



## Freedom Elementary School

1395 S BLUE LAKE AVE, Deland, FL 32724

<http://myvolusiaschools.org/school/freedom/pages/default.aspx>

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

53%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

39%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>21</b>
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>29</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>30</b>
Professional Development Opportunities	31
Technical Assistance Items	33
<b>Appendix 3: Budget to Support Goals</b>	<b>34</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

At Freedom Elementary we strive to have the highest performing students in Volusia County.

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

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Freedom Elementary establishes and maintains positive relationships between teachers and students on campus by holding Open House and Meet the Teacher. Teachers implement ice-breaking activities designed to learn about their students and establish a rapport in their classrooms.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Freedom Elementary promotes positive behavior and builds a school community based upon safety and responsibility through a variety of ways. Procedures are in place before and after school to provide safe travel to and from the parent and bus loops to various campus locations. Students walk on the red lines painted on the sidewalks to safely get them to their destination. It also avoids the chance of them being struck by a door. Students learn about bus and bike safety procedures through class discussions in Physical Education. During Drama, students learn and discuss school wide safety procedures. The school counselor conducts regular training in bullying, personal safety, and conflict/resolution. She has a lunch bunch with those students needing behavior support for both intervention and prevention. The school counselor also involves district student services personnel to assist with student groups and to sponsor family events.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The process and procedures of the school-based Behavior Leadership Team are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The membership of the Behavioral Leadership Team is supported by Student Services personnel who help to design targeted supports when is indicated by school data. Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**



The school offers the following non-violence and anti-drug programs:

- \* Student Mentoring Program
- \* Bullying Program
- \* D.A.R.E. Program

Our school guidance counselor meets with identified students in small groups to provide support in the area of social skills, grievance, divorce, anger management, and self esteem. When necessary student services personnel provide direct and indirect evidence-based supports to identified students. Catalyst mentoring program was established to work with girls and boys identified as "at risk" on skills such as team building, academics, positive behavior, social skills and more.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### **Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school regularly (i.e. at least quarterly) accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:

- \*Over age for grade
  - \*Office Discipline Referrals (at risk if 2 or more)
  - \*Attendance below 90%, regardless of whether absence is excused or due to out-of-school suspensions
  - \*Year to date suspensions (at risk if 1 or more)
  - \*Number of prior retentions (at risk if 1 or more)
  - \*Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

#### **Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	
BL:Office Discipline Referrals (2+)	3	5	1	3	5	5	22
Qtr 1: Office Discipline Referrals (2+)	0	0	0	0	0	0	
Qtr 2: Office Discipline Referrals (2+)	0	0	0	0	0	0	
Qtr 3: Office Discipline Referrals (2+)	0	0	0	0	0	0	
Qtr 4: Office Discipline Referrals (2+)	0	0	0	0	0	0	
BL: Attendance below 90%	2	7	1	4	3	7	24
Qtr 1: Attendance below 90%	0	0	0	0	0	0	
Qtr: 2: Attendance below 90%	0	0	0	0	0	0	
Qtr 3: Attendance below 90%	0	0	0	0	0	0	
Qtr 4: Attendance below 90%	0	0	0	0	0	0	
BL: Year to date suspensions (1+)	0	1	1	2	1	6	11
Qtr 1: Year to date suspensions (1+)	0	0	0	0	0	0	
Qtr 2: Year to date suspensions (1+)	0	0	0	0	0	0	
Qtr 3: Year to date suspensions (1+)	0	0	0	0	0	0	
Qtr 4: Year to date suspensions (1+)	0	0	0	0	0	0	
BL: Number of prior retentions (1+)	4	9	0	8	10	11	42
Qtr 1: Number of prior retentions (1+)	0	0	0	0	0	0	
Qtr 2: Number of prior retentions (1+)	0	0	0	0	0	0	
Qtr 3: Number of prior retentions (1+)	0	0	0	0	0	0	
Qtr 4: Number of prior retentions (1+)	0	0	0	0	0	0	
BL: Lev 1 assessment ELA or Math	0	0	0	7	6	10	23
Qtr 1: Lev 1 assessment ELA or Math	0	0	0	0	0	0	
Qtr 2: Lev 1 assessment ELA or Math	0	0	0	0	0	0	
Qtr 3: Lev 1 assessment ELA or Math	0	0	0	0	0	0	
Qtr 4: Lev 1 assessment ELA or Math	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	9	1	9	11	12	46

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

Freedom builds positive relationships with families through such events as: Meet the Teacher, Open House, Technology Night, Family Spirit Night, Teacher Talent Show, Grandparent's Day, Math Night, Science Night, Food Drive, 5K, Young Authors Celebration, End of Year Awards Ceremonies, Art Show, School Play, Health Fair, Thankful for You Pops, PTA, and SAC.

The school's mission and vision are shared during PTA meetings, SAC meetings and through school publications such as the school's website and letters sent home throughout the year.

To keep parents informed of their child's progress, parents receive interim reports and report cards quarterly. Parents are made aware through school events and publications that students' academics, attendance, standardized test results, and discipline data are always available through Volusia's Parent Portal and online Gradebook. Teachers hold a minimum of two conferences per year to discuss their child's progress. When deficiencies are found, parents are informed immediately by their child's teacher. The school utilizes Connect Ed, Remind 101, school website, and letters to keep parents informed about important dates, reminders, and upcoming events at the school.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school builds and sustains partnerships with the local community by holding such events as: Health Fair Night, 5K, Kona Ice Days, Jersey Mike's Spirit Nights, PTA, Leadership Committee Food Drive, Publix Math Night, Girls on the Run, Thankful for You Pops, Business Partners, and SAC.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

## School Leadership Team

### Membership

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

Name	Title
Hogue, Brandy	Principal
Marple, Melissa	Assistant Principal
Swann, Jeanna	Instructional Coach
Cambron, Anita	Teacher, K-12
Cole, Ashley	Teacher, K-12
Dunn, Mary	Teacher, ESE
Perrick, Katie	Teacher, K-12
Strickland, Leann	Teacher, K-12
Tindal, David	Teacher, K-12
Woodson, Maryann	Teacher, K-12
Myers, Tina	Teacher, K-12

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Personnel: The school has a leadership team consisting of the principal, assistant principal, academic coach, and the curriculum chair from each grade level and team. The leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development developed and provided by our district and our school's leadership team. Grade levels and teams meet two to three times a month in PLC meetings to collaborate on curriculum planning, student data, and share instructional strategies. our district and our school are both committed to meeting the needs of our students and maximizing our students'

achievement.

Curricular: Our teachers will implement the new Florida Standards this year. They will be supported by the district, administration, and our academic coach. All teachers have the support of our instructional leadership team.

Methodology for coordinating and supplementing funds: State funds (FEFP) are allocated to schools by the district according to student need as demonstrated by student need and student achievement performance. District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students. School improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

Designated school leadership team members meet weekly and SAC meets monthly.

Problem solving activities - The School Improvement Plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral area. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/schools.

### **School Advisory Council (SAC)**

#### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Pam Andrews	Teacher
Kelly Bengé	Parent
Mary Bierwagen	Parent
Jill Boyington	Parent
Cathy Champaigne	Parent
Margaret Crayne	Teacher
Lisa Detter	Parent
Julie Deyo	Parent
Mary Dipadova	Teacher
Holly Eagen	Parent
Dan Glenn	Parent
Monica Gandia	Parent
Monica Hart	Parent
Leigh Hoover	Teacher
Rhonda LaPointe	Parent
Christina Leavitt	Education Support Employee
Matthew Leonard	Parent
Miriam Newman	Teacher
Laura Schachter	Parent
Melissa Stalzer	Parent
John Sutherland	Parent
Jacque Thompson	Education Support Employee
Tracy Tschappat	Parent
Kristy Wiseman	Parent
Stephanie Bryson	Parent
Marc Fantone	Business/Community
Brandy Hogue	Principal
Melissa Marple	Principal
Lisa Richling	Teacher
Dave West	Parent

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. The team then shared results with the faculty and the School Advisory Council to receive input.

*Development of this school improvement plan*

The SAC reviews and assists with monitoring school-wide data and provides input on priorities, goals, and strategies.

*Preparation of the school's annual budget and plan*

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support the school improvement goals.

Last year's funds were allocated for the following project:

May 29, 2014 - \$4,000 for Technology devices (iPads) and Curriculum Websites (BrainPop, BrainPop, Jr.)

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Myers, Tina	Teacher, K-12
Arico Jones, Angela	Teacher, K-12
Mize, Carolyn	Teacher, K-12
Crayne, Margaret	Teacher, K-12
Reese, Olivia	Teacher, K-12
Perrick, Katie	Teacher, K-12
Dunn, Mary	Teacher, ESE
Westmoreland, Pamela	Teacher, ESE
Hogue, Brandy	Principal
Marple, Melissa	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets monthly. LLT member responsibilities include: attend all meetings to review data, share literacy strategies presented with their PL, assist with development of classroom implementation strategies, and supervise and support the school-wide writing initiative and implementation of Florida Standards.

The School-wide Literacy initiative's main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we focus on a writing initiative in all content areas.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common planning, Professional Learning Communities (PLCs) and frequent collaborative meetings of the Technology Team, Blended Learning Team, Content Area Teams, and Curriculum Chairs are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning time and scheduled PLC meetings allow teachers to regularly review formative assessment data and plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Through the PLC structure, the teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. PLC minutes are submitted weekly to administration for monitoring purposes. Additionally, common planning allows grade levels to meet which allows teachers the opportunity to address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The Blended Learning, Technology, Curriculum and Content Area Teams meet monthly to collaborate about teaching strategies, best practices, assessments, data, and resources in order to meet the instructional needs of all students. The teams are comprised of teachers from different grade levels and take back information, ideas, and suggestions to their respective grade levels. These teams allow for vertical collaboration among all grade levels to ensure student progression and professional growth for teachers.

The use of the academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional reviews, combined with walk throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. Administrators and the academic coach meet weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits from peers. The coach works side by side with teachers to enhance instruction.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. New Teacher Program: District E3, Individualized PD, peer classroom visits (Administration)
2. Leadership Opportunities (Administration)
3. Professional Development (School-based Leadership Teams, Academic Coach, Administration)
4. PLC Activities (PLC)
5. Participation in District Job Fair and Recruitment Activities (Administration)
6. Teacher recognition programs (Administration)

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All new instructional members to Volusia County Schools are being mentored by a highly qualified teacher in their grade level or department. Coaching, observations, collaborative planning will be provided as well as participating in the Empowering Educator Excellence Program (E3). All first year beginning teachers to Volusia County Schools are all assigned a Peer Assistance and Review (PAR) Teacher that will come in and observe them throughout the year and provide coaching and observations.



## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All Volusia County public elementary school programs meet or exceed state requirement. At the elementary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create summative assessments to monitor student achievement English Language Arts, Mathematics, and Science. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Common planning and PLCs allow teachers to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside the academic coach, create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support through walk-to intervention and small group instruction. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional review and the academic coach to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional review, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. Administrators and the academic coach meet weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits. The academic coach works side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support with specific feedback. The modeling of lessons is used to support teachers.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: Summer Program**

**Minutes added to school year: 5,280**

Identified students will participate in district CSI and ESOL summer programs.

**Strategy Rationale**

Summer school can help struggling students make achievement gains when they are able to receive remediation on core concepts.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Hogue, Brandy, bshogue@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected through pre and post tests to determine the effectiveness of the summer school programs.

**Strategy: After School Program**

**Minutes added to school year: 1,140**

Professional Learning Communities (PLCs) meet for the purpose of data analysis and response, intervention planning, as well as professional development for 3 hours per month.

**Strategy Rationale**

PLCs encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students' academic needs as a team.

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Hogue, Brandy, bshogue@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

**Strategy:** After School Program

**Minutes added to school year:** 3,600

Identified students will attend ESOL tutoring.

**Strategy Rationale**

Tutoring can help struggling students make achievement gains when they are able to receive remediation on core concepts.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Strickland, Adalys, arstrick@volusia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students, as well as the effectiveness of the strategy as a whole.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families.

These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing information to the local neighborhoods and pre-schools about kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families to the new school setting.

Freedom provides parents of incoming kindergartners a list of skills and resources to work on before school begins in August. The resource packet is given to parent when they register their child for school, beginning in May.

Prior to the start of school, Freedom hosts a Kindergarten Parent Orientation Night. This event provides parents with our school's procedures, policies, and other important information to help parents and students transition into kindergarten and a new school.

Freedom works collaboratively with our students' zoned middle schools to provide information to our fifth grade students and their families. Middle school guidance counselors come to Freedom to meet with our fifth graders to help them choose electives for the following school year. We also provide sixth grade orientation information to our fifth graders and their families.

## College and Career Readiness

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** At Freedom Elementary, all teachers collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classroom.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** At Freedom Elementary, all teachers collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classroom. 1a

G040835

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	75.0
ELA/Reading Gains	52.0
FCAT 2.0 Science Proficiency	87.0
FSA - Mathematics - Proficiency Rate	79.0

**Resources Available to Support the Goal** 2

- District Monthly Professional Development Days
- District Writing Teacher on Assignment
- Professional Learning Community Meetings
- Part-time Academic Coach
- Interactive Student Notebook Training

**Targeted Barriers to Achieving the Goal** 3

- Insufficient Number of Instructional Resources in Writing
- Our instructional Staff Needs Training in Writing Instruction.
- Lack of technology

**Plan to Monitor Progress Toward G1.** 8

Data will be collected through teacher observation and professional learning implementation and evaluation guide.

**Person Responsible**

Melissa Marple

**Schedule**

Quarterly, from 9/15/2014 to 6/3/2015

**Evidence of Completion**

Evidence will be collected through the use of observation data and professional development points / logs .

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** At Freedom Elementary, all teachers collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classroom. **1**

 G040835

**G1.B1** Insufficient Number of Instructional Resources in Writing **2**

 B098941

**G1.B1.S1** We will implement the use of Write Score in grades 3-5. **4**

 S110283

### Strategy Rationale

Write Score is a formal program aligned to the Florida Standards. Students write to a prompt based on stimuli provided by the company. The students' writings are sent to the company and scored. Using an outside source to assess the writings provides an unbiased score. Detailed reports are then provided to each teacher outlining the students strengths and needs.

### Action Step 1 **5**

Implement the use of Write Score in grades 3-5

#### Person Responsible

Jeanna Swann

#### Schedule

Quarterly, from 10/16/2014 to 2/27/2015

#### Evidence of Completion

Write Score assessment results

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

The administrators will monitor the implementation of Write Score and its resources.

**Person Responsible**

Brandy Hogue

**Schedule**

Monthly, from 10/13/2014 to 3/6/2015

**Evidence of Completion**

Walk-throughs, observation data, student score reports

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Data will be collected through classroom walk-throughs and observations which will document evidence of Write Score and Write Score lessons being utilized in the classroom. Successful implementation will produce teachers comfortable using this resource and students who are successful in written response to text.

**Person Responsible**

Brandy Hogue

**Schedule**

Quarterly, from 10/13/2014 to 6/3/2015

**Evidence of Completion**

VSET evidence, PLC minutes, FSA Writing Component Score, Volusia Literacy Test data



**G1.B1.S2** We will implement the use of Daily Language Review in grades 1-5 **4**

 S132964

**Strategy Rationale**

Daily Language Review is aligned to the Florida Standards. Students will have daily instruction in writing. The instruction will focus on the conventions of writing: grammar and usage, spelling, punctuation, vocabulary, and capitalization. The lessons provide differentiated instruction to meet the needs of all learners.

**Action Step 1** **5**

Students will complete Daily Language Review lessons every day.

**Person Responsible**

Jeanna Swann

**Schedule**

Daily, from 10/6/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans, Weekly Assessments, Student Notebook/Journal

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** **6**

Administrative walk-throughs will allow administration to monitor the fidelity of implementation.

**Person Responsible**

Brandy Hogue

**Schedule**

Biweekly, from 10/6/2014 to 6/3/2015

**Evidence of Completion**

Lesson Plans, administrative walk-throughs, student journals/ work folders

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Data will be collected through classroom walk-throughs and observations which will document evidence of Daily Language Review. Successful implementation will produce teachers effective in teaching conventions in writing and students who are successful in the use of writing conventions.

**Person Responsible**

Brandy Hogue


**Schedule**

Quarterly, from 10/6/2014 to 6/3/2015


**Evidence of Completion**

VSET evidence, Volusia Literacy Test scores, FSA Writing component score

**G1.B2 Our instructional Staff Needs Training in Writing Instruction. 2**

 B098942

**G1.B2.S1 To provide training and coaching to our teachers in Writing. 4**

 S110284

**Strategy Rationale**

To assist with the new Florida Standards Assessments and state rubrics and district writing rubrics our teachers need instruction in implementing instruction in the mechanics of writing especially in the area of response to reading, composing an essay, and scoring student writing.

**Action Step 1 5**

Provide training and coaching to teachers in Writing

**Person Responsible**

Jeanna Swann

**Schedule**

Every 2 Months, from 10/1/2014 to 2/4/2015

**Evidence of Completion**

Evidence of bi-monthly trainings, students writings, classroom lessons, scored writings

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administrative walk-throughs to take place during all content areas

**Person Responsible**

Brandy Hogue

**Schedule**

Biweekly, from 9/1/2014 to 6/3/2015

**Evidence of Completion**

Walk-through, observation data, student writing portfolios

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Through administrative walk-throughs and Volusia Test results, administrators will monitor the effectiveness of professional development in writing.

**Person Responsible**

Brandy Hogue


**Schedule**

Quarterly, from 10/1/2014 to 6/3/2015


**Evidence of Completion**

Volusia Test Data uploaded to Eduphoria, Gradebook, and scored Student Writings

**G1.B3** Lack of technology **2**

 B107937

**G1.B3.S1** To provide additional technology resources to the classrooms and training for the teachers  
K-5. **4**

 S132986

**Strategy Rationale**

Technology resources provided to our Blended Learning classrooms would equip them with the devices and software necessary to meet the needs of a blended learning classroom. Training for all teachers in the use of technology/software would enable teachers and students to have a variety of resources and instructional opportunities in all content areas to meet the growing demand of the digital classroom.

**Action Step 1** **5**

Train teachers in the use of available technology.

**Person Responsible**

Brandy Hogue

**Schedule**

Quarterly, from 9/15/2014 to 6/3/2015

**Evidence of Completion**

Professional Learning Sign In Sheets, Lesson Plans, Classroom Observations

**Action Step 2** **5**

Provide additional technology/software to classrooms

**Person Responsible**

Brandy Hogue

**Schedule**

Semiannually, from 8/11/2014 to 6/3/2015

**Evidence of Completion**

Evidence of technology in the classroom, Purchase Order

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Administration will provide training for the teachers and purchase new technology for the classroom.

**Person Responsible**

Brandy Hogue

**Schedule**

Quarterly, from 8/11/2014 to 6/3/2015

**Evidence of Completion**

Evidence of the fidelity of implementation will be gathered through classroom observation, lesson plans, and teacher evaluation.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Administrative Walk-Through and Evaluation Data will provide a means for monitoring the effectiveness of the implementation of technology and training.

**Person Responsible**

Brandy Hogue

**Schedule**

Quarterly, from 8/11/2014 to 6/3/2015

**Evidence of Completion**

Evidence of the fidelity of implementation will be gained through VSET.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Implement the use of Write Score in grades 3-5	Swann, Jeanna	10/16/2014	Write Score assessment results	2/27/2015 quarterly
G1.B2.S1.A1	Provide training and coaching to teachers in Writing	Swann, Jeanna	10/1/2014	Evidence of bi-monthly trainings, students writings, classroom lessons, scored writings	2/4/2015 every-2-months
G1.B1.S2.A1	Students will complete Daily Language Review lessons every day.	Swann, Jeanna	10/6/2014	Lesson plans, Weekly Assessments, Student Notebook/Journal	6/3/2015 daily
G1.B3.S1.A1	Train teachers in the use of available technology.	Hogue, Brandy	9/15/2014	Professional Learning Sign In Sheets, Lesson Plans, Classroom Observations	6/3/2015 quarterly
G1.B3.S1.A2	Provide additional technology/software to classrooms	Hogue, Brandy	8/11/2014	Evidence of technology in the classroom, Purchase Order	6/3/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Data will be collected through teacher observation and professional learning implementation and evaluation guide.	Marple, Melissa	9/15/2014	Evidence will be collected through the use of observation data and professional development points / logs .	6/3/2015 quarterly
G1.B1.S1.MA1	Data will be collected through classroom walk-throughs and observations which will document evidence of Write Score and Write Score lessons being utilized in the classroom. Successful implementation will produce teachers comfortable using this resource and students who are successful in written response to text.	Hogue, Brandy	10/13/2014	VSET evidence, PLC minutes, FSA Writing Component Score, Volusia Literacy Test data	6/3/2015 quarterly
G1.B1.S1.MA1	The administrators will monitor the implementation of Write Score and its resources.	Hogue, Brandy	10/13/2014	Walk-throughs, observation data, student score reports	3/6/2015 monthly
G1.B2.S1.MA1	Through administrative walk-throughs and Volusia Test results, administrators will monitor the effectiveness of professional development in writing.	Hogue, Brandy	10/1/2014	Volusia Test Data uploaded to Eduphoria, Gradebook, and scored Student Writings	6/3/2015 quarterly
G1.B2.S1.MA1	Administrative walk-throughs to take place during all content areas	Hogue, Brandy	9/1/2014	Walk-through, observation data, student writing portfolios	6/3/2015 biweekly
G1.B3.S1.MA1	Administrative Walk-Through and Evaluation Data will provide a means for monitoring the effectiveness of the implementation of technology and training.	Hogue, Brandy	8/11/2014	Evidence of the fidelity of implementation will be gained through VSET.	6/3/2015 quarterly
G1.B3.S1.MA1	Administration will provide training for the teachers and purchase new technology for the classroom.	Hogue, Brandy	8/11/2014	Evidence of the fidelity of implementation will be gathered through classroom observation, lesson plans, and teacher evaluation.	6/3/2015 quarterly
G1.B1.S2.MA1	Data will be collected through classroom walk-throughs and observations which will document evidence of Daily Language Review. Successful implementation will produce teachers effective in teaching conventions in writing and students who are successful in the use of writing conventions.	Hogue, Brandy	10/6/2014	VSET evidence, Volusia Literacy Test scores, FSA Writing component score	6/3/2015 quarterly
G1.B1.S2.MA1	Administrative walk-throughs will allow administration to monitor the fidelity of implementation.	Hogue, Brandy	10/6/2014	Lesson Plans, administrative walk-throughs, student journals/ work folders	6/3/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** At Freedom Elementary, all teachers collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classroom.

### **G1.B1** Insufficient Number of Instructional Resources in Writing

**G1.B1.S1** We will implement the use of Write Score in grades 3-5.

#### **PD Opportunity 1**

Implement the use of Write Score in grades 3-5

##### **Facilitator**

Write Score

##### **Participants**

Freedom 3-5 Grade Teachers

##### **Schedule**

Quarterly, from 10/16/2014 to 2/27/2015

### **G1.B2** Our instructional Staff Needs Training in Writing Instruction.

**G1.B2.S1** To provide training and coaching to our teachers in Writing.

#### **PD Opportunity 1**

Provide training and coaching to teachers in Writing

##### **Facilitator**

Administration, Academic Coach, School Based Writing Team, Anita Watson

##### **Participants**

Freedom Teachers

##### **Schedule**

Every 2 Months, from 10/1/2014 to 2/4/2015

## **G1.B3** Lack of technology

**G1.B3.S1** To provide additional technology resources to the classrooms and training for the teachers K-5.

### **PD Opportunity 1**

Train teachers in the use of available technology.

#### **Facilitator**

Jessica Levene, Mike Cicchetti, Imagine Learning, Compass Odyssey and Freedom's Blended Learning Teachers

#### **Participants**

Freedom Teachers

#### **Schedule**

Quarterly, from 9/15/2014 to 6/3/2015

### **PD Opportunity 2**

Provide additional technology/software to classrooms

#### **Facilitator**

Imagine Learning, Compass Odyssey, Mobi, Technology/Blended Learning Team

#### **Participants**

Freedom Teachers

#### **Schedule**

Semiannually, from 8/11/2014 to 6/3/2015



## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** At Freedom Elementary, all teachers collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classroom.

### **G1.B1** Insufficient Number of Instructional Resources in Writing

#### **G1.B1.S2** We will implement the use of Daily Language Review in grades 1-5

##### **PD Opportunity 1**

Students will complete Daily Language Review lessons every day.

##### **Facilitator**

Freedom Teachers

##### **Participants**

Freedom Students

##### **Schedule**

Daily, from 10/6/2014 to 6/3/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> At Freedom Elementary, all teachers collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classroom.	27,554
<b>Grand Total</b>	<b>27,554</b>

**Goal 1: At Freedom Elementary, all teachers collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they consistently meet those expectations in their classroom.**

Description	Source	Total
<b>B1.S1.A1</b> - Write Score	School Improvement Funds	4,644
<b>B1.S2.A1</b> - Daily Language Review	General Fund	726
<b>B3.S1.A2</b> - Brain Pop and Brain Pop Jr.	General Fund	2,095
<b>B3.S1.A2</b> - iPads, Cases w/ Keyboards, Otterboxes, Power Strips	General Fund	17,045
<b>B3.S1.A2</b> - Mobi Boards	General Fund	3,044
<b>Total Goal 1</b>		<b>27,554</b>