

St. Johns County School District

Freedom Crossing Academy



2022-23 Schoolwide Improvement Plan

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Freedom Crossing Academy

1365 SHETLAND DR, St Johns, FL 32259

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

Demographics

Principal: Gina Fonseca

Start Date for this Principal: 7/25/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	13%
2021-22 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	2021-22: A (71%) 2018-19: A (66%) 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	13%
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	2021-22	2020-21	2019-20	2018-19
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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Lime, Melissa	Vice Principal	
Duggan, Matthew		
Hurst, Cassandra		
Patchen, Kelly		
Haliko, Erin		
Dorich, Sarah	Team Leader	
Hawkins, Abbey	Team Leader	
Bennett, Megan	Team Leader	
Gaston, Michelle	Team Leader	
Agans, Hannah	Team Leader	
Pelkey, Jennifer	Team Leader	
Davis, Larissa	Team Leader	
Pittari, Stephanie	Team Leader	
Dillard, Melissa	Team Leader	
McLaughlin, Brittany	Team Leader	
Davis, Molly	Team Leader	
Hay, Lacey	Team Leader	
Reed, Jeremy	Team Leader	
Brogdon, Cortney	ESE Team Leader	
Crisman, Shari	ESE Team Leader	
Ewertz, Scott	Team Leader	
Farson, Holly	Team Leader	
McDonald, Kelly	Team Leader	
Slopey, Beverly	Team Leader	
Zentz, Laurie	Team Leader	
Galbraith, Sherry	Team Leader	

Demographic Information

Principal start date

Sunday 7/25/2021, Gina Fonseca

Number of teachers with a 2022 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.*

6

Number of teachers with a 2022 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.*

29

Total number of teacher positions allocated to the school

117

Total number of students enrolled at the school

1,961

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

36

Identify the number of instructional staff who joined the school during the 2022-23 school year.

28

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	242	228	248	253	239	243	234	251	224	0	0	0	0	2162
Attendance below 90 percent	32	18	21	18	13	16	27	33	45	0	0	0	0	223
One or more suspensions	3	2	7	2	5	14	12	19	21	0	0	0	0	85
Course failure in ELA	0	0	0	4	0	3	1	0	3	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	6	25	34	21	16	0	0	0	0	103
Level 1 on 2022 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	2	2	4	5	6	25	34	21	16	0	0	0	0	115
	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	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	4	15	3	11	10	14	14	0	0	0	0	72

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	0	5	0	0	0	0	0	0	0	0	0	9
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 9/7/2022

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	252	223	252	252	254	247	234	248	230	0	0	0	0	2192
Attendance below 90 percent	74	44	57	33	45	34	39	38	45	0	0	0	0	409
One or more suspensions	1	0	1	1	2	0	5	7	11	0	0	0	0	28
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	

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	252	223	252	252	254	247	234	248	230	0	0	0	0	2192
Attendance below 90 percent	74	44	57	33	45	34	39	38	45	0	0	0	0	409
One or more suspensions	1	0	1	1	2	0	5	7	11	0	0	0	0	28
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	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	12
Students retained two or more times		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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	77%	75%	55%				77%	84%	61%
ELA Learning Gains	60%						61%	67%	59%
ELA Lowest 25th Percentile	52%						46%	61%	54%
Math Achievement	83%	45%	42%				84%	88%	62%
Math Learning Gains	71%						66%	71%	59%
Math Lowest 25th Percentile	60%						56%	66%	52%
Science Achievement	70%	81%	54%				73%	77%	56%
Social Studies Achievement	96%	71%	59%					95%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	81%	78%	3%	58%	23%
Cohort Comparison		0%				
04	2022					
	2019	80%	77%	3%	58%	22%
Cohort Comparison		-81%				
05	2022					
	2019	80%	76%	4%	56%	24%
Cohort Comparison		-80%				
06	2022					
	2019	70%	74%	-4%	54%	16%
Cohort Comparison		-80%				
07	2022					
	2019					
Cohort Comparison		-70%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	90%	82%	8%	62%	28%
Cohort Comparison		0%				
04	2022					
	2019	88%	82%	6%	64%	24%
Cohort Comparison		-90%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	81%	80%	1%	60%	21%
Cohort Comparison		-88%				
06	2022					
	2019	74%	74%	0%	55%	19%
Cohort Comparison		-81%				
07	2022					
	2019	0%	80%	-80%	54%	-54%
Cohort Comparison		-74%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	73%	0%	53%	20%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-73%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	40	46	41	52	53	42	27	85			
ELL	44	43	31	56	48	33	23				
ASN	89	70	40	95	82		85	100	85		
BLK	49	50	50	58	62	55	50	100			
HSP	74	54	53	82	68	51	66	94	60		
MUL	77	66	47	79	68	39	63	93	58		
WHT	77	60	52	83	71	65	71	95	65		
FRL	63	52	56	71	65	59	57	91	41		
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				
BLK	66	61	27	60	50	55					

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
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
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	55
Total Points Earned for the Federal Index	691
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall across grade levels, FCA increased in total points from 2021 to 2022 maintaining a school grade of an "A".

The subgroup data is varied:

- FRL increased by two letter grades from a "C" to an "A".
- SWD increased by 2%, but still remains a letter grade of "C" with growth in 4 categories. Although gains were made, the previous year scores were at 40% for ELA Achievement and 41% for ELA Learning Gains for the lowest 25%. Science achievement results were at 27%.
- Black students increased points from 53% to 59%, improving the ESSA grade from a "C" to a "B".
- ELL subgroup is concerning with ELA learning gains of the lowest 25% at 31% and Math learning gains for the lowest 25% at 33%. Science achievement scored at 23% with the school wide score coming in at 70%.

Upon review of Core Content FCA showed much growth in Learning Gains increasing 5 points in ELA and 10 points in Math. ELA Achievement went down 1 point (78 to 77) and Math Achievement increased 2 points (81 to 83).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on 2022 data, Students With Disabilities (SWD) and English Language Learner (ELL) students demonstrate the greatest need for improvement. While we show an upward trajectory in the SWD subcategory, the percentages still fall near or below 50%.

Additionally, both of these trends are reflected in 2022 iReady progress monitoring data for grades 1-5 as well.

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 contribute to this need for improvement. The most pressing factor is that we are a fast-growing and transient school with a high population of students. This year we were able to start the school year fully staffed in ESE which should provide consistency for our SWD population. We have the support of an ESE Achievement Coach to help support our teachers to help meet the needs of SWD subcategory. We will continue provide support with the adopted curriculum for SWD in both Reading and Math through on going professional development.

In collaboration with our ELL paraprofessional will plan to utilize tutoring to help with foundational skills needed to support this population of students. We will provide additional professional development for our teachers, as well as training for ELL parents to support their students at home.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains for state assessments improved 10 points from 61% to 71%. Math learning gains based on progress monitoring data also showed a significant increase.

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

Overall math scores improved across most grade levels. Providing time for all teams to meet as PLCs and review data is a contributing factor. The school focuses on utilizing small group instruction, enrichment and reteaching strategies, and formative assessment data to drive instruction. Additionally,

our school is focused on building relationships with all students through the Capturing Kids' Hearts (CKH) model. Making these personal connections allows all teachers to get to know students and their specific needs. These connections increase overall engagement.

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

Our school will continue to focus on our school-wide deliberate practice goal of using formative data to drive instruction. This allows our teachers to identify students for specific differentiation opportunities. 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 will focus on creating formatives and utilizing formative and progress monitoring data. This includes opportunities for teachers to receive PD on providing acceleration opportunities when students demonstrate mastery of content.

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 includes providing additional personnel support in SWD classes, utilization of the ESE enrichment coach, continued professional development opportunities, in-school tutoring for identified SWD and ELL students, and increased parental communication.

Professional development (PD) needs to be ongoing. We will continue to monitor areas that we can provide support, and carefully design PD opportunities around the needs of our teachers and students.

We plan to begin hosting parent learning sessions where we design parent-friendly data presentations, and provide training to parents on methods to best support their students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Professional Learning Communities (PLCs) are a foundational approach to providing support for all learners with a focus on the SWD and ELL subgroups.

**Measurable
Outcome:
State the specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.**

The overall learning gains of our lowest 25% will increase by 4% in both ELA and Math.

**Monitoring:
Describe how this
Area of Focus will
be monitored for
the desired
outcome.**

Utilizing data for STAR and Cambium Progress Monitoring in the fall, winter and spring will support interventions needed for improvement. Additionally, monitoring the results of district and PLC common formative and summative assessments will assist PLCs with utilizing best practices for student achievement.

Additionally, 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.

Identified students in grades K-5 will receive additional monitoring in the fall and spring using the Developmental Reading Assessment (DRA).

**Person
responsible for
monitoring
outcome:**

Erin Haliko (erin.haliko@stjohns.k12.fl.us)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of Focus.**

All teachers are expected to conduct small group instruction for Tiers 1-3 support. Code A and Code B require specific targeted interventions. Students needing targeted intervention in grades k-5 receive additional support through SIPPS, Leveled Literacy Intervention (LLI), Wilson, and Wilson Foundations (k-2). Students in Middle School receive intensive reading support through a dedicated Intensive Reading course that utilizes REWARDS Intervention and iReady's targeted MyPath instruction.

All parents of students who are Tier 3 reading, ESE with reading goals, or WIDA levels 1 or 2 receive monthly communication outlining specific goals and interventions being used in the classroom for their child.

ESSA funding will support specific tutoring needs in grades K-3. Additional, tutoring will be offered to grades 4-8 .

**Rationale for
Evidence-based**

Each of the above are:
- Data-driven

Strategy:

Explain the rationale for selecting this specific strategy.

- District and State supported
- Differentiated for all tiers of support

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly CORE/MTSS meetings

Person

Responsible

Erin Haliko (erin.haliko@stjohns.k12.fl.us)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Providing specific feedback utilizing the Reading Walkthroughs will help support reading teachers to increase gains with the ELA low 25% .

Measurable

Outcome:

State the specific measurable

outcome the school plans to achieve. This should be a data based, objective outcome.

Reading data will be collected weekly in grades K-8. The overall learning gains of our lowest 25% will increase by 4% in ELA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Utilizing data from Reading Walkthroughs, the Literacy Leadership Team will review resources/tools, teaching strategies and small group instruction to improve overall gains in reading.

Person

responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

All teachers are expected to conduct small group instruction for Tiers 1-3 support. Code A and Code B students require specific targeted interventions. Students needing targeted intervention in grades k-5 receive additional support through SIPPS, Leveled Literacy Intervention (LLI), Wilson, and Wilson Foundations (K-2). Students in Middle School receive intensive reading support through a dedicated Intensive Reading course that utilizes Wilson's Just Words with support from UFLI (University of Florida Literacy Institute).

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The strategies listed are:

- Data-driven
- District and State supported
- Differentiated for all tiers of support

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Positive Behavior Intervention and Supports (PBIS) was identified as a critical need from a review of RtI/MTSS behavior plans, the MTSS Core team, and a review of the PBIS checklist. An alignment of FCA's Capturing Kid's Hearts and District Character Counts Initiative will be fully integrated in the schools social and emotional learning curriculum. Additionally, the PBIS Team updated to PBIS Behavior Flow chart to also align with the schools goals.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Freedom Crossing Academy expects to continue seeing low behavior incident rates within the school. All teachers will be trained in PBIS, LiveSchool and Capturing Kids Hearts' implementation by providing training, we expect to see an increase in teacher use of the LiveSchool platform, which is FCA's method of tracking and communicating positive student behavior.</p> <p>Additionally, FCA expects to focus on growth areas within the PBIS checklist, and will improve one level in each of the identified areas.</p> <p>The PBIS team meets monthly to analyze LiveSchool data use, monitor the status of growth on the PBIS checklist, and develop action plans based on progress.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The Capturing Kids' Hearts (CKH) Process Champions will conduct classroom visits on a monthly basis to observe the implementation of the CKH process, and provide feedback to teachers.</p> <p>The MTSS Core team will monitor early warning indicators specifically related to behavior, and will develop plans to meet specific student needs.</p>
Person responsible for monitoring outcome:	<p>Melissa Lime (melissa.lime@stjohns.k12.fl.us)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>PBIS is a vetted system to improve behavior. FCA has integrated Character Counts into the PBIS platform. Students will receive points through LiveSchool that they can use on various incentives both in the classroom and outside of the class.</p> <p>Professional Development will be on going including the opportunity to visit classrooms where PBIS strategies and Capturing Kids' Hearts are modeled. Teachers will receive coaching on implementation strategies.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	<p>Utilizing LiveSchool to track positive behavior at FCA promotes student and school success. Students feel rewarded for their positive efforts and adherence to school policies. The positive reward system also allows for group and whole-school incentives through FCA's "house-system" where students are grouped across grade-levels and work to earn points collectively that earn them group rewards.</p> <p>Coaching and observations of model classrooms gives teachers the opportunity to see PBIS in action. This is a way for them to understand implementation beyond trainings.</p>

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ESSA data identified that SWD increased by 2%, with growth in 4 categories, but still remains a letter grade of "C". Although gains were made, the previous year scores were at 40% for ELA Achievement and 41% for ELA Learning Gains for the lowest 25%. Science achievement results were at 27%.

**Measurable
Outcome:
State the specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.**

The learning gains of SWD will increase by 4%.

**Monitoring:
Describe how this
Area of Focus will
be monitored for
the desired
outcome.**

Utilizing data for STAR and Cambium Progress Monitoring in the fall, winter and spring will support interventions needed for improvement. Additionally monitoring the results of district and PLC common formative and summative assessments will assist PLCs with utilizing best practices for student achievement.

Teachers will monitor students, and refer students needing additional supports to the MTSS Core team for Rtl plan consideration based on the data.

ESE case managers will monitor students on their caseload to ensure accommodations are being met and share data at the students annual IEP meeting.

Identified students in grades K-5 will receive additional monitoring in the fall and spring using the Developmental Reading Assessment (DRA).

**Person
responsible for
monitoring
outcome:**

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

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

All teachers are expected to conduct small group instruction for Tiers 1-3 support. Code A and Code B students require specific targeted interventions. Students needing targeted intervention in grades k-5 receive additional support through SIPPS, Leveled Literacy Intervention (LLI), Wilson, and Wilson Foundations (K-2). Students in Middle School receive intensive reading support through a dedicated Intensive Reading course that utilizes Wilson's Just Words with support from UFLI (University of Florida Literacy Institute).

All parents of students who are Tier 3 reading, ESE with reading goals, or WIDA levels 1 or 2 receive monthly communication outlining specific goals and interventions being used in the classroom for their child.

ESSA funding will support specific tutoring needs in grades K-3 targeting SWD

students. Additional, tutoring will be offered to grades 4-8 also targeting SWD students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

- Each of the above are:
- Data-driven
 - District and State supported
 - Differentiated for all tiers of support

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 was named a National Showcase School for the Capturing Kid's Hearts process. The program 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 school culture and environment.

Freedom Crossing Academy as been committed and dedicated 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 processes are at the heart of our school culture and create a positive learning environment.