

Brevard Public Schools

Freedom 7 Elementary School Of International



2021-22 Schoolwide Improvement Plan

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Freedom 7 Elementary School Of International Studies

400 S 4TH ST, Cocoa Beach, FL 32931

<http://www.freedom.brevard.k12.fl.us>

Demographics

Principal: Kathryn Lott C

Start Date for this Principal: 1/7/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-6
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)	12%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (84%) 2017-18: A (90%) 2016-17: A (88%)
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	
* 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 Brevard 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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<http://www.freedom.brevard.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)
Elementary School KG-6	No	15%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	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.

To continue the International Baccalaureate Primary Years Programme, a concept based curriculum that empowers students to become inquirers who are responsible, globally-minded citizens and reflective lifelong learners.

(Revised 8/2018)

(Reviewed 9/2019)

(Reviewed 9/2020)

(Reviewed 8/2021)

Provide the school's vision statement.

Freedom 7 Elementary School of International Studies, an International Baccalaureate Primary Years Programme School, provides a quality public education with a rigorous and relevant transdisciplinary curriculum. Students are encouraged to become critical and open-minded thinkers, lifelong learners and compassionate world citizens who respect cultural diversity and take action to better our world.

(Revised 8/2018)

(Reviewed 9/2019)

(Reviewed 9/2020)

(Reviewed 8/2021)

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
Lott, Kathryn	Principal	The principal oversees the instructional decision making at all levels. She collaborates with all classroom teachers through 80 minute PLCs, MTSS meetings and observations. Decisions are made based on stakeholders input and disaggregation of data from multiple data points. Support may include professional development, coaching and other strategies as necessary. As the leader of the leadership team, the principal guides the growth and development of the IBPYP across the school. The principal participates in weekly 80 minute PLCs with each grade level and the enrichment team.
Haddock, Lucy	Assistant Principal	The Assistant Principal assists teachers with instructional support and coordinates the mentor program throughout the school. She oversees the MTSS process and coordinates additional supports for differentiation. She is responsible for supporting the growth and development of the IBPYP and collaborates with the principal on discipline. The Assistant Principal participates in grade level 80 minute weekly PLCs and coordinates committees and clubs.
Noe, Jennifer	Instructional Coach	The instructional coach is a member of the leadership team that supports all teachers as a coach of different disciplines and the implementation of the IBPYP. She assists in student assessment and serves as the lead mentor for the school. Mrs. Noe participates in each of the grade level and enrichment team's 80 minute PLCs.
Enrique, Lisa	Other	As part of the leadership team she works to support the IBPYP implementation. She also coordinates the media center and implements lessons, WORLD TV studio and serves as a mentor teacher and peer coach. Mrs. Enrique participate in each of the grade level and enrichment team's 80 minute PLCs.

Demographic Information

Principal start date

Monday 1/7/2019, Kathryn Lott C

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.*

4

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.*

3

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

409

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

5

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

6

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	54	50	57	55	57	69	67	0	0	0	0	0	0	409
Attendance below 90 percent	1	0	1	0	1	0	2	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	0	1	1	0	0	0	0	0	0	2
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	1	2	0	0	0	0	0	0	3
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	1	1	4	0	0	0	0	0	0	6

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
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	52	52	53	54	64	65	59	0	0	0	0	0	0	399	
Attendance below 90 percent	0	3	1	5	1	1	3	0	0	0	0	0	0	14	
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1	
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	1	0	0	0	0	0	0	1	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	1	0	0	0	0	0	0	2	

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	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	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	52	52	53	54	64	65	59	0	0	0	0	0	0	399	
Attendance below 90 percent	0	3	1	5	1	1	3	0	0	0	0	0	0	14	
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1	
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	1	0	0	0	0	0	0	1	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	1	0	0	0	0	0	0	2	

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
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				95%	62%	57%	97%	60%	56%
ELA Learning Gains				83%	60%	58%	81%	54%	55%
ELA Lowest 25th Percentile				80%	57%	53%	91%	46%	48%
Math Achievement				94%	63%	63%	96%	62%	62%
Math Learning Gains				77%	65%	62%	83%	59%	59%
Math Lowest 25th Percentile				68%	53%	51%	91%	49%	47%
Science Achievement				89%	57%	53%	91%	57%	55%

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	96%	64%	32%	58%	38%
Cohort Comparison						
04	2021					
	2019	98%	61%	37%	58%	40%
Cohort Comparison		-96%				
05	2021					
	2019	95%	60%	35%	56%	39%
Cohort Comparison		-98%				
06	2021					
	2019	93%	60%	33%	54%	39%
Cohort Comparison		-95%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	94%	61%	33%	62%	32%
Cohort Comparison						
04	2021					
	2019	90%	64%	26%	64%	26%
Cohort Comparison		-94%				
05	2021					
	2019	94%	60%	34%	60%	34%
Cohort Comparison		-90%				
06	2021					
	2019	97%	67%	30%	55%	42%
Cohort Comparison		-94%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	89%	56%	33%	53%	36%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostic Assessment, FCAT Science

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	67%	84%	98%
	Economically Disadvantaged	57%	86%	86%
	Students With Disabilities	50%	100%	100%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	61%	80%	98%
	Economically Disadvantaged	71%	86%	86%
	Students With Disabilities	50%	100%	100%
	English Language Learners	NA	NA	NA
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70%	91%	96%
	Economically Disadvantaged	75%	75%	100%
	Students With Disabilities	67%	83%	100%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	72%	89%
	Economically Disadvantaged	25%	100%	100%
	Students With Disabilities	67%	83%	100%
	English Language Learners	NA	NA	NA

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	89%	100%	100%
	Economically Disadvantaged	60%	90%	90%
	Students With Disabilities	100%	100%	100%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50%	70%	94%
	Economically Disadvantaged	40%	60%	80%
	Students With Disabilities	67%	67%	83%
	English Language Learners	NA	NA	NA
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	81%	89%	89%
	Economically Disadvantaged	89%	100%	100%
	Students With Disabilities	80%	100%	100%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49%	73%	89%
	Economically Disadvantaged	11%	33%	78%
	Students With Disabilities	20%	80%	80%
	English Language Learners	NA	NA	NA

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	86%	84%	87%
	Economically Disadvantaged	83%	92%	100%
	Students With Disabilities	75%	75%	88%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67%	73%	81%
	Economically Disadvantaged	42%	67%	92%
	Students With Disabilities	38%	63%	100%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	81%
	Economically Disadvantaged	NA	NA	63%
	Students With Disabilities	NA	NA	50%
	English Language Learners	NA	NA	NA
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	94%	85%	82%
	Economically Disadvantaged	63%	75%	88%
	Students With Disabilities	100%	0%	50%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65%	78%	87%
	Economically Disadvantaged	38%	50%	50%
	Students With Disabilities	50%	50%	100%
	English Language Learners	NA	NA	NA

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	83			83							
ASN	94			89							
HSP	86	77		83	62						
MUL	100			100							
WHT	94	77	94	89	68	75	82				
FRL	94	67		78	50						
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	90	93		95	86						
ASN	96	73		96	80						
BLK	100	100		91	80						
HSP	95	77		95	85						
MUL	89	82		83	76						
WHT	96	83	89	95	76	78	91				
FRL	86	65		86	59		67				
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	90	58		85	75						
ASN	95	88		95	100						
HSP	100	92		100	69						
MUL	96	90		96	80						
WHT	97	78	88	96	82	89	85				
FRL	94	69		91	79	80					

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	79
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	553
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	83
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	77
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	100
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	
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	83
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	72
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?

Science data are trending downward in proficiency. In 2021, 81% of the fifth grade students were at proficiency in science. This is a drop over the past three times this assessment has been given. In 2019 89% of the students were proficient. In 2018 91% of the students were proficient.

Learning gains in reading and in math do not match proficiency levels. For the 2020-2021 school year, in ELA, 75% of the students had learning gains where as 94% of the students were proficient. In mathematics, only 68% had learning gains with 89% proficient. Learning gains for the lowest 25% in mathematics were 65%. The discrepancy has led to continued conversations as to why and a deeper dive into who our students are that are not making the gains.

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

The learning gains in particular, demonstrate a need for improvement. The past two years, we have these percentages hover in the 60% range. While this past year, we raised to 75% in ELA, we remained at 68% for mathematics. Equally unsatisfactory, are the learning gains for the lowest 25% in both areas; ELA 81%, mathematics 65%.

According to iReady final diagnostic information from the 2020-2021 school year, annual typical growth was represented as follows: 3rd grade 70%, 4th grade 69%, 5th grade 68%, 2nd grade 64%, 1st grade 59% 6th grade 56% and kindergarten 28%.

Science data are trending downward in proficiency. In 2021, 81% of the fifth grade students were at proficiency in science. This is a drop over the past three times this assessment has been given. In 2019 89% of the students were proficient. In 2018 91% of the students were proficient.

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

The challenges of approximately 50%-60% of the students as eLearners during the 2020-2021 year led to difficulties with student understanding and engagement. As all teachers used the hybrid model all year, challenges for small group instruction perseverated. In addition, challenges were seen in providing hands-on instruction in both mathematics and science in all grades. The lack of rich experiences due to the limitations of the pandemic as well as the increased time that learning engagements took, affected the overall delivery of instruction.

Analysis of standards aligned, conceptually connected curriculum will need to be conducted to ensure that gaps are closed within the units of instruction. Systematic analysis and implementation of strategies to support students in all grades will support growth, especially in the area of differentiated instruction.

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

Growth was met in the particular strand of vocabulary to 90% proficiency. However, according to the first diagnostic in the 2021-2022 year, vocabulary remains the weakest area at 71% proficiency with overall 76% proficiency according to iReady.

Proficiency levels according to FSA in ELA were 94%, the highest in the district in elementary.

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

Schoolwide, systematic conversations, professional development and strategies were conducted during the 2020-2021 school year. Practices shifted to include word work, vocabulary word walls, increased use of morphology and student agency within classrooms to support growth.

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

Embedded professional development through coaching, shared articles within the Weekly Soarin and dialogue through the MTSS process will support acceleration. The collaborative expectation that small group instruction is occurring will be discussed in PLCs and through other learning opportunities throughout the year. In addition, administrative observations of small group instruction will foster ongoing conversation of best practices to support tier 2 and tier 3 learners.

Teachers will be providing differentiated instruction through the units of inquiry using district provided standards-aligned resources. The use of Benchmark Advance's enrichment items will be explored to support differentiated instruction within tier 1 instruction. In addition, these resources will be explored within the gifted student program to support those 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.

Articles that support the philosophy of accelerating learning will be provided and discussed in PLCs and in faculty and MTSS meetings. Teachers will become familiar with the resources continued within the MTSS app on launchpad and use these materials more systematically within their tier 2 and tier 3 groups. Participants in the reading endorsement job embedded courses will partner with other teachers to share new knowledge and provide support to other teachers.

Professional development as it relates to vocabulary development will be provided by the SLP.

An inquiry into Conscious Discipline will be conducted throughout the school year by all teachers to support growth in belonging and foster positive relationships with all stakeholders in order to systematically accomplish the school improvement plan and to prepare for continued development with the IBPYP as we begin our self-study evaluation year.

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

The use of Conscious Discipline strategies will be used to elevate the Learner Profile attributes and approaches to learning and teaching within the building. This practice and growth will support an increase in relationships throughout the school in order to continue to build capacity of successful differentiated learning across the school.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus There has been a downward trend in FCAT Science scores over the past three iterations of the assessment.

Description and Rationale: In 2018, proficiency was 91%. In 2019, proficiency was 89%. In 2021, proficiency was 81%. The gap year represents the start of the pandemic and a shift to distance learning for March-June 2020 and a large population of eLearners for the 2020-2021 school year.

Measurable Outcome: Proficiency will increase on the FCAT Science assessment from 81% to 89%.

Monitoring: 5th grade teachers will monitor student understanding using the district provided standards-aligned assessments throughout the year. Teachers will increase student agency with students' own tracking of data through goal setting and reflection. Discourse within PLCs, in all grades, will support student growth in science.

Person responsible for monitoring outcome: Lucy Haddock (haddock.lucy@brevardschools.org)

Evidence-based Strategy: Students will engage in increased hands-on, inquiry based lessons to increase conceptual understanding. Using tools like the 5E model, PENDAs and the science fair process will support positive student engagement and transfer of knowledge.

Rationale for Evidence-based Strategy: We believe student engagement with inquiry will lead to great understanding of scientific concepts. Students have lacked the opportunity to have hands-on experiences with science concepts during the pandemic and therefore need the opportunity to do so within the contexts of the units of inquiry to make connections. In addition, differentiation will be offered through the PENDA application with students in grades 3-6.

Action Steps to Implement

The science lab will be re-organized so that functionality is increased to support student learning within the space. Collaboration with science parent educators will support co-creation of lessons to provide rich, standards aligned, conceptually based learning engagements for students within the space.

Person Responsible Lucy Haddock (haddock.lucy@brevardschools.org)

A Science Club will be held March-April 2022 with Mrs. Tarver and more participants (to be announced), inviting the lowest 25% of 5th grade to participate after school to build their conceptual knowledge of the most difficult Grade 5 FCAT Science topics, we will use test item spec's and years past data to identify problematic areas to focus hands-on labs to provide students with relevant context before taking the assessment.

Person Responsible Christine Tarver (tarver.christine@brevardschools.org)

5th grade teachers in collaboration with the leadership team will disaggregate data from FCAT science 2021, SAT 10 science data 2021 and the first district science assessment to determine gaps. The 5th grade teachers will then lead an early release PDD whereby the process of identifying, elevating and aligning embedded science standards within the units of inquiry, is conducted with all grade levels. This work will continue through PLCs and be supported by the leadership team.

Person Responsible Lucy Haddock (haddock.lucy@brevardschools.org)

Vertical conversations will be held regarding science concepts and the programme of inquiry to ensure that all conceptual ideas are explored within the units of inquiry. Discourse will also involve how the

concepts are assessed and may lead to assessments shifting. These will take place during faculty meeting time.

Person Responsible Jennifer Noe (noe.jennifer@brevardschools.org)

Implementation of the district science standards assessments through the units of inquiry will be conducted by grades 2-5.

Person Responsible Lucy Haddock (haddock.lucy@brevardschools.org)

Implementation of PENDA science in grades 3-6 by all classroom teachers. Reflection and analysis of data will be conducted through PLCs.

Person Responsible Kathryn Lott (lott.kathryn@brevardschools.org)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

The results of the iReady data for fall 2021, indicate an area of potential growth in vocabulary proficiency across all grades. Previous year's School Improvement Plan documented a need to support growth in this area and we saw growth from the beginning of last year to the beginning of this year, 2020-21. Due to the switch to hybrid learning in the 2020-21 school year, we would like to continue to work on gains as seen in assessment data and would like to continue to improve proficiency, while supporting our new ELA B.E.S.T standards, in vocabulary acquisition.

The growth in kindergarten to grade 3 was significant. By continuing to focus on vocabulary acquisition, morphology and tier 3 vocabulary, students in grades 4 through 6 will also see gains.

Goal for 2021-22 MEASURABLE OUTCOME based on iReady scores in the vocabulary domain.

Measurable Outcome:

6th Grade: 81% to 86%

5th Grade: 82% to 87%

4th Grade: 87% to 92%

3rd Grade: 98% to 100%

2nd Grade: 92% to 97%

1st Grade: 94% to 99%

Monitoring:

iReady diagnostic assessments, standards mastery of vocabulary standards and ongoing progress monitoring of the iReady instructional path use will be discussed and reflected upon in PLCs and Leadership Team meetings. In addition, observations by administrators will include conversations about how vocabulary instruction is being supported.

Person responsible for monitoring outcome:

Jennifer Noe (noe.jennifer@brevardschools.org)

Evidence-based Strategy:

School-wide support with explicit vocabulary instruction across all subject areas using a variety of complex texts will support continued vocabulary growth for all students. Attention to the morphology timeline will be provided so that all grade level appropriate prefixes/suffixes are taught and not repeated.

Rationale for Evidence-based Strategy:

Having explicit conversations in PLC's regarding vocabulary development, professional development support, and vertical conversations has supported observed learning engagements in this area from last year to this year. We would like to continue to support learners by broadening our knowledge in teaching and learning of best strategies in vocabulary development in context including implementation of BEST E.L.A. vocabulary standards, to continue to make gains.

Action Steps to Implement

Purposeful conversations regarding explicit vocabulary teaching during PLCs and vertical team meetings guided by the instructional coach. Teachers will document learning experiences within each unit of inquiry, including a relevant vocabulary list to be shared and connected through enrichment.

Person Responsible Jennifer Noe (noe.jennifer@brevardschools.org)

Provide professional development to teachers regarding vocabulary strategies to all grade levels and enrichment staff.

Person Responsible Jo Ann Jarnec (jarnec.joann@brevardschools.org)

Code learning engagements within the units of inquiry, incorporating the ELA B.E.S.T. standards, that have explicit opportunities for vocabulary development and monitor impacts through formative assessments. Develop vocabulary lists for each unit of inquiry, to support the Enrichment teachers.

Person Responsible Jennifer Noe (noe.jennifer@brevardschools.org)

Data will be analyzed after each diagnostic through MTSS process to foster vertical and horizontal discourse among teachers.

Person Responsible Lucy Haddock (haddock.lucy@brevardschools.org)

Walkthroughs by leadership team will provide ongoing support to teachers in vocabulary instruction. Walk through “look fors” will be collaboratively created based on SIP goals, IBPYP action plans and individual grade level goals.

Person Responsible Lucy Haddock (haddock.lucy@brevardschools.org)

The Elementary Leading and Learning Instructional Agreements will be shared with all teachers during a faculty meeting. Teachers will be provided time to reflect and analyze their growth and successes with the agreements.

Person Responsible Lucy Haddock (haddock.lucy@brevardschools.org)

Teachers and the gifted student program teacher will explore the use of enrichment activities from Benchmark Advance to support differentiated instruction.

Person Responsible Christine Tarver (tarver.christine@brevardschools.org)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	<p>According to the Youth Truth survey in 2021, our students feel that while the strengths at Freedom 7 are relationships and culture, our weaknesses lie in the sense of belonging and academic challenge. Conversely, academic opportunity was the highest rated by teachers at 8.6.</p> <p>93% of the families responded that they feel welcome at the school, which was a great challenge given the pandemic and limitations with people on campus. Many feel that the academic challenge is why they select the school.</p> <p>This dichotomy in perspectives, coupled with the increase over the past three years in relationships and culture according to Youth Truth, has led us to want to determine how we are engaging students and challenging them academically. In addition, the sense of belonging is an area that through a variety of social emotional supports, we will increase.</p>
Measurable Outcome:	<p>Student perception of a sense of belonging, according to the Youth Truth survey will increase from 2.61 to 2.71. In addition, academic challenge will increase from 2.52 to 2.62.</p>
Monitoring:	<p>Students will be surveyed two additional times during the first semester using an in house survey to determine areas of growth. Results will be analyzed and reflected upon by all faculty and the leadership team during faculty meetings and/or PLCs.</p>
Person responsible for monitoring outcome:	<p>Lucy Haddock (haddock.lucy@brevardschools.org)</p>
Evidence-based Strategy:	<p>Increasing student agency throughout the school will support not only a greater understanding of the academic challenge, but provide a sense of belonging as the opportunity for self-reflection and goal setting with support increases academic proficiency. This will also support growth in learning gains as students develop increasing ownership in their own learning.</p>
Rationale for Evidence-based Strategy:	<p>According to From Principals into Practice (2020), Efficacy refers to an individual's belief in their "capabilities to organize and execute the courses of action required to produce given attainments" (Bandura 1997). This belief is integrally connected to agency because the stronger the sense of self-efficacy, the greater likelihood that the individual will exercise agency (Bandura 1997). Self-efficacy influences the choices students are confident in making, which, in turn, influences the degree of ownership and impact they have in their lives.</p> <p>We know that when we are empowered and agents of our own learning (both adults and students) that decisions are made, questions are asked and understandings are communicated.</p>

Action Steps to Implement

Teachers will define rigor and relevance for excellence through the lens of assessment, homework, assignments and organization. They will identify behaviors vertically across grade levels and disciplines to begin to articulate how agency is built within these contexts. The leadership team will support this process with text to anchor the conversations, connected to the IBPYP philosophy and pull forward the discourse through PLCs.

Person Responsible Lucy Haddock (haddock.lucy@brevardschools.org)

Teachers will be trained in Conscious Discipline throughout the year in faculty meetings and PLCs. They will implement strategies that support growth and connections with the Learner Profile attributes. Teachers will be able to observe other teachers as needed to help guide their own personal reflections and connections. Teachers will be encouraged to share with their colleagues through the Sharing Soarin Success professional development opportunity.

Person Responsible Lexie VanVuren (vanvuren.alexis@brevardschools.org)

Students will create videos to share with other students the approaches to learning, learner profile attributes and other concepts to support a collaborative learning culture.

Person Responsible Lisa Enrique (enrique.lisa@brevardschools.org)

The guidance counselor will support students' social emotional growth through formal lessons, support and behavior groups and formal lessons using district supported curriculum.

Person Responsible Lucy Haddock (haddock.lucy@brevardschools.org)

Teachers will engage in professional development whereby From Principals into Practice and other resources from the IB, will be used to support growth in developing learner agency. The leadership team will reflect on the implementation and provide support as necessary.

Person Responsible Jennifer Noe (noe.jennifer@brevardschools.org)

A mother tongue survey will be sent home to families to gather information about the children's written and spoken languages at home. This information will be used by the leadership team, language teachers and student groups (AACT, World Language Club, World Geography Club) to elevate the languages and cultures represented in the school.

Person Responsible Jennifer Noe (noe.jennifer@brevardschools.org)

#4. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

While proficiency in mathematics is 89% according to FSA data in 2020-2021 school year, learning gains were 68% and of the lowest 25%, only 65% of the students made gains. In order to support greater growth, a focus on differentiated instruction will provide a focus to support growth of all students. In addition, increasing agency among all students through student data tracking in both goal setting and reflection, will support growth in student learning gains.

Measurable Outcome:

Learning gains in mathematics will increase from 68% to 78% on the FSA. Learning gains in mathematics of the lowest 25% will increase from 65% to 75%. This will result in an increase in proficiency from 89% to 92%.

Monitoring:

Teachers will monitor and bring forward Eureka and Big Ideas data points to MTSS meetings to support small grouping needs. iReady diagnostic assessments will be analyzed and reflected upon through MTSS.

Person responsible for monitoring outcome:

Kathryn Lott (lott.kathryn@brevardschools.org)

Evidence-based Strategy:

In order to support growth in mathematics, students need differentiated instruction. Acceleration and remediation of skills should be supported while also providing quality, standards aligned, on grade level instruction. As year 3 of Eureka implementation, we have seen success with the conceptual thinking that Eureka provides, even through the pandemic. To further foster growth, a differentiated approach should be established so that learning gains are achieved. Whether teachers differentiate content, process, products, or the learning environment, coupled with ongoing assessments is a successful strategy.

Ongoing progress monitoring will support reflective learning and teaching of the conceptual understandings of mathematics.

Rationale for Evidence-based Strategy:

In addition, building student agency through the reflective goal setting perspective and data chats will also support student growth. Children who have ownership, voice and choice in their decision making, will be successful.

We know that differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, coupled with ongoing assessment is a successful strategy. The work of Tomlinson and Wormelli helps to guide our development in this area.

Student agency, as conceptualized by Bandura's social cognitive theory, allows students to take part in their own self-development. This in turn helps to build community and a sense of belonging and ultimately have an awareness of others. A student's self-efficacy will determine success in decision making and therefore will support the skills needed to acquire, make meaning and transfer learning into a variety of contexts.

Action Steps to Implement

Bring forward the use of Eureka and Big Idea assessments in the MTSS process to support tier 2 and tier 3 instruction planning. Reflect and monitor groups through MTSS meetings.

Person Responsible

Jennifer Noe (noe.jennifer@brevardschools.org)

Provide professional development with differentiated instruction from the math content specialist from the district on an early release PDD and through directed discourse with in PLCs during the first semester.

Person Responsible Lucy Haddock (haddock.lucy@brevardschools.org)

Walkthroughs by leadership team will provide ongoing support to teachers in differentiated instruction. Walk through “look fors” will be collaboratively created based on SIP goals, IBPYP action plans and individual grade level goals.

Person Responsible Lucy Haddock (haddock.lucy@brevardschools.org)

Agency will be increased through the use of data notebooks, student led-conferences and the learning reflection cycle. Teachers will be provided with professional development through faculty meetings and PLCs to support growth in increasing student agency. Students will be able to articulate learning goals in mathematics.

Person Responsible Lisa Enrique (enrique.lisa@brevardschools.org)

The Elementary Leading and Learning Instructional Agreements will be shared with all teachers during a faculty meeting. Teachers will be provided time to reflect and analyze their growth and successes with the agreements.

Person Responsible Lucy Haddock (haddock.lucy@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

The following will be continued throughout the 2021-2022 school year:

Whole-child approach to the MTSS process

Students with BIPs are regularly updated and supported through the IPST process

The use of the IB Learner Profile through all units of inquiry and across all disciplines is supported through PLC conversations and observations

Check in and check out connections as needed

Small groups with the guidance counselor to include a lunch bunch, divorce group and social skills group(s)

Monthly Enrichment PLCs includes discussion of student data to include behavior interventions

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.

The community at Freedom 7 is unique in that as a school of choice, our community has the opportunity to be comprised of families from the entire Brevard County. The requirement of fifteen volunteer hours per family is essential to not only the philosophy of education at the school, but the success of all of the students. Freedom 7 Elementary typically registers over 10,000 volunteer hours each year, however, due to COVID last year, we did not meet that goal. As of September, 2021, we are on track to meet that standard again.

The nature of belonging to a larger International Baccalaureate community provides extensive feedback opportunities. As a member of the Florida League of IB Schools and through continued work with the IB, stakeholders at Freedom 7 are able to participate in continuous learning with like-minded schools from around the state and globally.

Survey data from parents indicates 93% of our families feel welcome at school and that 69% of our families feel they have the opportunity to provide input. This is a slight drop from years past and could possibly be attributed to a lack of access on campus and in-person events. We have expanded our opportunities with the use of Zoom and have seen an increase in attendance in the APT general meetings.

According to the insight survey, 85% of the teachers feel feedback is sought and valued within the school house, as compared to 95% of the year prior. Overall, according to the insight survey, teachers ranked Freedom 7 high in the area of academic opportunity and peer culture. Areas of opportunity are instructional feedback and observation and evaluation. The administration team will be increasing support in these areas by conducting support meetings during the first few weeks of school to gain input and insight into teachers' goals and needs. In addition, a Google Survey was sent during pre-planning to obtain a variety of information to guide growth overall at Freedom 7.

According to the Youth Truth Survey, relationships and engagement were highly ranked, while academic challenge and belonging were lowest. The increased engagement with Conscious Discipline will support all students with an increased sense of belonging within the Freedom 7 Elementary context. We will continue to discuss further, with grade level groups, individual data throughout the 2021-2022 school year. Continued efforts through the student organization, AACT, will help to ensure student voice and choice are part of the ongoing discourse at Freedom 7.

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

The Freedom 7 Community recognizes all of the stakeholders in decisions making and reflection including students, faculty, community members and families. Through formal structures such as SAC, faculty meeting, Threat Assessment Team, committee meetings and the Action Ambassador Committee Team (AACT) and more, participants are provided opportunities to share input, question decisions, reflect and take leadership roles in the organization. The parent organization, Ayudar Parents and Teachers (APT), plays an essential role in the decision making at Freedom 7. 100% of the families participate in the organization in a variety of ways. Anecdotal, informal feedback on social media, emails and through discourse with all stakeholders is ongoing, organized and supportive of a continued growth mindset at Freedom 7 Elementary.

As a result of input from the SAC, "Sip Tips" will continue to be shared through the newsletter, website and on social media in order to build capacity of all stakeholders. New this year, will be videos of students sharing how they are connected to the growth and development of the collective goals represented in the SIP.

As an International Baccalaureate school, we belong to a large community of IB schools around the world and network with them in different forms. In addition, as a member of the Florida League of IB Schools, whereby the Assistant Principal serves as the IB PYP Chair, Freedom 7 maintains interconnected networks to help us grow and develop our school community.

Our social media platform includes leadership team, all teachers' websites, APT's website and social media platforms and more. In addition, Mrs. Noe shares articles of student learning and service learning with various publications within the county. In addition, the Principal regularly joins the Kiwanis Club to network and share programs and learning from the school with the community.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00