Freedom Crossing Academy

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 8/25/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	13%
2020-21 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
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	10%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	**2020-21**	**2019-20**	**2018-19**
Grade		A	A

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 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

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	Position Title	Job Duties and Responsibilities
Fonseca, Gina	Principal	
Hoessler, Donny	Assistant Principal	
Lime, Melissa	Assistant Principal	
Duggan, Matthew	Assistant Principal	
Hamelin, Jessica	Assistant Principal	
Rugen, Amy	Assistant Principal	
Haliko, Erin	Instructional Coach	
Hurst, Cassandra	Instructional Coach	
Kastor, Ginger	Teacher, K-12	
Gregg, Neeti	Teacher, K-12	
Agans, Hannah	Teacher, K-12	
Paget, Brooke	Teacher, K-12	
Jenkins, Tyler	Teacher, K-12	
Marrinan, Suzanne	Teacher, K-12	
Galbraith, Sherry	Teacher, K-12	
Grim, Adam	Teacher, K-12	
Pokelwaldt, Anne	Instructional Coach	
Slopey, Beverly	Instructional Coach	

Demographic Information

Principal start date
Wednesday 8/25/2021, 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
129

Total number of students enrolled at the school
2,190

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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	197	223	230	224	226	218	225	202	231	0	0	0	0	1976
Attendance below 90 percent	4	11	7	8	6	9	4	23	24	0	0	0	0	96
One or more suspensions	1	0	1	2	0	3	9	7	19	0	0	0	0	42
Course failure in ELA	0	0	0	1	0	2	1	0	2	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	8	10	10	22	0	0	0	0	52
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	2	18	15	0	0	0	0	0	0	0	0	0	35

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	2	4	0	1	8	4	14	0	0	0	0	33

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	6	0	6	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Wednesday 8/25/2021

2020-21 - 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	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	
One or more suspensions	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	
Course failure in Math	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	
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	

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	

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	

2020-21 - 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	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	
One or more suspensions	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	
Course failure in Math	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	
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	

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	

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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement				77%	84%	61%		72%	60%
ELA Learning Gains				61%	67%	59%		62%	57%
ELA Lowest 25th Percentile				46%	61%	54%		62%	52%
Math Achievement				84%	88%	62%		76%	61%
Math Learning Gains				66%	71%	59%		65%	58%
Math Lowest 25th Percentile				56%	66%	52%		68%	52%
Science Achievement				73%	77%	56%		73%	57%
Social Studies Achievement					95%	78%		85%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	81%	78%	3%	58%	23%
Cohort Comparison						
04	2021					
	2019	80%	77%	3%	58%	22%
Cohort Comparison		-81%				
05	2021					
	2019	80%	76%	4%	56%	24%
Cohort Comparison		-80%				
06	2021					
	2019	70%	74%	-4%	54%	16%
Cohort Comparison		-80%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2021					
	2019					
Cohort Comparison		-70%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	90%	82%	8%	62%	28%
Cohort Comparison						
04	2021					
	2019	88%	82%	6%	64%	24%
Cohort Comparison		-90%				
05	2021					
	2019	81%	80%	1%	60%	21%
Cohort Comparison		-88%				
06	2021					
	2019	74%	74%	0%	55%	19%
Cohort Comparison		-81%				
07	2021					
	2019	0%	80%	-80%	54%	-54%
Cohort Comparison		-74%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	73%	73%	0%	53%	20%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-73%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready data.
Fall = percent of students Early on Grade Level or above.
Winter = percent of students Mid On Grade Level or above.

Grade 1			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	47	
	Economically Disadvantaged			
	Students With Disabilities	26	15	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	37	
	Economically Disadvantaged			
	Students With Disabilities	22	25	
	English Language Learners			

Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	50	
	Economically Disadvantaged			
	Students With Disabilities	14	17	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	29	
	Economically Disadvantaged			
	Students With Disabilities	14	14	
	English Language Learners			

Grade 3			
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	79	63	
	Economically Disadvantaged			
	Students With Disabilities	49	32	
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	33	30	
	Economically Disadvantaged			
	Students With Disabilities	11	11	
	English Language Learners			

Grade 4			
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	65	50	
	Economically Disadvantaged			
	Students With Disabilities	21	15	
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	45	38	
	Economically Disadvantaged			
	Students With Disabilities	15	10	
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	32	
	Economically Disadvantaged			
	Students With Disabilities	28	10	
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	29	
	Economically Disadvantaged			
	Students With Disabilities	18	3	
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	41	46	41	47	48	46	35	60			
ELL	58			68							
ASN	93	90		96	83		97	94	92		
BLK	61	60	64	58	60	58	43	90			
HSP	75	63	59	81	61	56	65	97	56		
MUL	77	75	60	80	68	73	84	100			
WHT	78	62	43	81	58	60	69	95	66		
FRL	65	50	47	71	57	50	59	77			
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				

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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	70
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	630
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There is an overall positive trend in subgroup data from 2019 to 2021. All subgroups increased one or more letter grades, with the exception of the subgroup of students with disabilities (SWD) which remained a C.

There is a slight positive trend in ELA achievement and learning gains from 2019 to 2021, with overall ELA achievement increasing from 77% to 78%. Most subgroups of students also showed learning gains, with the exception of the subgroups of SWD and Black. Additionally, 90% or more of students in all subgroups except SWD and free and reduced lunch (FRL) scored proficient on state Social Studies assessments.

There were significant increases in achievement and learning gains in all assessed content areas in the subgroup of FRL from 2019 to 2021, with an overall increase of 16%.

There is a negative trend in achievement in both Math and Science from 2019 to 2021. Overall Math achievement decreased from 84% on grade level to 81% on grade level, and Science decreased from 73% to 70%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 and 2021 data, students with disabilities (SWD) demonstrate the greatest need for improvement overall. According to the 2019 data for this subgroup of students, only 37% were considered on grade level in ELA. There was 4% improvement in the 2021 ELA data, with 41% of the SWD subgroup scoring on grade level. Math results from 2019 to 2021 showed a decline, as 53% were considered on grade level in 2019, but only 47% were on grade level in 2021.

This trend is reflected in 2021 iReady progress monitoring data for grades 1-5 as well. The average on-grade level proficiency rate of students in the SWD subcategory was 17.8% for ELA and 12.6% for Math according to the winter diagnostic.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There are several factors that contributed to this need for improvement. The most pressing factor is that we are a fast-growing school with a high population of students. We realize that we have struggled to plan schedules and supports, including curriculum, for students in the SWD category as we have grown. This includes how we utilize ESE paraprofessionals to help meet the needs of the SWD population. We are currently working on scheduling additional ESE paraprofessionals in classes with high SWD needs. The school district recently provided a new ESE curriculum for both Reading and Math in grades k-8, and offered training for utilizing these curricula with fidelity.

Our school has not offered professional development on how to meet the needs of our SWD population. Future action to support this subgroup of students will be to seek district collaboration in how to best meet needs in our school, as well as utilizing our district ESE department and school-level experts to provide training to teachers on differentiation and small group support.

COVID-19 protocols and quarantines hampered the ability for us to implement some of the plans we made after reviewing 2019 data. Furthermore, the pandemic contributed to a high rate of personnel

absences and turnover. In the future, we need to develop a plan to provide training and professional development to new staff members. Student attendance was also impacted by COVID. Our school needs to develop a plan to provide timely assistance for students in the SWD population impacted by absences.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement from 2019 to 2021 is within the free and reduced lunch (FRL) subgroup. Students in this subgroup showed an increase of 16%, from 44% to 60%, in total ESSA points from 2019 to 2021. Additionally, student achievement in ELA increased 11%, Math increased 15%, and Science increased 19%. This positive trend is also seen in the learning gains subcategory in both ELA and Math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

COVID-19 forced our school and district to increase parental communication via phone, begin utilizing online platforms to communicate classroom assignments and calendars, and provide explicit information designed to help parents support their students. Parents who may not have originally had communication with the school received regular communication and check-ins by school and district staff.

Our school is also focused on building relationships with all students through the Capturing Kids' Hearts (CKH) model. Making these personal connections allowed all staff to get to know students and specific student needs. It also increased engagement and connection from students who may have otherwise blended in with other grad-level peers.

What strategies will need to be implemented in order to accelerate learning?

Our school will need to implement strategic strategies in the area of communicating learning goals and developing scales in order to accelerate learning for all learners. Teachers need understanding of grade-level standards and the vertical progression of standards. Teachers should then understand progression towards mastery, be able to clearly communicate the skills and knowledge required for mastery to the students, and provide additional supports for students who are not showing adequate progression toward mastery. From there, our school needs a plan to assess students on grade-level standards and provide acceleration opportunities when students demonstrate mastery of content.

Both remediation and enrichment requires implementation of small group instructional strategies and differentiation in order to better meet the needs of all learners.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development (PD) opportunities will be collaborated on by the school leadership team to provide opportunities for growth in the areas of learning goals and scales, small group instruction, and differentiation.

Professional development on learning goals and scales will begin by having teachers look at and understand the language in their grade-level standards. Teachers will also look at the progression of the standard from lower grades, if available. Teachers will be led through the process of creating learning goals from that standard that are in student-friendly terms. They will then develop a four-point scale that traces the learning of the standard from a beginning level of understanding (1) to acceleration on the standard (4). This PD opportunity will also guide teachers through communicating

this with students, involving students in self-evaluation on the scale, and aligning assignments and teaching with the goals and scales.

Professional development on differentiation will build on the previous PD. It will help teachers understand how to develop lessons that address students who are demonstrating varying levels of proficiency, and providing appropriate lessons, assignments, and support to each learner.

Small group PD will be targeted at helping teachers design a classroom schedule and environment that supports small group interventions. This PD will focus on developing classroom norms, rituals and routines, and a schedule that includes grade-level appropriate whole-group instruction with break-out groups. This PD will also provide teachers with the tools necessary to use formative data to create small groups and design instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability of improvement in future years includes planning for additional personnel support in SWD classes, continued professional development opportunities, options for after-school tutoring, and increased parental communication.

As we plan for future school years, we need to make sure that we look ahead at projected growth and at the level of ESE supports needed in each classroom. Our yearly planning should provide personnel support to meet the current needs, and a future plan that is easily implementable if we outgrow the original number allocation.

Professional development (PD) needs to be ongoing. As we begin PD this year, we need to watch for areas that we can provide future support in, and carefully design PD opportunities around the needs of our teachers for future years.

We plan to begin hosting monthly parent evenings where we design parent-friendly data presentations, and provide training to parents on methods to best support their students. We will need to provide opportunities within these evenings that are specifically for parents of students in the SWD population.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Freedom Crossing Academy learning gains of our lowest 25% improved from 46% to 49% between the 2019 and 2021 school years. While we did make improvements, this is still identified as a critical need as it falls below our district's identified 50% threshold. Our goal is to raise our learning gains in ELA by 2%.
Measurable Outcome:	The learning gains of our lowest 25% will reach a minimum of 51%.
Monitoring:	Our school will utilize iReady diagnostics as a progress monitoring tool in the fall, winter and spring in order to track our progress toward this goal. All students in grades k-5 will be monitored in the fall and spring using the Developmental Reading Assessment (DRA). Teachers will monitor students within their classes, and refer students needing additional supports to the MTSS Core team for RtI plan consideration based on the data.
Person responsible for monitoring outcome:	Gina Fonseca (gina.fonseca@stjohns.k12.fl.us)
Evidence-based Strategy:	All ELA teachers are expected to conduct small group instruction for Tiers 1-3 support. The iReady toolbox with differentiation options is available for all Tier 1 instruction in grades k-8. Code B students in Middle School receive instruction and support through an Intensive Reading course, REWARDS Intervention, and iReady's targeted MyPath instruction. Students needing additional intervention in grades k-5 receive additional support through Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Leveled Literacy Intervention (LLI), Wilson, and Fundations (k-2). All parents of students who are Tier 3 reading, ESE with reading goals, or WIDA level 1 or 2 receive monthly communication As an additional level of support, identified students in grades k-5 will participate in a state-supported after-school pilot program. Students in these programs will receive additional intensive intervention in small groups using Fundations or LLI, and Lexia Core5 online instruction.
Rationale for Evidence-based Strategy:	Each of the above are: - Data-driven - District and State supported - Differentiated for all tiers of support

Action Steps to Implement

Weekly CORE meetings

Person Responsible	Jessica Hamelin (jessica.hamelin@stjohns.k12.fl.us)

Professional Development

Person Responsible	Gina Fonseca (gina.fonseca@stjohns.k12.fl.us)

Progress Monitoring Data Review

Person Responsible Gina Fonseca (gina.fonseca@stjohns.k12.fl.us)

Ongoing data chats with students in the lowest 25%

Person Responsible Gina Fonseca (gina.fonseca@stjohns.k12.fl.us)

Consistent data-based communication with parents

Person Responsible Gina Fonseca (gina.fonseca@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Freedom Crossing Academy learning gains of our lowest 25% improved from 56% to 61% between the 2019 and 2021 school years. While we did make substantial improvements, our goal is to raise our learning gains of the lowest 25% by 2%.
Measurable Outcome:	The learning gains of our lowest 25% will reach a minimum of 63%
Monitoring:	Our school will utilize iReady diagnostics as a progress monitoring tool in the fall, winter and spring in order to track our progress toward this goal. Students needing Tiers 2 and 3 support will also receive progress monitoring using Curriculum Associate's Comprehensive Assessment of Mathematics Strategies (CAMS). Teachers will monitor students within their classes, and refer students needing additional supports to the MTSS Core team for RtI plan consideration based on the data.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	All students in grades 3-8 have accounts to IXL Math instruction. All Math teachers are expected to conduct small group instruction for Tiers 2-3 support using Curriculum Associate's Strategies to Achieve Math Success (STAMS) program.
Rationale for Evidence-based Strategy:	Each of the above are: - Data-driven - District and State supported - Differentiated for all tiers of support

Action Steps to Implement

Weekly CORE/MTSS meetings

Person Responsible Jessica Hamelin (jessica.hamelin@stjohns.k12.fl.us)

Professional Development

Person Responsible Gina Fonseca (gina.fonseca@stjohns.k12.fl.us)

Progress Monitoring Data Review

Person Responsible Gina Fonseca (gina.fonseca@stjohns.k12.fl.us)

Ongoing data chats with students in the lowest 25%

Person Responsible Gina Fonseca (gina.fonseca@stjohns.k12.fl.us)

Consistent data-based communication with parents

Person Responsible Gina Fonseca (gina.fonseca@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Based on total points, Student With Disabilities (SWD) fall 24 points lower than the the total points (70 points) for all categories with science achievement falling at 35 points followed by ELA and ELA learning gains falling at 41 points.

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the 2019-2020 data, Freedom Crossing Academy (FCA) reported 0.2 incidents per 100 students. When compared to all combination schools statewide, FCA falls in the very low category. Violent incidents were low
(statewide rank #80/ 313), Property Incidents and Drug Incidents were ranked very low (#1/ 313). Based on the data, Freedom Crossing Academy will continue to implement school-wide PBIS strategies aligned to Capturing Kids Hearts and Character Counts. Capturing Kids Hearts best practices will continue to be implemented school wide (greeting students at door, sharing good news, group roles, social contracts, and the four questions). Character Counts lessons and social emotional lessons will be taught in elementary and middle school by our guidance counselors, media specialists, and classroom teachers. The PBIS Team will continue to meet monthly to review LiveSchool data and school trends. The MTSS Core Team (deans, admin, guidance, social worker, ILC's, and behaviorist) will meet weekly to discuss and review discipline data and identify students who need additional support including counseling supports and Tier 2 and Tier 3 interventions. The FCA leadership team will also monitor suspension data and communicate frequently with teachers, students, and families to meet the unique needs of all students.

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.

Freedom Crossing Academy has been recognized by the FLPBIS Project as a 2020 PBIS Model School and also recieved the PBIS Resilent Award for the successful implementation of school-wide Positive Behavior Interventions and Supports (PBIS). PBIS is a school-wide framework that, according to national research, enhances student quality of life and reduces problem behaviors. Freedom Crossing Academy aligns PBIS best practices with the Character Counts education program and Capturing Kids Hearts best practices. By establishing this framework, we are developing skills, making changes to the school environment, acknowledging appropriate behavior, and using data to identify supports for our students. As a PBIS Model School, we demonstrate a commitment to positive and equitable outcomes for all students!

At Freedom Crossing Academy, we are committed to creating a learning environment where every student is recognized and rewarded for positive behavior. The FCA Expectations, known as the "FCA Way" are embedded in all settings including the classroom, cafeteria, hallways, outside, restroom, stairs, and buses.

At Freedom Crossing Academy, we are Focused on Safety, Committed to Responsibility, and Always Respectful.

Our goal is to cultivate a safe and positive learning environment for all students by building a positive school culture, developing deeper connections with our students and celebrating success utilizing LiveSchool, our school wide positive incentive program. This year we will continue to use LiveSchool, an app that will help us share behavior feedback with you and your child. All students receive positive points in LiveSchool for outstanding leadership, character, and good behavior throughout the school day. Our expectation is for all students to be focused on their learning, take leadership roles in the school, use their imagination and creativity in the classroom, demonstrate grit when tasks become challenging, have heart by being kind and working together as a school community, and be a team (grade level and school). These expectations are known as the "FLIGHT" expectations and are aligned to our school mission statement. Students receive positive points for meeting the "FLIGHT" expectations and adhering to the FCA Way behavior expectations. Students also earn points for demonstrating the Character Counts Pillars- Caring, Responsibility, Fairness, Trustworthiness, Respect, and Citizenship. All teachers and staff members can award LiveSchool points which allows students the opportunity to receive points in all settings throughout the school day. In addition to positive feedback, we also give feedback on negative choices. As part of our school-wide positive behavior interventions and supports (PBIS), negative choices will not result in negative points deducted in LiveSchool. Parents can access their child's information from their computer or phone by downloading the free LiveSchool app.

The implementation of the "FCA House Points System" creates an unique and extraordinary culture at Freedom Crossing academy. The FCA Houses allow all students and teachers the opportunity to build relationships across grade levels, develop leadership skills and character, enhance team building within our school, and supports our goal of developing a positive school culture. This system allows our students to serve as role models and mentors within our school and community. A positive and healthy school culture is proven to increase student achievement and attendance rates.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Freedom Crossing Academy as been committed and dedicators towards creating a positive school culture and environment since opening our doors in 2018. Our community has always been involved since we opened and continues to be informed and involved. Our school website includes videos and helpful information that explains our amazing school culture. The vision and mission of the school are key components to our positive learning environment. All stakeholders participated in the creation of our school vision and mission from the beginning. We continue to share our practices with all stakeholders. At Freedom Crossing Academy we focus on three things and only three 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 ae shared with parents and community members through the school newsletter, during school tours, and during the School Advisory Council meetings. These three prcessess are at the heart of our school culture and create a positive learning environment.