

Brevard Public Schools School Improvement Plan 2018 -2019

Superintendent:

Dr. Mark Mullins

Asst. Supt. of Leading and Learning:

K. Jane Cline

Principal Supervisor:

Dr. Carol Mela

Name of School:

Freedom 7 Elementary

Principal:

Dorine Zimmerman

SAC Chairperson:

Diana Adams

School Grade History	2017-18: A	2016-17: A	2015-16: A
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Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student's social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices

Mission Statement:

To continue the International Baccalaureate Primary Years Programme, a concept based curriculum that empowers students to become inquirers who are responsible, globally-minded citizens and reflective lifelong learners. (Revised August, 2017; Reviewed August, 2018)

Vision Statement:

Freedom 7 Elementary School of International Studies, an International Baccalaureate Primary Years Programme School, provides a quality public education with a rigorous and relevant transdisciplinary curriculum. Students are encouraged to become critical and open-minded thinkers, lifelong learners and compassionate world citizens who respect cultural diversity and take action to better our world. (Revised August, 2017; Reviewed August, 2018)

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

During pre-planning, teachers analyzed data including FSA Math, ELA and Science. The outcome of their analysis was shared during PLCs and at the MTSS meeting. The information was also used by the School Improvement Plan committee. This committee of volunteers was solicited at the beginning of the year and consists of teachers and administrators. The draft SIP was shared on the common drive with all teachers and presented at the School Advisory Council meeting for approval. Once approved, highlights of the SIP will be shared in the school's newsletter and then be made available on the school's website. Ongoing documentation of the school improvement process will be shared in Google Drive with the teachers and posted in the Primary Years Programme office, where weekly grade level PLCs take place.

Brevard Public Schools School Improvement Plan 2018-2019

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

Successful professional practice is evident across the school as indicated by extremely strong student performance. Accordingly, the fall 2017 index score on the EDI Insight Survey is 9.5, up from the 2016 index score of 8.8. Areas of strength include Academic Expectations (9.5), Leadership (9.1), Peer Culture (9.1) and Learning Environment (9.0). Areas of growth include Workload (6.7), Career Progression (7.4) and Professional Development (8.5); however all showed an increase from the 2016 index score.

The weekly PLC, whereby the grade level team, administration and two IB Coordinators meet, is essential to the ongoing student success. Conversations are purposely planned around DuFours' guiding questions; charging teachers to discuss what is being taught? How are students learning? What is to be done when students aren't learning? What is to be done if students have already learned the information? Six units of inquiry for each grade level, are planned, taught and reflected upon during the PLCs. According to the BPIE analysis in 2015, the MTSS structures in addition to the weekly 80 minute PLCs with every grade level, provide consistent and rich discourse to make instructional decisions for every student at Freedom 7.

Based on the IPPAS, in Dimension 2, Learning Environment, Element 6, Models and teaches clear acceptable communication skills, the 2017-2018 data show 79% of teachers were distinguished and 21% of teachers were proficient. This domain includes language that requires teachers to "find opportunities to extend student vocabulary".

What are the areas of successful student achievement and what data shows evidence of improvements?
 What are the concerns with student achievement? Provide data to support concerns.

Freedom 7 Elementary, an A rated school, scored 1st in the state overall based on the FSA for the 2017-2018 school year. In Brevard County, Freedom 7 students were number one in all subject areas in all grades based on the FSA for the 2017-2018 school year.

FSA ELA Comparison

Grade		# of Students	Mean Scale Score	% of Proficiency
6th Grade				
	State	211,076	325	52%
	Brevard	5,221	331	63%
	Freedom 7	61	355	98%
5th Grade				
	State	211,019	322	55%
	Brevard	5,482	322	54%
	Freedom 7	58	348	98%
4th Grade				
	State	215,757	312	56%
	Brevard	5542	312	57%
	Freedom 7	63	336	97%
3rd Grade				
	State	221,791	302	57%

Brevard	5,274	305	63%
Freedom 7	46	321	93%

Students at Freedom 7 are demonstrating on grade level proficiency at each grade level on the ELA FSA.

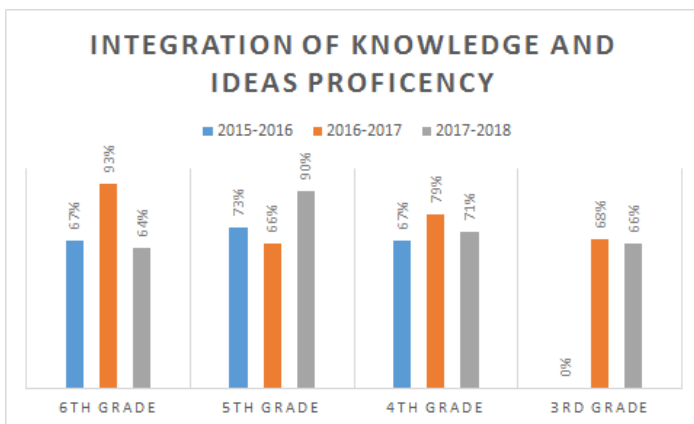
FSA ELA Strand: Integration of Knowledge and Ideas
Percent of Students On or Above Proficiency

Grade	2015-2016	2016-2017	2017-2018
3 rd Grade	-	68%	66%
4 th Grade	67%	79%	71%
5 th Grade	73%	66%	90%
6 th Grade	67%	93%	64%

While some groups of students have shown gains in the proficiency of the Integration of Knowledge and Ideas over time, across the grade levels, the data show areas of growth in every grade level except fifth grade.

Commented [MP1]: Data is plural – “Data show...”

Commented [MP2]: This may need to be explained since all grade levels went down but fifth grade – why is this an area of growth still for fifth grade?



iReady Reading: Vocabulary Strand (August, 2018)
 Students Below Grade Level

Grade	Number of students below grade level	% of Students below grade level
Kindergarten	20	38%
1st Grade	37	66%
2nd Grade	22	42%
3rd Grade	13	25%
4th Grade	9	18%
5th Grade	20	31%
6th Grade	12	20%

A significant portion of the students scored below grade level on the iReady Diagnostic vocabulary strand.

FSA ELA Text Based Writing
 Percent of Students On or Above Proficiency (≥ 70)

Grade	2016-2017	2017-2018
4 th Grade	50%	59%
5 th Grade	72%	69%
6 th Grade	52%	80%

According to the text-based writing portion of the FSA ELA, almost 60% of the fourth grade, almost 70% of the fifth grade and 80% of the sixth grade are on grade level. There is much room for growth in this domain.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

Students in grade 5 demonstrated improvement in the ELA strand of Integration of Knowledge and Ideas. Students in grades 3, 4 and 6 did not show growth in the ELA strand of Integration of Knowledge and Ideas. A continued and more in-depth look at how text-based writing, as an assessed product of student understanding of the strand, would yield an increase in student achievement in this domain. In addition, based on the iReady diagnostic data, the vocabulary strand was consistently the lowest area. Increasing purposeful instruction in the strand of vocabulary will improve text-based writing and therefore demonstrate an increase in student achievement in the ELA strand of Integration of Knowledge and Ideas.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

To ensure standards-aligned instruction in all content areas (to include ELA, Math, Science, and Social Studies), teachers work with administration and IB Coordinators to complete a roll-out plan for each unit of inquiry that includes all standards across each grade level. All activities, projects, and assessments are aligned on the standards and the depth of knowledge. To monitor instruction based on data, teachers review transdisciplinary plans and assessments at weekly PLC meetings, as well as share lessons and resources that integrate the standards.

School-Based Goal: What can be done to improve instructional effectiveness?

Continue to focus through differentiation, on improvement in student achievement of the Integration of Knowledge and Ideas strand by incorporating strategies to both increase vocabulary and strengthen text-based writing.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Vocabulary knowledge at all levels	1. Ensure students have access to books at their individual reading levels	1. All classroom teachers	1. September 2018 -May 2019	1. iReady Diagnostic Mid and End of Year Assessments in the vocabulary domain.
	2. Meet with students for data chats concerning their reading habits and data to set goals	2. All classroom teachers	2. October, 2018-May, 2019	2. Data chat reflections in box 9 of the unit planner
	3. Model extending vocabulary strategies in the classroom	3. All classroom teacher and special area teachers	3. October, 2018-May, 2019	3. An increase in highly effective rated teachers on Dimension 2,

				Element 6
Common language and goals for text-based writing across grade levels	<p>1. Students will reflect and score their own writing on rubrics, as well as meet with peers to review and comment on their writing on ways to improve</p> <p>2. Grade level teachers will share writing vertically with other grade levels to see where students can improve when compared to the grade levels above and below them in order to give more specific feedback</p>	<p>1. Grade level teams, Administration, and IB Coordinators through PLCs</p> <p>2. Grade level teacher and IB Coordinators</p>	<p>1. September 2018-May 2019</p> <p>2. October, 2018-April, 2019</p>	<p>1. Text-based writing in FSA score breakdowns</p> <p>2. Feedback as provided on selected writing rubrics based on Lucy Calkins' work and the student friendly FSA rubrics</p>
Teacher ownership of SIP goal	<p>1. Grade level teachers will work in PLCs to establish action plans as to how they would like to improve on the ELA strand of Integration of Knowledge through text-based writing and increased vocabulary instruction.</p> <p>2. Professional Development in the areas of vocabulary and text-based writing to support team action plans.</p> <p>3. Walkthroughs to support the team</p>	<p>1. Grade Level Teams IB Coordinators Administration</p> <p>2. Grade Level Teams IB Coordinators Administration</p> <p>3. IB Coordinators (Instructional)</p>	<p>1. October, 2018-May, 2019</p> <p>2. November-December, 2018</p> <p>3. December, 2018-May, 2019</p>	<p>1. Tracking and the use of the reflection cycle through PLCs as evidenced on Google Docs PLC minutes and on unit planners</p> <p>2. Completed team action plan</p> <p>3. PLC agenda items engaging</p>

	action plans with feedback to teams through PLCs	Coach and Media Specialist)		teams in reflective feedback discussions
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EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes:

Measures the level of implementation of professional practices as a result of school improvement planning.

Qualitative: Teachers will work collaboratively to engage in the inquiry problem solving process to determine process and resources required to implement growth in the ELA strand of Integration of Knowledge and Ideas through increased vocabulary acquisition and evidence through text-based writing. Each grade level will have a documented action plan with a timeline as to how they will implement the strategies needed. Teachers will include in the reflection section of their planners, the adjustments that were made and reflections for future growth.

Quantitative: Show baseline data and goals set for the end of the year.

100% of each grade level team will plan, implement and reflect on strategies that will support the goal. This reflects a change in ownership of the additional process that will support achievement of the SIP goal.

81% of teachers up from 79%, will receive “distinguished” on Dimension 2, Element 6 in response to the element language which states; “Teacher finds opportunities to extend student vocabulary”.

Qualitative and Quantitative Student Achievement Outcomes:

Qualitative:
Students will provide a reflection during the week of Student-Led Conferences (September 24-28) in regards to their feelings about their understandings of writing and vocabulary across grades 1-6. The same reflection stems will be used prior to Student-Led Conferences in the spring. The SIP Committee and/or grade level team will analyze the results at both stages to impact teaching and learning.

Quantitative:
Students will increase at or above proficiency in the ELA Strand of Integration of Knowledge and Ideas as measured on the FSA by 2% points.

66% in 6th grade
92% in 5th grade
73% in 4th Grade
68% in 3rd Grade

In addition, the number of students who are below grade level in vocabulary knowledge as measured by iReady will be reduced by 2% in each grade level.

18% in 6th Grade

28% in 5th Grade

16% in 4th Grade

23% in 3rd Grade

40% in 2nd Grade

64% in 1st Grade

36% in Kindergarten

Part 2: Support Systems for Student Achievement

(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.

MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.

1. Describe your school's data-based problem-solving process and school-based structures in place to address MTSS implementation.

Freedom 7's MTSS team consists of the Principal, Assistant Principal, School Counselor, Staffing Specialist, School Psychologist, Exceptional Education Teacher, Speech Pathologist, PYP Coordinators, Literacy Coach and general education classroom teachers.

During pre-planning, classroom teachers disaggregate data for their current year. Students are identified in the lowest 25% in each class and across the grade level based on the analysis of data from pre-planning and collected in the first weeks of school. Grade level teachers then meet at a Professional Learning Community meeting prior to the first MTSS meeting to discuss preliminary data gathered from previous Florida State Assessment scores and any early year diagnostic data gathered on the students. The previous year's meeting notes are reviewed on students that were targeted in the previous grade. The current data are reviewed and the lowest 25% in both Math and ELA are identified and targeted. During the first official MTSS meeting, the team develops a set of interventions based on the areas of need. Weekly assessments are administered to monitor whether or not academic growth occurs or behaviors change based on the prescribed interventions.

After data are collected over a period of four to six weeks, the team discusses the placement of the student in the tiered support. The team and classroom teachers will develop the plan together with input from all grade level teachers. Each plan must include measurable goals over a period of time. The intent of these plans must outline what the teacher strategies are that will be implemented in order to help the student show success in their area of academic need. However, each plan also includes what the student is expected to do thereby making them responsible for their own learning. Students who demonstrate need for support or enrichment, have progress monitoring plans created in partnership with the parents.

In addition to putting into place the interventions for the students performing below grade level, the teams will work collaboratively to identify and implement additional best practices addressing students in the lowest 25% both across the grade level and within each class.

A variety of resources are provided to teachers as well as administrators and all MTSS team members that assists them in developing measurable goals over time. The Leadership team analyzes school data over a multi-year period to determine trends or anomalies that have occurred in student achievement. The findings are analyzed and discussed with appropriate interventions being proposed and implemented. Differentiation discussions are an ongoing part of PLCs and MTSS meetings and are expected in all grade levels. The Assistant Principal has been identified as the school MTSS Facilitator and will attend district MTSS trainings to better facilitate the process of identifying students and determining effective interventions.

The use of longitudinal anecdotal meeting notes on each child discussed is kept on Google Drive and can be seen by all team members. This allows us to track students over time with notes, suggestions and other information.

2. List below who monitors the Early Warning System and how often.

Teachers in collaboration with Administration monitor Early Warning Systems through the MTSS process monitor the Early Warning System.

- This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	14	9	13	4	11	12	6	69
1 or more ISS or OSS	0	0	0	0	0	0	0	0
Level 1 in ELA or Math				0	0	0	0	0
Substantial Reading Deficiency	0	0	0					0
2 or more indicators	0	0	0	0	0	0	0	0

- Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

Attendance is closely monitored during MTSS meetings. Students who demonstrate concerns with attendance receive a letter from the principal and follow up communication occurs with administration and the teacher. The child with two or more indicators received one-to-one tutoring throughout the year in addition to the tier 2 supports provided during the day.

PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent and Family Engagement Plan](#) to meet the requirements of this section.

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Freedom 7 Elementary, as a Brevard District Choice School, has a requirement that each family complete 20 volunteer hours a year. In 2017-2018 we had 10,000 volunteer hours logged. This far surpasses what is expected by our families. Freedom 7 has won the Golden School Award for the past 17 years for outstanding parent participation.

A Parent Liaison is an active member of our Parent Organization (APT). The role of this liaison is to contact new parents and be available to answer questions about the school and extend invitations for various volunteer opportunities. Parents are learning partners with students in the classroom through the Junior Achievement and Sunshine Math programs. Each year, the International Festival showcases student learning with parent

participation. The parent volunteers work side by side with teachers and students to plan and support the annual International Festival. The festival highlights the unit of inquiry learning in each classroom while providing a school community event for the entire school.

To assist with the School Improvement Plan implementation, as suggested by a parent SAC member last year, a monthly “SIP Tip” will be shared with the parent community by the SIP team and Administration. Information will include how parents can support the development of the Integration of Knowledge and Ideas standards at home.

Two parent ambassadors represent Freedom 7 Elementary at a parent ambassador team meetings (PAT).

The APT has launched a web site which has all the information about what is going on at the school. This is in addition to the school’s web site and includes weekly updates about opportunities for parents to be involved in the school. In addition, they communicate with the entire school community through a web based communication system named Sign Up Genius. A Facebook page is also used to apprise the school community of planned activities and volunteer opportunities.

All parents participate in Parent Orientation given by administration prior to their child attending Freedom 7.

Parent Volunteers attend training in all aspects of volunteering at Freedom 7 in addition to homeroom parent training in an effort to facilitate uniform communication practices and facilitation of classroom events.

Each class has a designated head homeroom parent who coordinates the parent volunteers as a supplement for the learning environment.

Continued planned opportunities for parents and teachers to learn together include, First Grade Grandparent’s Day, Parent Back to School Night for all grades. Parent mentors are used for our sixth grade Exhibition and with the Science Fair learning and implementation throughout the school. Sixth Grade parents also participate in a Sixth Grade Parent Night where they learn about the Exhibition.

Mother and Son Event, along with Father and Daughter Dance, are both yearly events. All grades participate in Student Led-Conferences twice a year, once in September and once in April.

STUDENT TRANSITION AND READINESS

PreK-12 TRANSITION [This section used to meet 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. (e.g. incoming kindergartners, outgoing 6th graders)

For students entering kindergarten, we have a kindergarten orientation on registration day. Students and their parents visit all three kindergarten classrooms to listen to presentations by kindergarten teachers explaining expectations, exploring classrooms and touring the school.

6th grade students attend an orientation in the spring at their secondary choice school. This allows them to hear about expectations for 7th grade, tour the facilities and learn about course options. We also partner with families through the guidance lessons, allowing students the opportunity to learn about time management, ways to improve executive functioning and the changing demands of social skills in the middle years.

