduct classroom observations, participate in parent conferences, and plan and organize professional development.

Instructional Coach: Freedom Crossing Academy's Instructional Literacy Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children.

Teachers: The teachers serve a valuable role in the Leadership of the school. They provide valuable information as to the current condition of the school and the needs of the students. They often provide suggestions as to resolving instructional issues. The teachers are the most important aspect of 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	33	35	38	40	28	49	40	0	0	0	0	0	0	263
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	3	9	9	12	0	0	0	0	0	0	33

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	1	0	0	4	3	2	0	0	0	0	0	0	10

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	7	1	2	3	0	0	1	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	3	2	2	5	3	4	0	0	0	0	0	0	19

Date this data was collected

Wednesday 9/5/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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?

Freedom Crossing Academy is a new school that first opened its door for students on August 10, 2018. In an effort to best meet our students academic needs we pulled their FSA data from the 2017-2018 school year. Based on the data, our ELA achievement level is our lowest area with 81% of our students meeting proficiency. Additionally, in our bottom quartile for ELA only 49% made learning gains.

Which data component showed the greatest decline from prior year?

N/A - Freedom Crossing is a new school.

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

The state average for the bottom quartile making learning gains in ELA is 52% and 49% of our bottom quartile students made learning gains for ELA.

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

N/A - Freedom Crossing is a new school.

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

N/A - Freedom Crossing is a new school.

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	0%	72%	60%	0%	77%	55%
ELA Learning Gains	0%	62%	57%	0%	63%	54%
ELA Lowest 25th Percentile	0%	62%	52%	0%	55%	49%
Math Achievement	0%	76%	61%	0%	79%	56%
Math Learning Gains	0%	65%	58%	0%	65%	54%
Math Lowest 25th Percentile	0%	68%	52%	0%	70%	48%
Science Achievement	0%	73%	57%	0%	81%	52%
Social Studies Achievement	0%	85%	77%	0%	92%	72%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	33 ()	35 ()	38 ()	40 ()	28 ()	49 ()	40 ()	0 ()	0 ()	263 (0)
One or more suspensions	0 ()	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	3 (0)	9 (0)	9 (0)	12 (0)	0 (0)	0 (0)	33 (0)

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					
	2017					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018					
	2017					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018					
	2017					
Cohort Comparison		0%				

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					
2017					
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					
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

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
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

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	Based on our students FSA scores from the 2017-2018 school year only 81% of our students meet proficiency. Also, only 49% of our bottom quartile students in ELA made learning gains. We believe that our students can and will achieve more this school year. Our goal is for 100% of our students to meet proficiency!
Intended Outcome	Each grade level will collaboratively establish expectations and curricula for high quality ELA instruction. This is for all students to meet growth expectations with additional focus on those students in the lowest quartile.
Point Person	Jennifer Parrett (jennifer.parrett@stjohns.k12.fl.us)

Action Step

Description	Time for teams to collaborate and to vertically plan (identify individual student learning gaps and address through differentiated instruction) using the PLC process. We will also continue to send staff to PLC training.
Person Responsible	Allen Anderson (allen.anderson@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description	The leadership team will review PLC minutes in relation to the i-Ready data with a focus on the lowest 25%. The data in reference to the lowest 25% will be reviewed at team leader meetings to discuss progress.
Person Responsible	Allen Anderson (allen.anderson@stjohns.k12.fl.us)

Activity #2	
Title	Math
Rationale	Based on our students FSA scores from the 2017-2018 school year only 88% of our students meet proficiency. Also, only 61% of our bottom quartile students in Math made learning gains. We believe that our students can and will achieve more this school year. Our goal is for 100% of our students to meet proficiency!
Intended Outcome	Each grade level will collaboratively establish expectations and curricula for high quality Math instruction. This is for all students to meet growth expectations with additional focus on those students in the lowest quartile.
Point Person	Jennifer Parrett (jennifer.parrett@stjohns.k12.fl.us)
Action Step	
Description	Time for teams to collaborate and to vertically plan (identify individual student learning gaps and address through differentiated instruction) using the PLC process.
Person Responsible	Allen Anderson (allen.anderson@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The leadership team will review PLC minutes in relation to the i-Ready data with a focus on the lowest 25%. The data in reference to the lowest 25% will be reviewed at team leader meetings to discuss progress.
Person Responsible	Allen Anderson (allen.anderson@stjohns.k12.fl.us)

Activity #3	
Title	Positive Behavior Interventions and Supports (PBIS)
Rationale	To create a positive and safe learning environment for all students.
Intended Outcome	By aligning the Capturing Kids Hearts and PBIS best practices, we will create a positive and safe learning environment that positively impacts student academic achievement.
Point Person	Melissa Lime (melissa.lime@stjohns.k12.fl.us)

Action Step	
Description	At Freedom Crossing Academy, we are aligning the Capturing Kids Hearts and PBIS best practices to create a positive and safe learning environment for all students. For example, students will be greeted at the door with a handshake at the beginning of each class. Students will also have the opportunity to share "good things" with their classmates and participate in numerous leadership roles in the classroom. We believe these strategies will empower our students to become leaders in the classroom and school community and will positively impact our school culture.

PBIS is an approach in behavior management that will be implemented on a school-wide level and taught in all school settings such as the classroom, cafeteria, hallways and stairs, restrooms, outside, and during dismissal. PBIS methods are research-based and include proactive strategies for defining and teaching expectations, supporting appropriate student behaviors, and responding to inappropriate behavior to create a positive school environment. In addition to school wide expectations, teachers will implement PBIS practices in the classroom including preventative and responsive approaches designed to decrease disruptions, increase instructional time, and improve student social behavior and academic outcome.

The key components of an effective school-wide PBIS system involve:
• Clearly defining and teaching a set of behavioral expectations
• Consistently acknowledging and rewarding appropriate behavior
• Constructively addressing problematic behavior
• Effectively using behavioral data to assess progress

The PBIS Team and the MTSS Team (Multi-tiered System of Support) will meet weekly to review behavioral data and discuss positive school wide interventions and supports to create a positive learning environment and school culture. This team-based approach to data analysis allows both teams to work together to identify problem areas, brainstorm interventions, acknowledge students exhibiting positive behavior, and communicate the findings to staff, students and parents. Our goal is to increase student academic performance, decrease problem behavior, increase safety, and establish positive school climates through research-based PBIS strategies and systems.

The school wide behavior expectations are clearly defined in positive, simple rules known as the "FCA Way."
F - Focus on Safety
C- Committed to Responsibility
A - Always Respectful

FCA teachers and staff members will teach behavioral expectations to all students in the building. These expectations are taught in real contexts. Teaching appropriate behavior is more than telling students what behaviors they should avoid. Instead, specific behaviors |

are modeled and explained. For example, "Focused on Safety" includes walking at all times, following directions, keeping hands and feet to yourself, and sitting quietly. "Committed to Responsibility" includes being on time, staying in assigned area, keeping space clean, completing assignments, and always doing your best. "Always Respectful" includes being a good listener, respecting others and their property, using appropriate manners, and being an active listener.

During the first weeks of school and throughout the year, these behavior expectations are taught and modeled. School-wide procedures and routines are established in all settings to provide students with examples of positive behaviors. Teachers and staff will model and rehearse positive examples and describe and model negative examples as well. Through modeled practice, students will have an opportunity to practice the expectations in a positive way until they demonstrate fluent performance.

All staff at Freedom Crossing Academy will recognize students for adhering to classroom rules and demonstrating good character through LiveSchool. Students and parents can use LiveSchool from their phone, tablet, or laptop to view behavior feedback from all teachers. Teachers can communicate with parents and students throughout the school year on positive student behaviors. Students will receive 'Live School' points for adhering to the "FCA Way" behavior expectations and demonstrating the "FLIGHT" characteristics. Students can "cash in" their points for a wide variety of incentives, both within the classroom and school wide. Selected students will serve on a committee to offer suggestions for incentives.

Person Responsible	Melissa Lime (melissa.lime@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description	The MTSS Core Team will meet weekly to analyze school wide behavior data and create school wide interventions and supports if needed. The PBIS Team will meet monthly to analyze LiveSchool data, create monthly and quarterly school wide incentives, monitor fidelity of LiveSchool, celebrate student and teacher success, and problem solve interventions and supports if needed. Administration will monitor the school wide implementation of Capturing Kids Hearts through walkthroughs and formal observations and provide trainings throughout the year on CKH best practice. In addition, administration will model the CKH best practices in all settings including meetings, presentations, and trainings with teachers, students, and parents.
Person Responsible	Melissa Lime (melissa.lime@stjohns.k12.fl.us)

Part V: Budget

Total:	$13,000.00