

Orange County Public Schools

# Freedom Middle



## 2021-22 Schoolwide Improvement Plan

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## Freedom Middle

2850 TAFT VINELAND RD, Orlando, FL 32837

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

### Demographics

**Principal: Robert Walker**

Start Date for this Principal: 7/21/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (55%) 2017-18: B (56%) 2016-17: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

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

## School Board Approval

This plan is pending approval by the Orange County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Freedom Middle

2850 TAFT VINELAND RD, Orlando, FL 32837

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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### SIP Authority

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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.

To ensure every student has a promising and successful future.

#### Provide the school's vision statement.

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

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
Leavitt, Cheri	Principal	Responsible for academic needs and learning, social and emotional needs, and safety of all on campus.
Quillin, Courtney	Assistant Principal	To assist the principal with academic needs and learning, social and emotional needs, and safety of all on campus.
Storms, Jacqueline	Other	Responsible for implementing Threat Response Protocols, serves and mental health designee, and serves as community resource liason.
Robinson Taylor, Roxann	Dean	Responsible for the safety of all students on campus.
Ross, Shannon	Dean	Responsible for the safety of all students on campus.
Escanellas, Mariedith	Dean	Responsible for the safety of all students on campus.
Leach, Renee	Reading Coach	Responsible for assisting teachers in the area of English/Language Arts Florida Standards implementation, lesson planning, common assessment, and differentiation of instruction.
Rodriguez, Yarin	Staffing Specialist	Responsible for all federal, state, and district mandates governing the education of Students with Disabilities.

### Demographic Information

**Principal start date**

Wednesday 7/21/2021, Robert Walker

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

0

**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.*

2

**Total number of teacher positions allocated to the school**

73

**Total number of students enrolled at the school**

1,085

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

11

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

10

**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	0	0	0	0	0	0	345	365	362	0	0	0	0	1072	
Attendance below 90 percent	0	0	0	0	0	0	62	96	97	0	0	0	0	255	
One or more suspensions	0	0	0	0	0	0	6	17	20	0	0	0	0	43	
Course failure in ELA	0	0	0	0	0	0	14	13	24	0	0	0	0	51	
Course failure in Math	0	0	0	0	0	0	16	15	55	0	0	0	0	86	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	60	91	66	0	0	0	0	217	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	51	81	65	0	0	0	0	197	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	94	141	118	0	0	0	0	353	
	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	44	93	89	0	0	0	0	226

**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	1	0	0	0	0	0	1

**Date this data was collected or last updated**

Wednesday 7/21/2021

**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	0	0	0	0	0	0	387	379	403	0	0	0	0	1169
Attendance below 90 percent	0	0	0	0	0	0	42	56	75	0	0	0	0	173
One or more suspensions	0	0	0	0	0	0	2	15	25	0	0	0	0	42
Course failure in ELA	0	0	0	0	0	0	12	38	140	0	0	0	0	190
Course failure in Math	0	0	0	0	0	0	11	78	139	0	0	0	0	228
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	98	79	108	0	0	0	0	285
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	86	81	81	0	0	0	0	248

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

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	2	0	0	0	0	0	2

**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	0	0	0	0	0	0	387	379	403	0	0	0	0	1169	
Attendance below 90 percent	0	0	0	0	0	0	42	56	75	0	0	0	0	173	
One or more suspensions	0	0	0	0	0	0	2	15	25	0	0	0	0	42	
Course failure in ELA	0	0	0	0	0	0	12	38	140	0	0	0	0	190	
Course failure in Math	0	0	0	0	0	0	11	78	139	0	0	0	0	228	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	98	79	108	0	0	0	0	285	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	86	81	81	0	0	0	0	248	

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

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

#### The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	1	0	0	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	2	0	0	0	0	0	2	

## 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				47%	52%	54%	52%	52%	53%
ELA Learning Gains				48%	52%	54%	50%	50%	54%
ELA Lowest 25th Percentile				39%	45%	47%	47%	42%	47%
Math Achievement				53%	55%	58%	57%	53%	58%
Math Learning Gains				54%	55%	57%	57%	51%	57%
Math Lowest 25th Percentile				56%	50%	51%	58%	44%	51%
Science Achievement				53%	51%	51%	38%	51%	52%
Social Studies Achievement				61%	67%	72%	68%	68%	72%

### 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
06	2021					
	2019	40%	52%	-12%	54%	-14%
Cohort Comparison						
07	2021					
	2019	35%	48%	-13%	52%	-17%
Cohort Comparison		-40%				
08	2021					
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	39%	43%	-4%	55%	-16%
Cohort Comparison						
07	2021					
	2019	40%	49%	-9%	54%	-14%
Cohort Comparison		-39%				
08	2021					
	2019	21%	36%	-15%	46%	-25%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	43%	49%	-6%	48%	-5%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	66%	-12%	71%	-17%

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	74%	63%	11%	61%	13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	53%	41%	57%	37%

### Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to compile the data below is the i-Ready diagnostics and PMA Assessments for Fall, Winter, and Spring.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60	67	79
	Economically Disadvantaged	29	29	31
	Students With Disabilities	0	2	1
	English Language Learners	8	10	15
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	41	73
	Economically Disadvantaged	13	18	30
	Students With Disabilities	1	0	1
	English Language Learners	7	8	18

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	46	36
	Economically Disadvantaged	17	18	12
	Students With Disabilities	0	0	2
	English Language Learners	6	8	6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	4	7
	Economically Disadvantaged	2	0	3
	Students With Disabilities	0	0	0
	English Language Learners	3	0	2
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	178	167
	Economically Disadvantaged	39	64	61
	Students With Disabilities	4	5	4
	English Language Learners	22	52	43

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61	50	44
	Economically Disadvantaged	29	18	21
	Students With Disabilities	0	0	0
	English Language Learners	7	10	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	1	4
	Economically Disadvantaged	1	0	2
	Students With Disabilities	0	0	0
	English Language Learners	0	0	2
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	104	153	168
	Economically Disadvantaged	45	65	74
	Students With Disabilities	1	1	4
	English Language Learners	19	37	38

## 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	19	36	39	23	28	31	29	20			
ELL	21	49	53	29	43	46	22	44	70		
ASN	70	59		72	60		83	61	90		
BLK	36	38	47	36	32	35	13	62	60		
HSP	42	52	50	41	40	48	43	57	74		
MUL	62	46		54	50						
WHT	57	59	55	62	39	45	54	68	87		
FRL	46	46	38	42	33	41	39	53	74		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	29	17	21	43	38	25	38			
ELL	30	47	41	40	52	51	33	45	72		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	78	62		70	55		72	88	84		
BLK	40	44	28	46	48	57	33	57	84		
HSP	42	47	41	49	54	55	49	59	76		
MUL	45	36		64	55						
WHT	56	48	35	66	57	68	68	69	88		
FRL	43	45	36	50	52	55	48	54	79		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	42	44	28	48	51	21	26	70		
ELL	25	46	48	37	64	60	16	42	81		
ASN	81	68		91	74		74	84	100		
BLK	43	42	46	45	50	48	32	57	65		
HSP	46	47	44	52	56	59	32	69	76		
MUL	71	53		63	60		60		83		
WHT	63	57	65	66	59	60	42	67	74		
FRL	52	50	47	57	57	58	38	68	76		

### 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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	10
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	41
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
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	71
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
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	53
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	58
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	43
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?

One trend that emerges across all grade levels and subgroup categories is in the area of ELA where students made minimal growth (4%) in 6th grade and no growth in 7th or 8th grade as measured by the beginning of the year and end of the year i-Ready diagnostic assessment. This trend continues in Math achievement for all grade levels and subgroup areas as measured by beginning of the year and end of the year i-Ready diagnostic assessment. Based on 2020-2021 FSA data this trend continues where there was 46% achievement in ELA and 36% achievement in Math.

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

Based off of progress monitoring data and 2019 state assessment data, students are scoring below district averages and state averages in ELA across all grade levels. These same students are also scoring below district and state levels in Mathematics. Based on 2020-2021 FSA data our greatest area of improvement is in Mathematics, particularly 6th grade Mathematics.

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

Contributing factors included lack of school-wide high yield literacy strategies, including effective vocabulary instruction strategies, and support for the development of print-rich physical or digital classroom environments to support English language acquisition.

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

The data components showing the greatest area of improvement is 8th grade Science with an 18% increase from the beginning of the year to the end of the year as measured by PMA. Based on a comparison of 2018 and 2019 FAS data, Science achievement increased 15%.

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

Contributing factors to this improvement were an increase of collaboration through release days, data-driven instruction using PMA data, the use of team teaching to support students with current and trailing standards. These components were used to develop and implement lessons to address gaps in student learning.

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

Strategies to be implemented to accelerate learning will be the use of parallel teaching in a rotational model in the regular ELA and math classes. Students scheduled for intensive classes will have essential standards front-loaded prior to being taught in the core classes. Students scheduled for intensive classes will also use a rotational model to use hands-on activities to better understand challenging concepts within current and trailing standards.

**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 offered this year will focus on parallel teaching, teaching within a rotational model, and data literacy.

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

Additional services implemented to ensure sustainability and improvement in the next year include a rigorous accelerated learning program and a program to assist students complete their assignments on current standards. There are multiple systems to incentivise and motivate students to strive for academic achievement in place.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus</b>	Our area of most critical need was identified as our students with disabilities had very minimal success in making academic achievement as measured by 2020-2021 progress monitoring data as well as 2019 state assessment data.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	Students with disabilities will increase to an average of 7% across all grade levels in proficiency in the areas of reading and math as measured by progress monitoring data by the end of the 2021-2022 school year.
<b>Monitoring:</b>	This area of focus will be monitored through the analysis of data in each core area of instruction after each unit of instruction. Teachers, coaches, and administrators will analyze data and make adjustments to instruction to meet the needs of all students but specifically students with disabilities.
<b>Person responsible for monitoring outcome:</b>	Cheri Leavitt (cheri.godek@ocps.net)
<b>Evidence-based Strategy:</b>	<p>Dedicated support facilitation teachers will provide parallel teaching in student core classes of ELA and math. Teachers will use a rotational model to explicitly teach/reteach both current and trailing standards each day. Teachers will be able to closely monitor student progress through frequent formative assessment and provide early intervention within each unit of instruction. Teachers match the intensity of instruction to the intensity of the student's learning challenges.</p> <p>Intensive instruction will involve working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success. Teachers will group students based on common learning needs and use systematic, explicit and well-paced instruction. They will frequently monitor students' progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.</p>
<b>Rationale for Evidence-based Strategy:</b>	By using parallel teaching and rotational model in the regular core classes, and focusing on front loading essential upcoming standards and reteaching trailing standards using a rotational model in the intensive classes teachers will be able to better monitor student progress based on frequent formative assessment and provide adjustment in instruction/ grouping as needed.

**Action Steps to Implement**

1. Provide professional development on the use of parallel teaching, rotational model and data literacy to teachers.
2. Teachers and coaches will work closely to monitor student progress and make adjustments to instruction frequently.
3. The leadership team will meet weekly to monitor progress of student data, share progress reports, observations, commendations, and recommendations as observed by visiting classrooms and attending content collaboration meetings.
4. Follow-up coaching will be provided to individual teachers or departments as needed.

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

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

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:

1. We need to decrease the number of students having attendance under 90%
2. We need to decrease the number of students with more than one suspension.

**Measurable Outcome:**

The number of students with attendance under 90% will decrease from 255 to 243 students or a 5% decrease in the 2022 school year.

The number of students who have more than one suspension will decrease from 43 students to 41 students or a 5% decrease in the 2022 school year.

**Monitoring:**

This data will be monitored on a quarterly basis by the leadership team using attendance data and discipline data.

**Person responsible for monitoring outcome:**

Courtney Quillin (courtney.quillin@ocps.net)

**Evidence-based Strategy:**

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

**Rationale for Evidence-based Strategy:**

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

**Action Steps to Implement**

Implement a school-wide SEL curriculum

Ensure a school team receives training on implementation of a school-wide SEL curriculum

Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum

Implement a school-wide SEL curriculum

Integrating Aligned Instructional and SEL Strategies

Identify student social and emotional learning needs to prepare for academic instruction

Determine cognitive and conative strategies that align with the standard  
Interpret standards and student needs to intentionally integrate aligned instructional strategies

**Person Responsible** Jacqueline Storms (jacqueline.storms@ocps.net)

### 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.

**Freedom Middle School reported 5.4 incidents per 100 students. Freedom Middle ranked 403/553 middle schools statewide and 21/38 middle schools district-wide placing it in the "high" category for number of disciplinary incidents per student. This rate is greater than that of the statewide rate of 4.2 incidents per 100 students. Freedom Middle School reported 90 In-School Suspensions and 64 Out-of-School Suspensions in the 2019-2020 school year for a total of 154 suspensions or 12.4 per 100 students. The school is ranked 222/553 statewide and 15/69 district-wide for number of suspension placing it in the moderate category.**

**The primary area of concern is violent incidents, specifically those concerning threats and intimidation. Of our total 67 reported incidents, 57 were based on threats and intimidation. The school will continue to provide instruction on social emotional well-being throughout the 2021-2022 school year through Second Step curriculum provided by the district. The school will also provide incentives quarterly for students displaying positive behavior. Discipline and behavior data will continue to be monitored through student system reports quarterly.**

### 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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental

health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

The guidance department provides comprehensive guidance services to all students at Freedom Middle School via a needs assessment completed by every student during the first grading period of each school year. The guidance counselors provide small group and one-on-one counseling for a variety of student needs based on the results of the needs assessment. Services identified from the needs assessment may include but are not limited to: grief, divorce, depression, and social skills. The guidance department partners with SEDNET agencies to provide support in the home environment as well as at school. Additional school resource personnel such as the school social worker, school psychologist, and school resource officer are all part of the school team which addresses the social and emotional needs of all students.

## **Part V: Budget**

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

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