

Orange County Public Schools

Freedom Middle



2020-21 Schoolwide Improvement Plan

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Freedom Middle

2850 TAFT VINELAND RD, Orlando, FL 32837

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

Demographics

Principal: Robert Walker

Start Date for this Principal: 6/15/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (56%) 2016-17: B (58%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Freedom Middle

2850 TAFT VINELAND RD, Orlando, FL 32837

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	68%
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	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure every student has a promising and successful future.

Provide the school's vision statement.

With the support of families and the community, we create an enriching and diverse pathways that lead our students to success.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Leavitt, Cheri	Principal	Responsible for the academic needs and learning, social-emotional needs, and safety of all on campus
Cruz, Agnes	Assistant Principal	Assist the principal with the academic needs and learning, social-emotional needs, and safety of all on campus.
Brown, Denine	Assistant Principal	Assist the principal with the academic needs and learning, social-emotional needs, and safety of all on campus.
Robinson Taylor, Roxann	Dean	Responsible for the safety of all students on campus
Howland, Patrick	Other	Responsible for new teacher mentoring and coordinating all district and state testing
Leach, Renee	Other	Responsible for providing support to teachers in the areas of Florida Standards implementation, lesson planning, creation of common assessments, and differentiated instruction
Storms, Jacqueline	Other	Responsible for implementing Threat Response Protocols and serves as our community resource liaison and Interventions, Mental Health designee
Ross, Shannon	Dean	Responsible for the safety of all students on campus
Bonilla, Maria	Other	Responsible for all federal, state, and district mandates governing the education of our English language learners (ELLs)
Escanellas, Mariedith	Dean	Responsible for the safety of all students on campus

Demographic Information

Principal start date

Monday 6/15/2015, Robert Walker

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

76

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	387	379	403	0	0	0	0	1169
Attendance below 90 percent	0	0	0	0	0	0	42	56	75	0	0	0	0	173
One or more suspensions	0	0	0	0	0	0	2	15	25	0	0	0	0	42
Course failure in ELA	0	0	0	0	0	0	12	38	140	0	0	0	0	190
Course failure in Math	0	0	0	0	0	0	11	78	139	0	0	0	0	228
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	98	79	108	0	0	0	0	285
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	86	81	81	0	0	0	0	248

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	81	94	163	0	0	0	0	338

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	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	2	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 7/22/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	445	490	471	0	0	0	0	1406
Attendance below 90 percent	0	0	0	0	0	0	73	73	97	0	0	0	0	243
One or more suspensions	0	0	0	0	0	0	68	72	47	0	0	0	0	187
Course failure in ELA or Math	0	0	0	0	0	0	83	79	70	0	0	0	0	232
Level 1 on statewide assessment	0	0	0	0	0	0	162	220	193	0	0	0	0	575

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	122	117	106	0	0	0	0	345

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	
Students retained two or more times	0	0	0	0	0	0	1	0	1	0	0	0	0	2

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	445	490	471	0	0	0	0	1406
Attendance below 90 percent	0	0	0	0	0	0	73	73	97	0	0	0	0	243
One or more suspensions	0	0	0	0	0	0	68	72	47	0	0	0	0	187
Course failure in ELA or Math	0	0	0	0	0	0	83	79	70	0	0	0	0	232
Level 1 on statewide assessment	0	0	0	0	0	0	162	220	193	0	0	0	0	575

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	122	117	106	0	0	0	0	345

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	
Students retained two or more times	0	0	0	0	0	0	1	0	1	0	0	0	0	2

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	52%	54%	58%	52%	52%
ELA Learning Gains	48%	52%	54%	59%	53%	54%
ELA Lowest 25th Percentile	39%	45%	47%	51%	42%	44%
Math Achievement	53%	55%	58%	59%	53%	56%
Math Learning Gains	54%	55%	57%	56%	55%	57%
Math Lowest 25th Percentile	56%	50%	51%	43%	48%	50%
Science Achievement	53%	51%	51%	45%	49%	50%
Social Studies Achievement	61%	67%	72%	70%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (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
06	2019	40%	52%	-12%	54%	-14%
	2018	38%	48%	-10%	52%	-14%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	35%	48%	-13%	52%	-17%
	2018	48%	48%	0%	51%	-3%
Same Grade Comparison		-13%				
Cohort Comparison		-3%				
08	2019	42%	54%	-12%	56%	-14%
	2018	42%	55%	-13%	58%	-16%
Same Grade Comparison		0%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	39%	43%	-4%	55%	-16%
	2018	31%	35%	-4%	52%	-21%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	40%	49%	-9%	54%	-14%
	2018	47%	51%	-4%	54%	-7%
Same Grade Comparison		-7%				
Cohort Comparison		9%				
08	2019	21%	36%	-15%	46%	-25%
	2018	32%	32%	0%	45%	-13%
Same Grade Comparison		-11%				
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	43%	49%	-6%	48%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	31%	49%	-18%	50%	-19%
Same Grade Comparison		12%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	66%	-12%	71%	-17%
2018	54%	66%	-12%	71%	-17%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	63%	11%	61%	13%
2018	77%	61%	16%	62%	15%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	53%	41%	57%	37%
2018	76%	65%	11%	56%	20%
Compare		18%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	16	29	17	21	43	38	25	38			
ELL	30	47	41	40	52	51	33	45	72		

2019 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 2017-18	C & C Accel 2017-18
ASN	78	62		70	55		72	88	84		
BLK	40	44	28	46	48	57	33	57	84		
HSP	42	47	41	49	54	55	49	59	76		
MUL	45	36		64	55						
WHT	56	48	35	66	57	68	68	69	88		
FRL	43	45	36	50	52	55	48	54	79		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

8th Grade Mathematics and 7th Grade FSA ELA in the lowest quartile showed the lowest performance. contributing factors for math include the placement of all Level 3s (as indicated on the 7th grade Math FSA) in Algebra I Honors. Improved professional development is needed for the 8th-grade teachers in scaffolding, creating hands-on learning experiences, and effective use of math vocabulary strategies. Contributing factors for ELA include the lack of school-wide high yield literacy strategies, including effective vocabulary instruction strategies, and support for the development of print-rich physical or digital classroom environments to support English language acquisition.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

FSA ELA learning gains in the lowest 25% showed the greatest decline. Contributing factors included lack of school-wide high yield literacy strategies, including effective vocabulary instruction strategies, and support for the development of print-rich physical or digital classroom environments to support English language acquisition.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th Grade Mathematics showed the greatest gap when compared to the state average. Contributing factors for math include the placement of all Level 3s (as indicated on the 7th grade Math FSA) in Algebra I Honors. Improved professional development is needed for the 8th-grade teachers in scaffolding, creating hands-on learning experiences, and effective use of math vocabulary strategies.

Which data component showed the most improvement? What new actions did your school take in this area?

Science achievement showed the most improvement due to increased collaboration through release days and, data-driven instruction using Progress Monitoring Assessments (PMA) data which identified gaps from the prior year. Lessons were developed and implemented to address the gaps in learning. Team teaching was implemented to support the students with current and prior standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The greatest area of concern is the number of students with two or more indicators.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. School-Wide High Yield Literacy Strategies
2. Culturally Responsive Practices
3. School-Wide Writing Strategies
4. Collaborative Planning
5. Professional Learning

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus
Description
and
Rationale:**

Continued examination of strategies needed to narrow the achievement gap observed among students from diverse backgrounds by providing professional learning and support to instructional staff. In addition, to include the Collaborative for Academic, Social, and Emotional Learning (CASEL) model with staff development focused on the Social and Emotional Learning (SEL) Competencies, which are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Measurable Outcome:

Instructional staff will increase their understanding, engagement, and implementation of standards-based instruction to support English Language Learners by providing high-yield instructional strategies that support learning and narrow the achievement gap by providing opportunities to participate in professional development. Modifications to instructional practice will be measured through formative assessments. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital)

Person responsible for monitoring outcome:

Cheri Leavitt (cheri.godek@ocps.net)

Evidence-based Strategy:

Academic vocabulary will be front-loaded and cognates will be used to develop comprehension. Such teacher evidence may include word walls or charts either in the physical or digital classroom. Student evidence includes being able to demonstrate an understanding of the content through verbal or written response.

Rationale for Evidence-based Strategy:

Teachers struggle with the utilization of high yield strategies developed to increase learning gains of English language learners (ELLs).

Action Steps to Implement

1. Teachers will receive staff development on how to incorporate high-yield strategies for academic vocabulary acquisition for English Language Learners (ELLs) across the content areas.

Person Responsible

Maria Bonilla (maria.bonilla@ocps.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Using an emphasis on standards-aligned instruction for continued understanding and implementation of curriculum facilitated collaborative planning through choosing appropriate content specific complex texts and school-wide writing strategies across all content areas. In addition, to include the Collaborative for Academic, Social, and Emotional Learning (CASEL) model with staff development focused on the Social and Emotional Learning (SEL) Competencies, which are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
Measurable Outcome:	Instructional and administrative staff will increase their knowledge, understanding, and reinforcement of curriculum facilitated collaborative planning through choosing appropriate content specific complex texts and assign standards-aligned writing tasks. Modifications to instructional practice will be measured through formative assessments.
Person responsible for monitoring outcome:	Cheri Leavitt (cheri.godek@ocps.net)
Evidence-based Strategy:	Academic vocabulary is displayed to develop comprehension. Such teacher evidence may include word walls or charts either in the physical or digital classroom. Student evidence includes signs of annotating the text.
Rationale for Evidence-based Strategy:	Teachers struggle with recognizing how the Literary Evidences are implemented in planning and classroom instruction.

Action Steps to Implement

1. The Leadership team will meet weekly to share progress reports, observations, commendations, and recommendations as observed by visiting classrooms and attending content collaboration.
2. Follow-up instructional coaching will be provided to individual teachers or departments as needed.

Person Responsible Cheri Leavitt (cheri.godek@ocps.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	Research shows that students who participate in the arts do better academically. We have scheduled our self-contained students into music and art weekly and will look at and monitor their academic progress.
Description and Rationale:	
Measurable Outcome:	Our goal is to schedule our self-contained students into targeted fine arts elective classes in order for those students to improve academically.
Person responsible for monitoring outcome:	Cheri Leavitt (cheri.godek@ocps.net)
Evidence-based Strategy:	We will be monitoring their academic progress as well as provide support in those targeted classrooms as needed.
Rationale for Evidence-based Strategy:	Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement using data from assessments and grade reports. In addition, administrators and resource personnel will meet to discuss the targeted students to determine any adjustments needed in our support program.

Action Steps to Implement

1. Administrators will provide professional development on the protocol for monitoring academic progress at the beginning of the school year
2. Administrators will identify teachers that need additional support with progress monitoring and provide observations to better support this specified group.

Person Responsible Cheri Leavitt (cheri.godek@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00