

St. Johns County School District

Freedom Crossing Academy



2020-21 Schoolwide Improvement Plan

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Freedom Crossing Academy

1365 SHETLAND DR, St Johns, FL 32259

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

Demographics

Principal: Gina Fonseca

Start Date for this Principal: 12/15/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-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)	13%
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: A (66%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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 St. Johns 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 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	9%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2019-20	2018-19
Grade	A	A

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<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

It is our goal for our students, staff and school to 'break the barriers' that are holding us from the next step in our dreams and achievements. These could include such things as the fear to fail, misconceptions, a fixed mindset, self-esteem, etc.

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
Anderson, Allen	Principal	
Lime, Melissa	Assistant Principal	
Rugen, Amy	Assistant Principal	
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	
Cantrell, Lucie	Instructional Coach	Lit. Coach
Hamelin, Jessica	Assistant Principal	
Duggan, Matthew	Assistant Principal	

Demographic Information

Principal start date

Saturday 12/15/2018, Gina Fonseca

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.*

5

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.*

11

Total number of teacher positions allocated to the school

114

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
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SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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	162	195	210	205	202	203	201	180	216	0	0	0	0	1774
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0

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	4	1	2	0	0	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated
 Tuesday 9/8/2020

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	174	169	193	187	181	181	171	203	0	0	0	0	0	1459
Attendance below 90 percent	3	4	4	6	2	6	2	0	0	0	0	0	0	27
One or more suspensions	0	3	0	2	2	3	9	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	1	2	4	1	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	1	1	6	6	9	0	0	0	0	0	23

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	2	1	2	1	2	3	0	0	0	0	0	11

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	1	1	2	0	0	0	0	0	0	0	0	4
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

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	174	169	193	187	181	181	171	203	0	0	0	0	0	1459
Attendance below 90 percent	3	4	4	6	2	6	2	0	0	0	0	0	0	27
One or more suspensions	0	3	0	2	2	3	9	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	1	2	4	1	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	1	1	6	6	9	0	0	0	0	0	23

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	2	1	2	1	2	3	0	0	0	0	0	11

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	1	1	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	77%	84%	61%	0%	84%	57%
ELA Learning Gains	61%	67%	59%	0%	68%	57%
ELA Lowest 25th Percentile	46%	61%	54%	0%	70%	51%
Math Achievement	84%	88%	62%	0%	88%	58%
Math Learning Gains	66%	71%	59%	0%	73%	56%
Math Lowest 25th Percentile	56%	66%	52%	0%	70%	50%
Science Achievement	73%	77%	56%	0%	79%	53%
Social Studies Achievement	0%	95%	78%	0%	95%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)								Total	
	K	1	2	3	4	5	6	7		8
	(0)	(0)	(0)	(0)	(0)	(0)	(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
03	2019	81%	78%	3%	58%	23%
	2018					
Cohort Comparison						
04	2019	80%	77%	3%	58%	22%
	2018					
Cohort Comparison		80%				
05	2019	80%	76%	4%	56%	24%
	2018					
Cohort Comparison		80%				
06	2019	70%	74%	-4%	54%	16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		70%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	90%	82%	8%	62%	28%
	2018					
Cohort Comparison						
04	2019	88%	82%	6%	64%	24%
	2018					
Cohort Comparison		88%				
05	2019	81%	80%	1%	60%	21%
	2018					
Cohort Comparison		81%				
06	2019	74%	74%	0%	55%	19%
	2018					
Cohort Comparison		74%				
07	2019	0%	80%	-80%	54%	-54%
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	73%	73%	0%	53%	20%
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

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					
2018					
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					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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	37	46	34	53	50	44	38				
ASN	91	73		98	91		60				
BLK	66	61	27	60	50	55					
HSP	67	61	33	75	68	42	75				
MUL	58	54		74	54						
WHT	79	60	53	86	65	60	77				
FRL	54	39	25	56	52	43	40				
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

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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	83
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	53
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	60
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	60
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	69
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	44
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.

The Lowest 25% of our population was below both state and district average and was the schools lowest performing group as measured by growth. This population is largely

comprised of ESE students. With the rapid rate of school growth we saw last year, we found this to be a moving target and focused on individuals.

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

This is difficult to analysis. Due to COVID we did not take final assessments and would have used that data to address this question.

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.

The Lowest 25% of our population was below both state and district average and was the schools lowest performing group as measured by growth. This population is largely comprised of ESE students. With the rapid rate of school growth we saw last year, we found this to be a moving target and focused on individuals.

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

This is difficult to analysis. Due to COVID we did not take final assessments and would have used that data to address this question.

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

Our first area of concern is meeting the needs of our ESE population which also includes the lowest 25%.

Our second area of concern is that we fell below the district average in all areas. We feel all students should be at the minimum level of proficiency. Therefore, not having all areas at 100% is a concern.

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

1. Helping our Lowest 25 % bridge the gap to meet minimum mastery of standards.
2. Providing the instruction and resources needed by our ESE students.
3. Maintaining and improving upon the school culture of collaboration through the PLC Process to improve students achievement in both ELA and Math
4. Maintaining and improving upon the school culture of collaboration through the Capturing Kids Hearts Process to improve students achievement in both ELA and Math
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on our students scores from the 2018-2019 school year only 77% of our students meet proficiency. Also, only 46% 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!

Measurable 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.

Person responsible for monitoring outcome: Allen Anderson (allen.anderson@stjohns.k12.fl.us)

Evidence-based Strategy: Each Grade Level will participate in the process of Professional Learning Communities (PLC's).

Rationale for Evidence-based Strategy: This strategy is a district based initiative. Evidence of it's effectiveness can be found at <https://www.allthingsplc.info/evidence-of-effectiveness>

Action Steps to Implement

1. Provide time for grade level teams and Middle School subject area teachers time to collaborate on a weekly basis.
2. Monitor and assist teams as they grow in the PLC process

Person Responsible Allen Anderson (allen.anderson@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on our students scores from the 2018-2019 school year only 84% of our students meet proficiency. Also, only 56% 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!

Measurable 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.

Person responsible for monitoring outcome: Allen Anderson (allen.anderson@stjohns.k12.fl.us)

Evidence-based Strategy: Each Grade Level will participate in the process of Professional Learning Communities (PLC's).

Rationale for Evidence-based Strategy: This strategy is a district based initiative. Evidence of it's effectiveness can be found at <https://www.allthingsplc.info/evidence-of-effectiveness>

Action Steps to Implement

1. During the PLC Meetings, teams will address how they are specifically helping ESE Students and other students in the lowest 25%.
2. We believe that School culture is a vital part of student success. We will continue to focus on the following two processes to enhance a positive school culture:
 - A. Build positive relationships through the Capturing Kids Hearts CKH process.
 - B. Continue to focus on positive behaviors and to promote those behaviors, we will continue to use the Positive Behavior Intervention System (PBIS).
3. We will continue to send staff to training in PLC, CKH and PBIS processes.
4. As a new school we continue to focus on system, process and building improvements to improve school safety.

Person Responsible Allen Anderson (allen.anderson@stjohns.k12.fl.us)

No description entered

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	a
Measurable Outcome:	a
Person responsible for monitoring outcome:	Allen Anderson (allen.anderson@stjohns.k12.fl.us)
Evidence-based Strategy:	a
Rationale for Evidence-based Strategy:	a

Action Steps to Implement

a	
Person Responsible	Allen Anderson (allen.anderson@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

.NA

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.

A positive culture and environment has been a focus from before this school opened two years ago. This was at the heart of the decisions that were made and the staff that was hired. Our community was involved from the beginning and continues to be informed and involved. Our school website has a video (<https://www-fca.stjohns.k12.fl.us/about/>) that explains the culture of our school and some of the environmental goals for our students. The Vision and Mission of the school are key components to this and all stakeholders participated in the creation of these. We continue to share the practices with our stakeholders. At Freedom Crossing Focus on 3 Things and only 3 things: Capturing Kids Hearts (CKH), the PLC Process and a strong PBIS System. Teachers are trained in all three of these processes. The components of the processes are shared with parents and community members through the school newsletter, during school tours and during the School Advisory Council meetings. These three processes are at the heart of our school culture and environment.

Parent Family and Engagement Plan (PFEP) Link

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