

Brevard Public Schools School Improvement Plan 2017-2018

Superintendent:

Asst. Supt. of Leading and Learning:

Desmond K. Blackburn, Ph.D.

K. Jane Cline

Principal Supervisor:

Name of School:

Dr. Carol Mela

Freedom 7 Elementary

Principal:

SAC Chairperson:

Dorine Zimmerman

Diana Lawless

School Grade History	2016-17: A	2015-16: A	2014-15: 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
 Obj.R3 Increase system-wide proactive communications

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.

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.

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 2017-2018

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 2016 index score on the EDI Insight Survey is 8.8, up from the 2015 index score of 7.9. Areas of strength include academic expectations (9.3), learning environment (8.9) and peer culture (8.7). Opportunities for growth include workload (6.4), career progression (7.8) and professional development (7.9).

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 2nd in the state overall based on the FSA for the 2016-2017 school year. In Brevard County, Freedom 7 students were number one in all subject areas in all grades based on the FSA for the 2016-2017 school year.

FSA ELA Comparison

Grade		# of Students	Mean Scale Score	% of Proficiency
6th Grade				
	State	200, 787	325	52%
	Brevard	5, 202	331	64%
	Freedom 7	60	353	97%
5th Grade				
	State	211, 482	321	53%
	Brevard	5,123	324	60%
	Freedom 7	64	347	94%
4th Grade				
	State	207,646	312	56%
	Brevard	5428	313	58%
	Freedom 7	58	333	98%
3rd Grade				
	State	228,104	303	58
	Brevard	5,608	306	65%
	Freedom 7	56	327	98%

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

Grade	2015-2016	2016-2017	Difference
6th Grade	67%	93%	+26
5th Grade	73%	66%	-7
4th Grade	67%	79%	+12
3rd Grade	-	68%	-

Mean Percent of Possible Points Earned

Grade	Mean Possible Points	% of Total Possible Points
6th Grade	9/11	82%
5th Grade	9/12	75%
4th Grade	9/12	75%
3rd Grade	2/8	25%

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

Students in grades 4 and 6 demonstrated improvement in the ELA strand of Integration of Knowledge and Ideas, however, a deeper understanding of the depth of the standard and how it is assessed, would yield a greater increase in student understanding of the standards. Students in grade 5 had new teachers to the grade level, which led to a discrepancy in the in the improvement. The continual uncovering of the strand, across all disciplines, would support the transdisciplinary model at the school and support the need to differentiate instruction for all students.

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 (including ELA and Math), teachers work with administration and IB Coordinators to complete a roll-out plan for each unit of inquiry that includes all standards needed at the various grade levels. All activities, projects, and assessments are aligned to the standards and 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?

If the Freedom 7 Professional Learning Community collaboratively creates/plans differentiated instruction across disciplines, then formative assessments will align with the depth of the integration of knowledge and ideas standard.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
1. Teachers need time and experience to become more familiar with current teaching practices and developmental student learning, as aligned with state standards.	1. Vertically align Integration of Knowledge and Ideas standards through KUD (Know Understand Do) unpacking process done last year to include learning engagements and assessments. Teachers will create a reference document describing Integration of Knowledge and Ideas at each grade level.	1. IB Coordinators, administrators, faculty	1. October, 2017-May, 2018	1. Apply the KUD (Know Understand Do) process within the Unit of Inquiry revisions. Goal: 100% of the Units of Inquiry will have documented assessments that reflect the integration of knowledge and ideas component.
	2. New-to-district teachers will attend DBQ training.	2. New to district teachers	2. October, 2017-May, 2018	2. Implementation of DBQ within Units of Inquiry.
	3. Provide opportunities for teachers to engage in common assessment understandings to	3. IB Coordinators, faculty, administration		3. Revision of assessment policy.

	implement across the school.			
2. Correct alignment of formative and summative assessments to relate to the Florida Standards assessment (FSA).	<p>1. Use of transdisciplinary skills in alignment with the level of complexity embedded within the standards.</p> <p>2. Use the Integration of Knowledge and Ideas standards along with test item specifications for depth of knowledge understanding in the planning of formative assessments.</p> <p>3. IB Self-Study process whereby stakeholders (faculty) analyze practices based on the IB standards and practices and generate an action plan to increase the level of the standards</p>	<p>1. IB Coordinators, faculty</p> <p>2. Administration, IB Coordinators, faculty</p> <p>3. Administration, IB Coordinators, faculty</p>	<p>1. October, 2017-May, 2018</p> <p>2. October, 2017-March, 2018</p> <p>3. August, 2017-March, 2018</p>	<p>1. 100% of teachers in all grade levels will have Integration of Knowledge and Ideas documented in each of the unit planners (RL.3.7; RL.3.9; RI.3.7; RI.3.9).</p> <p>2. Quarterly Literacy Assessment (QLA) tracking within and across grade levels through qualitative and quantitative measures.</p> <p>3. Documented meetings and reflections on the Professional Development Wiki, Self-Study Google Classroom and faculty meeting agendas.</p>

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 throughout your school.

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Qualitative: Teachers work collaboratively to revise the last four units of inquiry for each grade level to include learning engagements and assessments that specifically address the integration of knowledge and ideas. Each unit of inquiry will include at least formative or summative assessment that will assess the integration of knowledge and idea standard as well as the central idea of the unit. Teachers will include in the reflection section of their planners the adjustments they made and how they address the integration of knowledge and ideas standard into their assessments.

Quantitative: 100% of the grade levels (K-6) will revise the last four units of inquiry in order to include at least one formative and/or one summative assessment that addresses the integration of knowledge and ideas.

Qualitative and Quantitative Student Achievement Outcomes:

Qualitative: Students in 4th, 5th and 6th grade students will complete a reflection survey after each district quarterly benchmark assessment. The students will reflect on how they performed on the targeted standard of Integration of Knowledge and Skills. They will report how wow the learning engagements and unit assessments prepared them to be successful on the targeted questions on the quarterly benchmark assessment.

Quantitative:

The percentile scores on the 2017-18 FSA ELA category integration of knowledge and ideas will increase by 2% in each grade level to these levels:

70% in 4th Grade

81%in 5th Grade

68% in 6th Grade

2. The average percentage of the newly formed formative and summative assessment that include integration of knowledge and idea should average no less than 85% for each grade level.

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 2016-17 and a description of changes you intend to incorporate to improve the data for the year 2017-18.

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 is 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 is 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. 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. 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.

Early Warning Systems are monitored quarterly by the Principal and Assistant Principal.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2016-17 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 2017-18:

Fill in BLANKS with data from 2016-17 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	2	8	11	16	18	14	20	89
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	1					1
2 or more indicators	0	0	1	0	0	0	0	1

4. 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 INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement 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 2016-2017 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 16 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 initiations 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, 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 October 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.

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

6th grade students attend an orientation in the Spring at the secondary feeder school. This allows them to hear about expectations for 7th grade, tour the facility and learn about course options.