

Orange County Public Schools

Freedom High



2015-16 School Improvement Plan

Freedom High

2500 TAFT VINELAND RD, Orlando, FL 32837

www.ocps.net/lc/southwest/hfr

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	76%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange 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>.

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

For the 2015-2016 school year, Freedom High School has an AVID mentoring program in which all AVID students are assigned a staff mentor. The students and staff meet once a month to discuss student grades, academic progress, and growth towards Advanced Placement classes. This mentoring program also allows students to ask the mentor questions related to college experiences. Freedom High School holds a Multicultural night each year. This event is to raise awareness of different cultures and environments associated with that culture. This event is open to the community. During the 2014-2015 school year, two students founded the Spirit of the Patriot scholarship which continues for this school year. Freedom High School has an active Best Buddies program and a strong Student Government Association. The school has an award winning Performing Arts Department and over 40 clubs. Students are encouraged to get involved in extracurricular activities. As of the 2015-2016 school year, Freedom High School is a digital school. The school has conducted technology information nights to help parents and students adjust to the new digital curriculum. These nights were offered both in English and Spanish to accommodate parents who are more comfortable in Spanish.

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

Freedom High School has created an environment in which students feel safe and respected before, during, and after school. This culture has been created by staff members having high expectations for all students and a belief that all students can learn. Having an intense focus on student achievement helps to put systems in place where students know that Freedom High School cares and is invested in student success.

Freedom High School's supervision plan contributes to the safe and respected environment. Staff is visible before school, during class changes, in classrooms, and after school. Visibility and consistency in the school-wide behavioral system creates the environment where students feel safe and respected.

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

Freedom High School provides students and staff with an overview of the school-wide behavioral system on the first day of school. This includes providing staff and students with a review of the Code of Student Conduct and specific FHS policies and procedures. Each quarter we review the behavioral

system and provide students and staff with areas of improvement, as well as a review of disciplinary infractions. Freedom High School also displays FHS Discipline Guidelines Posters in every classroom. These established protocols provide our stakeholders with clear and consistent behavioral expectations.

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

Freedom High School has one SAFE Coordinator and one Behavior Specialist on staff to meet the social-emotional needs of all students. The staff is provided with an overview of SAFE and the A-4 Directive. During this overview, the staff is informed of the procedures for referring students who need services and are provided with a reminder of the A-4 Directive so that all students feel safe at school and at home. Our SAFE coordinator monitors students that have been referred for and provided counseling, mentoring, and other pupil services as needed.

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

Freedom High School's list of early warning indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics (FSA scores are not available at this time)

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
	9	10	11	12	
Attendance below 90 percent	122	152	190	176	640
One or more suspensions	29	42	36	22	129
Course failure in ELA or Math	70	83	54	13	220
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	46	41	41	15	143

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

Freedom High School will provide the following interventions to improve the academic performances of these students:

1. Quarterly grade-level meetings for students that are below a 2.0 GPA
2. Attendance meetings with students that fall below 90% attendance
3. Guidance meetings with student and parents to provide individual opportunities for success
4. Night School
5. After school tutoring initiative
6. Amnesty Saturdays for students to complete missed assignments or re-mediate classes through E2020
7. MTSS Math Pullout sessions
8. MTSS Tier 3 Reading Pullout sessions

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

During the 2014-2015 school year, Freedom High School benefited from 19,000 volunteer hours from community members which was a 73.3% increase over the year before. The hours were logged by parents, students, and/or varying community stakeholders. Potential volunteers are informed of our needs through electronic sources as well as targeted mass mailings.

FHS also hosts two Financial Aid nights, one in the fall and one in the spring. This is a great opportunity for students/parents to gain valuable knowledge with regards to college financial aid and scholarship information. Freedom also hosts the "Taste of Freedom" event. This event is open to incoming 8th graders. It provides them insight into all of the academies that we offer as well as provides these families with an opportunity to see all of the activities, clubs and sports that are available to them during their high school years.

Parents have access to ProgressBook and Edmodo to track their child's progress in their classes. A bi-weekly Community Brief is released to inform parents and the community about upcoming events, school and district information, and activities.

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

Freedom High School works with various organizations to ensure that we are building mutually beneficial relationships with the community and the students. Through OPCS Gives, Freedom High School faculty utilizes five programs for career readiness. Freedom High School also works to develop new partnerships for Partners in Education. We utilize volunteers from local businesses to offer multiple spirit nights, discounts, and opportunities for fundraising. We involve community members in "Teach In" to in order to extend real world application and relevance to our students, which also supports our continued community partnerships.

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:

Name	Title
Bailey, Rolando	Principal
Neely Mir, Cheryl	Assistant Principal
Farley, Doug	Assistant Principal
Valente, Dale	Assistant Principal
Hodge, Esther	Assistant Principal
Schomberg, Laura	Other
Tarantino, Maria	Other
Youtz, Charles	Dean
Bush, David	Dean
Jimenez, Jason	Dean
Hernandez, Liesl	Dean
Woodard, Iris	Dean
Waugh, Casey	Instructional Coach
Miranda, Cami	Instructional Coach
Sanchez Corona, Brian	Instructional Coach
Brown, Tasmara	Instructional Coach
Gargano, Janell	Instructional Coach
Moody, Christie	Instructional Media
Walker, Demond	Other
Loeak, Jamie	Other
DeAmato, David	Other
Feliciano Ojeda, Ivonne	Other
Pereira-Bannon, JoeAnna	Other
Peters, Roy	Other
West, Carl	Other
Armstrong, Kristal	Other

Duties

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

The principal, assistant principals, CRT, deans, MTSS coach, reading coach, inclusion coach, SAFE coordinator, testing coordinators, athletic directors, ESOL compliance teacher and staffing specialists serve as members on the Freedom High School leadership team. The function and responsibility of each leadership team member is to focus on the development and maintenance of the problem-solving system.

The team meets bi-weekly to engage in the following activities:

- ? Review progress monitoring data at various grade levels and classroom levels
- ? Identify students for remediation/enrichment based on common formative assessment results

Additionally, the team will identify professional development and resources needed, collaborate regularly, share effective practices, facilitate the process of building consensus, and make decisions about proper implementation.

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

The MTSS data-based implementation and monitoring process addresses the effectiveness of core instruction, teacher support, and small group instruction. This is done in all content areas by analyzing and assessing individual student needs from multiple sources of data on a continuous basis.

Data sources include the following:

1. Regular progress monitoring through collaborative formative assessments
2. Florida Standards Assessment (FSA)
3. Florida Comprehensive Assessment Test (FCAT)
4. Reading Inventory (SRI)
5. One pre/post-test per quarter on relevant standards

SAI Funds: In order to facilitate and strengthen literacy instruction, a tutoring initiative will be implemented. Freedom High School faculty will provide small group ACT, SAT, FCAT, FSA preparation tutoring sessions after the school day. Increased academic time on task through this initiative will allow extended time to develop disciplinary literacy skills, strategic literacy instruction, and practice with strategic reading comprehension instruction.

Students will receive extended-day instruction in small-group settings in the following areas:

1. General test-taking strategies
2. ACT/SAT/FCAT/FSA specific test-taking strategies
3. Reading comprehension instruction through close-reads of non-fiction articles

Baseline data will be collected on each student that enrolls in the extended day literacy tutoring program. Pretests and post-tests will be administered to determine growth. The percentage of students who complete 80% or more of the tutoring sessions and pass either ACT (19+), SAT (420+), FCAT (245+), or FSA (To Be Determined) will be compared to the average of all other students enrolled in intensive reading at FHS that pass each respective assessment.

Two main sets of data that will be recorded include the growth of the students from the beginning of the tutoring program to the end, and the percentage of students who pass the ACT, SAT, FCAT, or FSA compared to the rest of the students currently enrolled in Intensive Reading.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Melissa Beard	Parent
Rolando Bailey	Principal
Douglas Farley	Teacher
Edwin Marrero	Business/Community
Tina Cirsalli	Parent
Leah Rictor	Parent
Astrid Joanna Volpert	Parent
Youssef Enouiti	Student
Oscar Escobar	Student

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

The 2014-2015 School Improvement Plan (SIP) was reviewed with the SAC once a month. During the mid-year and the final evaluation of the SIP, the SAC reviewed the data associated with FCAT reading, FSA ELA, EOCs for Algebra 1, Geometry, Algebra 2, US History, and Biology. During those meetings, SAC discussed pertinent interventions and their effectiveness.

Development of this school improvement plan

The development of our School Improvement Plan begins with our faculty and staff members. This includes clerical staff, as well as instructional team members from each academic content area. Each team member is responsible for working within their Professional Learning Community (PLC) to create an action plan that addresses the goals outlined by our district and state. Team members are also responsible for progress monitoring the effectiveness of the SIP plan by way of analyzing data on a continuous basis. Based upon the analysis that each PLC team concludes, SIP plans are continued or revised to accommodate the current needs as evidenced by the data.

The final phase of completing the SIP provides all non-school based stakeholders the opportunity to review tasks and revise the SIP based upon needs of the student body and community. The School Advisory Council (SAC) reviews the plan, and makes revisions as necessary. Once this is done, the SIP is then released back to the department chairs for discussions within their PLC. A final draft is then released to the SAC for approval. Formal meetings are publicly held in the media center of our school for the final presentations of the SIP. SAC meetings are conducted on the 3rd Monday of every month promptly at 6 pm. All school-based and non-school based stakeholders are notified by way of phone calls, emails, and our school webpage. During these meetings a member from each PLC will publicly present their content area action plan from the SIP, as well as answer questions that community members, student body, and other faculty members may have in regards to tasks and goals outlined within the SIP.

Preparation of the school's annual budget and plan

Freedom High School's annual budget was shared with the SAC to discuss this year's funding.

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

There were no school improvement funds allocated for the 2014-15 school year.

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:

Name	Title
Sanchez Corona, Brian	Instructional Coach
Brown, Tasmaria	Instructional Coach
Waugh, Casey	Instructional Coach
Feliciano Ojeda, Ivonne	Other
Moody, Christie	Instructional Media
Miranda, Cami	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes a culture of literacy within the school by:

1. Hosting multiple book clubs
2. Random acts of reading (Staff members and administration go into classrooms randomly and read aloud from their favorite book. They model fluent reading strategies such as making predictions or making connections)
3. Modeling effective reading strategies (Teachers will talk to students about the books they are reading and discuss reading strategies such as making predictions, connections, summarizing, etc.)
4. Literacy awareness (During literacy week, there will be multiple activities to build literacy: flash mob reading, random acts of reading, PSAs for reading.)

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

Teachers engage in professional learning and grow together in various capacities: as a faculty, department, and professional learning community. Teachers meet monthly in departments to address whole group challenges and share strengths. Weekly, they meet in professional learning communities to collaborate on standards-based discussions, common assessment creation, strategy sharing, and data driven instruction. Once a month, teachers participate in professional development that is relevant to the needs of the school. Teachers then embed the strategies and professional development they learned in their lesson plans to serve the needs of the students. Freedom High School continues professional learning through lesson study teams which allow for deeper examination of planning and execution of instruction based on standards.

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

Strategies include:

1. Rigorous hiring processes- Persons responsible include the principal and assistant principals.

2. Resumes reviewed for previous teaching experiences- Persons responsible include the principal and assistant principals.
3. Accurately matching teacher certification areas to teaching assignments- Persons responsible include the principal and assistant principals.
4. Provide ongoing professional development and training opportunities for growth- Persons responsible include all instructional coaches, principal, and assistant principals.

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

New teachers are assigned one mentor based upon the area of content in which they teach. Utilizing these criteria, all new teachers are successfully placed with a mentor that instructs the same content and/or one that is similar. All mentors and mentees meet weekly to discuss instructional planning as well as course progression through the planned mentoring activities of PDCP and Beginning Teacher Induction.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

Instruction is adjusted in each reading class based on data from common formative assessments. Remediation and enrichment is conducted via small group rotations. Grouping and instruction are both driven by data.

For MTSS (Tier 2/3), students are recruited, grouped, and instructed based on multiple data points. Student achievement is assessed and reassessed on a weekly basis by many instructional and informal assessments. Instruction is continuously adjusted throughout the term of extended services and support.

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: Extended School Day

Minutes added to school year: 2,700

Freedom High School Night School- This program is tailored to students who have fallen behind with their classwork or have low grade point averages. This program is administered by Mid-Florida Tech. There are two ways a student can earn credits in the program, beginning with the paper and pencil method. Under the paper and pencil method the curriculum is broken up into packets. The student completes all the assignments in the packet and then the teacher checks the work for accuracy and signs off on a tracking sheet. The student then takes a mastery test and has to score an 80% in order to advance to the next packet. When the student has completed all of the packets and passed all the mastery tests, the teacher administers the final exam. The final grade is determined by a combination of 50% classwork or packet mastery and 50% the final exam. The teacher then fills out a Grade Report Form and one copy is sent to Mid-Florida Tech and one to the guidance counselor at Freedom High School.

The second method for students to earn credit is through a computer based program called 'Edgenuity'. This option consists of modules of the curriculum divided into segments with quizzes and mastery tests. The supervising teacher monitors the progress via the computer and encourages the students to keep working. Quizzes and exams are graded by the program. The final exam is administered when the student has completed all modules and has a passing score. Once complete, the guidance department receives notification of successful completion of the course by the supervising teacher.

Strategy Rationale

The rationale for the Night School Program is to help provide students who are not on track to graduate with an opportunity to complete required courses and increase their grade point average so the student is eligible to graduate with their cohort.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Neely Mir, Cheryl, cheryl.neely@ocps.net

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

Data is collected through Chancery SMS, Edgenuity, and Enterprise Data Warehouse.

Strategy: Extended School Day

Minutes added to school year: 720

Amnesty Saturdays- This initiative helps students to graduate on time. Through "Edgenuity" Saturday School, students have the chance to recover credits using an online program. This allows students to make up class requirements and to retake assessments to prove mastery learning at a time that is helpful and compatible with the student's schedule. By participating in and completing this program, students will be able to recover their credit from previously failed courses in less time than it would take in a traditional class.

Strategy Rationale

This allows students in need of remediation or extra time to complete assignments without penalty.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Woodard, Iris, iris.woodard@ocps.net

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

Data is collected through SMS, Edgenuity, and EDW.

Strategy: Extended School Day

Minutes added to school year: 1,300

Math Pullout/ Boot camp
NGSSS EOC:

Content materials are chunked to focus on high percentage EOC assessment questions. These materials will also be chunked by questions that parallel both the PERT and EOC exams. Learning centers based on both exams and skill levels are then created, in which students receive remediation and or interventions twice a week for 44 minutes. Lessons are structured and re-introduced to students after their data is analyzed to determine student weaknesses. Students then receive direct instruction and guided practice through small group learning centers to build their skills on standards where performance was low to moderate.

FSA:

Once available, data for the FSA will be analyzed to determine students' weaknesses. Students will be issued Algebra Nation workbooks by the math teachers so they can continue to remediate standards where students are weak. Students will participate in teacher made pre- assessments with their math classes to measure weaknesses in skills so teachers will be able to differentiate instruction in class. Math teachers will use the following programs to remediate skills: MathXL, Algebra Nation, and Khan Programs.

Students currently taking FSA math classes will have an opportunity to attend after-school interventions twice a week for 90 minutes during the second semester. Students demonstrating weaknesses on teacher-created, common standard-based assessments, and previous historical test scores will receive remediation twice a week for 90 minutes. Students also receive direct instruction and guided practice lessons through small group learning centers to build their skills on standards where performance was low to moderate.

Strategy Rationale

Students in need of remediation or support are identified and appropriate interventions are provided during the school day and/or after school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Tarantino, Maria, maria.tarantino@ocps.net

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

All EOC scores are used to determine student weaknesses. Scores are compared from each retake to see growth between tests administrations. Common formative exams are also administered to students who have not passed the EOC. Teacher-made assessments are used to identify remediation for students.

Strategy: Extended School Day

Minutes added to school year: 1,800

Flipped Instruction: Teachers create pre and post videos that students are responsible for watching at home so learning can begin immediately in class. When students come to class, they practice and interact with the content in a deeper manner.

Strategy Rationale

Flipped instruction will allow for an increase in class time dedicated to practice and deepening understanding of the content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Waugh, Casey, casey.waugh@ocps.net

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

Data is collected formally through progress monitoring of common-formative assessments every nine weeks. During the nine weeks, teachers analyze their common formative assessment scores (based on a pre and post-tests) to determine weaknesses by grade level, classes, and by specific student. Students are then grouped for MTSS Interventions. In addition, teachers are using computer based programs such as Achieve 3000 and Khan Academy.

PLC groups create common assessments which are given to all of the same classes and scanned into the Performance Matters data system to analyze. The Performance Matters data system gives teachers detailed descriptions of what problems were commonly missed, what distractors were chosen, and what answers were given.

Informal assessments are also a part of daily routines in individual classes. Each of these varied assessments is regularly reviewed by PLC groups to discuss common strategies and how to effectively implement and improve the quality of learning.

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

Strategies for incoming cohorts:

Freedom High School hosts Taste of Freedom for 8th grade students and parents to provide future Patriots with an opportunity to preview our Performing Arts Department and learn about great academic opportunities at FHS. This event also provides students with an opportunity to create a sense of belonging by being exposed to the athletic, academic and social clubs that are available on campus. In the spring, the incoming 9th grade students are provided with an orientation night. This event begins to establish the academic and behavioral expectations at Freedom.

Strategies for outgoing cohorts:

The Freedom High School guidance office completes senior meetings in October to discuss individual academic needs as they pertain to plans after graduation. Our guidance department also provides multiple financial aid nights to assist families with both financial aid and scholarship opportunities.

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

During the school year, guidance counselors present academic guidance through classroom visits which are geared toward each grade level. Discussions include rigorous course selection and options such as dual enrollment, academic preparation for college, alternative post-secondary training, and career planning. Sophomore guidance is targeted to career exploration.

During the first nine weeks of the first semester, the Career Specialist provides information about career and technical education dual enrollment with a focus on college and career readiness at the home school, as well as off-site, dual enrollment. An interest meeting with the post-secondary specialist occurs during the second nine weeks of school. After the students select a dual-enrollment program of their interest, a site visit takes place for orientation. A question and answer session with the dual-enrollment instructor also occurs. After the site visit, students complete the application process. By the end of the school year, students receive their dual enrollment acceptance.

In early spring, counselors meet individually with students to help them choose their classes for the following year. During this meeting, options such as dual enrollment and rigorous courses are again presented. Before summer, students receive a printout of their requested classes and are given the opportunity to change their requests. At the beginning of the school year, students are given the opportunity, for a limited time, to make elective schedule changes if their interests have changed.

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

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. Freedom High School applies and integrates courses to help students see the relationships between subjects and relevance to their future. Freedom supports this initiative by:

1. Offering the following career academies on campus: Monticello Academy, AVID, NAF Academy, Early Childhood Academy and Project Lead The Way Academy
2. Offering career and technical dual enrollment
3. Selecting an academy of interest (specifically incoming 9th grade students)
4. Accessing all courses offered across academies during registration
5. Incorporating more academic content in vocational courses
6. Allowing vocational and core teachers to collaborate to enhance academic competencies in vocational programs
7. Inviting guest speakers to speak to students regarding career paths
8. Offering students the opportunity to take an industry certification exam in each technical education program to prepare for career

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

Freedom High School provides all students with an opportunity to enroll in courses such as the Project Lead the Way Engineering Program. As we increase the number of students enrolled in various levels of this program, Freedom High School will be increasing the need to integrate technical education and academic coursework with a course such as Introduction to Bio-Medical Science.

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

According to the most recent High School Feedback Report, 72.1% of Freedom High School graduates have completed a college prep curriculum. This is an increase of 7.3% from the year before. To measure students skills needed for college, Freedom High School students in 9th, 10th,

and 11th grade will take the PSAT. 11th graders will also be competing for the National Merit Scholarship. Selected 11th graders will also take the PERT exam at the mid-year point. Student areas of weakness will be addressed by providing students with the opportunity to enroll in college preparatory courses during their senior year. Freedom High School has a college and career center to provide students with assistance with college applications, college entrance exams, financial aid and scholarship opportunities. Academic courses on the students' schedules reflect the necessary prerequisites related to their career. The dual enrollment programs support the students' career choice by equipping students with core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will improve when teachers collaboratively plan standard-based instruction using the backward design model to ensure the rigor of their classroom activities and assessments matches that of their end-of-course standardized assessments. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow achievement gaps).
- G2.** Student achievement in Advanced Placement (AP) courses will improve when all AP teachers collaboratively plan to incorporate rigorous, standard-based, data-driven tutorial sessions targeted at specific students in their classes who are struggling to master the course standards. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Ensure College and Career Readiness)

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. Student achievement will improve when teachers collaboratively plan standard-based instruction using the backward design model to ensure the rigor of their classroom activities and assessments matches that of their end-of-course standardized assessments. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow achievement gaps). 1a

G072599

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	78.0
U.S. History EOC Pass	70.0

Resources Available to Support the Goal 2

- Webb's DOK
- "Marzano's 11 Essential Elements"
- "Coaching Classroom Instruction" by Robert Marzano
- Florida Department of Education Test Item Specifications
- Florida Standards and the Next Generation Sunshine State Standards
- "The Art and Science of Teaching" by Robert Marzano.
- Understanding by Design Framework

Targeted Barriers to Achieving the Goal 3

- Some teachers lack an understanding of creating and using the backward design model to drive instruction.

Plan to Monitor Progress Toward G1. 8

Administration regularly monitors PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

Person Responsible

Rolando Bailey

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

The evidence of completion consists of PLC documentation, lesson plan documentation, classroom observation data, student work samples, and Biology and US History EOC results.

G2. Student achievement in Advanced Placement (AP) courses will improve when all AP teachers collaboratively plan to incorporate rigorous, standard-based, data-driven tutorial sessions targeted at specific students in their classes who are struggling to master the course standards. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Ensure College and Career Readiness) 1a

G072600

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	50.0

Resources Available to Support the Goal 2

- Test Item Specifications
- Instructional Planning Reports
- Formative and Summative Assessment data
- AP Grade Predictions
- Anchor Sets
- "Marzano's 7 Essential Elements"
- "Coaching Classroom Instruction" by Robert Marzano
- "Becoming a Reflective Teacher" by Robert Marzano
- Student Samples

Targeted Barriers to Achieving the Goal 3

- Some teachers lack knowledge and experience with creating targeted tutorials for remediation.

Plan to Monitor Progress Toward G2. 8

Progress towards this goal is monitored by administration through reviewing common formative assessment data, reviewing lesson plan and PLC documentation, conducting classroom observations, and conducting academic conferences.

Person Responsible

Rolando Bailey

Schedule

Monthly, from 9/14/2015 to 5/13/2016

Evidence of Completion

The evidence of completion consists of PLC documentation, coaching logs, lesson plan documentation, formative assessment data, lesson study documentation, and AP results.

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. Student achievement will improve when teachers collaboratively plan standard-based instruction using the backward design model to ensure the rigor of their classroom activities and assessments matches that of their end-of-course standardized assessments. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow achievement gaps). **1**

 G072599

G1.B1 Some teachers lack an understanding of creating and using the backward design model to drive instruction. **2**

 B189429

G1.B1.S1 The CRT and Literacy Coach provide professional development on how to incorporate backward design into their lesson. **4**

 S200753

Strategy Rationale

Professional development provides strategies for the ongoing creation and implementation of backward designed lessons.

Action Step 1 **5**

The CRT and Literacy Coach provides professional development on backward design instruction for teachers.

Person Responsible

Casey Waugh

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

The evidence of completion consists of coaching log documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data

Action Step 2 5

Teachers utilize PLC time to discuss backward design instruction and implementation based on identified standards.

Person Responsible

Casey Waugh

Schedule

Biweekly, from 9/9/2015 to 6/8/2016

Evidence of Completion

The evidence of completion consists of PLC notes, lesson plans, classroom observations, and formative and summative assessment data.

Action Step 3 5

Teachers plan lessons based on the backward design model which incorporates the identified standards.

Person Responsible

Cheryl Neely Mir

Schedule

Biweekly, from 9/9/2015 to 6/8/2016

Evidence of Completion

The evidence of completion consists of PLC notes, lesson plans, classroom observations, and formative and summative assessment data.

Action Step 4 5

The CRT and Literacy Coach construct model classrooms for teachers to observe the utilization of the backward design model.

Person Responsible

Casey Waugh

Schedule

Monthly, from 9/2/2015 to 6/8/2016

Evidence of Completion

The evidence of completion consists of coaching log documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.

Action Step 5 5

Administration and instructional support will conduct classroom walkthroughs and provide actionable feedback based on the backward design model.

Person Responsible

Rolando Bailey

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

The evidence of completion consists of feedback through Effective Educators, classroom observation data, formative and summative assessment data.

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

Administration monitors professional development records and coaching logs.

Person Responsible

Cheryl Neely Mir

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

The evidence of completion consists of coaching log documentation, lesson plan documentation, classroom observation data, and student work samples.

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

Administration monitors classroom observations and common assessment data.

Person Responsible

Rolando Bailey

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

The evidence of completion consists of iObservation data, common formative and summative assessment data.

G2. Student achievement in Advanced Placement (AP) courses will improve when all AP teachers collaboratively plan to incorporate rigorous, standard-based, data-driven tutorial sessions targeted at specific students in their classes who are struggling to master the course standards. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Ensure College and Career Readiness) 1

G072600

G2.B1 Some teachers lack knowledge and experience with creating targeted tutorials for remediation. 2

B189430

G2.B1.S1 The CRTs provide professional development and create a structured plan for tutorials in all AP subjects. 4

S200754

Strategy Rationale

Professional development provides teachers with strategies to effectively implement tutorial sessions.

Action Step 1 5

Administration creates and implements a structured tutorial plan.

Person Responsible

Doug Farley

Schedule

On 9/30/2015

Evidence of Completion

The evidence of completion consists of an AP tutorial rotation calendar.

Action Step 2 5

AVID tutorial teachers present models of the tutorial process to AP teacher during PLC time.

Person Responsible

Casey Waugh

Schedule

Biweekly, from 9/9/2015 to 12/16/2015

Evidence of Completion

The evidence of completion consists of PD logs, PLC notes, and lesson plans.

Action Step 3 5

AP teachers utilize common planning time to incorporate small-groups differentiated instruction based on assessment data.

Person Responsible

Doug Farley

Schedule

Biweekly, from 9/9/2015 to 5/13/2016

Evidence of Completion

The evidence of completion consists of PD logs, PLC notes, and lesson plans.

Action Step 4 5

AP teachers implement the use of small-group differentiated instruction.

Person Responsible

Doug Farley

Schedule

Weekly, from 9/14/2015 to 5/13/2016

Evidence of Completion

The evidence of completion consists of PD logs, PLC notes, lesson plans, classroom observations.

Action Step 5 5

Teachers and administration track attendance and performance data and adjust tutorials as needed.

Person Responsible

Doug Farley

Schedule

Weekly, from 9/14/2015 to 5/13/2016

Evidence of Completion

The evidence of completion consists of feedback through Effective Educations, PLC notes, classroom observation data, formative and summative assessment data.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Fidelity of implementation is monitored by administration through PLC documentation, lesson plan documentation, training materials, sign-in sheets, artifacts developed during trainings, classroom observation data, student work samples, and formative and summative assessment data.

Person Responsible

Cheryl Neely Mir

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

The evidence of completion consists of PLC documentation, training materials, sign-in sheets, artifacts developed during trainings, coaches logs, lesson plan documentation, lesson study documentation, and classroom observation data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Effectiveness of implementation is monitored by administration through PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

Person Responsible

Cheryl Neely Mir

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

The evidence of completion consists of classroom observation data, student work samples, and formative and summative assessment data.

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	The CRT and Literacy Coach provides professional development on backward design instruction for teachers.	Waugh, Casey	8/24/2015	The evidence of completion consists of coaching log documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data	6/8/2016 monthly
G2.B1.S1.A1	Administration creates and implements a structured tutorial plan.	Farley, Doug	8/24/2015	The evidence of completion consists of an AP tutorial rotation calendar.	9/30/2015 one-time

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Freedom High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Teachers utilize PLC time to discuss backward design instruction and implementation based on identified standards.	Waugh, Casey	9/9/2015	The evidence of completion consists of PLC notes, lesson plans, classroom observations, and formative and summative assessment data.	6/8/2016 biweekly
G2.B1.S1.A2	AVID tutorial teachers present models of the tutorial process to AP teacher during PLC time.	Waugh, Casey	9/9/2015	The evidence of completion consists of PD logs, PLC notes, and lesson plans.	12/16/2015 biweekly
G1.B1.S1.A3	Teachers plan lessons based on the backward design model which incorporates the identified standards.	Neely Mir, Cheryl	9/9/2015	The evidence of completion consists of PLC notes, lesson plans, classroom observations, and formative and summative assessment data.	6/8/2016 biweekly
G2.B1.S1.A3	AP teachers utilize common planning time to incorporate small-groups differentiated instruction based on assessment data.	Farley, Doug	9/9/2015	The evidence of completion consists of PD logs, PLC notes, and lesson plans.	5/13/2016 biweekly
G1.B1.S1.A4	The CRT and Literacy Coach construct model classrooms for teachers to observe the utilization of the backward design model.	Waugh, Casey	9/2/2015	The evidence of completion consists of coaching log documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.	6/8/2016 monthly
G2.B1.S1.A4	AP teachers implement the use of small-group differentiated instruction.	Farley, Doug	9/14/2015	The evidence of completion consists of PD logs, PLC notes, lesson plans, classroom observations.	5/13/2016 weekly
G1.B1.S1.A5	Administration and instructional support will conduct classroom walkthroughs and provide actionable feedback based on the backward design model.	Bailey, Rolando	8/24/2015	The evidence of completion consists of feedback through Effective Educators, classroom observation data, formative and summative assessment data.	6/8/2016 weekly
G2.B1.S1.A5	Teachers and administration track attendance and performance data and adjust tutorials as needed.	Farley, Doug	9/14/2015	The evidence of completion consists of feedback through Effective Educations, PLC notes, classroom observation data, formative and summative assessment data.	5/13/2016 weekly
G1.MA1	Administration regularly monitors PLC documentation, lesson plan documentation, classroom observation data, and student work samples.	Bailey, Rolando	8/24/2015	The evidence of completion consists of PLC documentation, lesson plan documentation, classroom observation data, student work samples, and Biology and US History EOC results.	6/8/2016 monthly
G1.B1.S1.MA1	Administration monitors classroom observations and common assessment data.	Bailey, Rolando	9/1/2015	The evidence of completion consists of iObservation data, common formative and summative assessment data.	6/8/2016 monthly
G1.B1.S1.MA1	Administration monitors professional development records and coaching logs.	Neely Mir, Cheryl	9/1/2015	The evidence of completion consists of coaching log documentation, lesson plan documentation, classroom observation data, and student work samples.	6/8/2016 monthly
G2.MA1	Progress towards this goal is monitored by administration through reviewing common formative assessment data, reviewing lesson plan and PLC documentation, conducting classroom observations, and conducting academic conferences.	Bailey, Rolando	9/14/2015	The evidence of completion consists of PLC documentation, coaching logs, lesson plan documentation, formative assessment data, lesson study documentation, and AP results.	5/13/2016 monthly
G2.B1.S1.MA1	Effectiveness of implementation is monitored by administration through PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.	Neely Mir, Cheryl	9/1/2015	The evidence of completion consists of classroom observation data, student work samples, and formative and summative assessment data.	6/8/2016 monthly
G2.B1.S1.MA1	Fidelity of implementation is monitored by administration through PLC documentation, lesson plan	Neely Mir, Cheryl	9/1/2015	The evidence of completion consists of PLC documentation, training materials, sign-in sheets, artifacts developed	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	documentation, training materials, sign-in sheets, artifacts developed during trainings, classroom observation data, student work samples, and formative and summative assessment data.			during trainings, coaches logs, lesson plan documentation, lesson study documentation, and classroom observation data.	

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. Student achievement will improve when teachers collaboratively plan standard-based instruction using the backward design model to ensure the rigor of their classroom activities and assessments matches that of their end-of-course standardized assessments. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow achievement gaps).

G1.B1 Some teachers lack an understanding of creating and using the backward design model to drive instruction.

G1.B1.S1 The CRT and Literacy Coach provide professional development on how to incorporate backward design into their lesson.

PD Opportunity 1

The CRT and Literacy Coach provides professional development on backward design instruction for teachers.

Facilitator

CRTs, Literacy Coach

Participants

Instructional staff

Schedule

Monthly, from 8/24/2015 to 6/8/2016

PD Opportunity 2

Teachers utilize PLC time to discuss backward design instruction and implementation based on identified standards.

Facilitator

CRTs/Literacy Coach

Participants

Instructional staff

Schedule

Biweekly, from 9/9/2015 to 6/8/2016

G2. Student achievement in Advanced Placement (AP) courses will improve when all AP teachers collaboratively plan to incorporate rigorous, standard-based, data-driven tutorial sessions targeted at specific students in their classes who are struggling to master the course standards. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Ensure College and Career Readiness)

G2.B1 Some teachers lack knowledge and experience with creating targeted tutorials for remediation.

G2.B1.S1 The CRTs provide professional development and create a structured plan for tutorials in all AP subjects.

PD Opportunity 1

AVID tutorial teachers present models of the tutorial process to AP teacher during PLC time.

Facilitator

CRTs

Participants

AP Teachers

Schedule

Biweekly, from 9/9/2015 to 12/16/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	The CRT and Literacy Coach provides professional development on backward design instruction for teachers.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3336	510-Supplies	1662 - Freedom High	School Improvement Funds		\$100.00
<i>Notes: Copies made for professional development.</i>						
	3376	139806-PRIVATIZED SERVICES - EDUCATION	1662 - Freedom High	School Improvement Funds		\$500.00
<i>Notes: Outside professional development companies contracted to come into the school and provide guidance on this initiative.</i>						
2	G1.B1.S1.A2	Teachers utilize PLC time to discuss backward design instruction and implementation based on identified standards.				\$0.00
3	G1.B1.S1.A3	Teachers plan lessons based on the backward design model which incorporates the identified standards.				\$0.00
4	G1.B1.S1.A4	The CRT and Literacy Coach construct model classrooms for teachers to observe the utilization of the backward design model.				\$0.00
5	G1.B1.S1.A5	Administration and instructional support will conduct classroom walkthroughs and provide actionable feedback based on the backward design model.				\$0.00
6	G2.B1.S1.A1	Administration creates and implements a structured tutorial plan.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3336	510-Supplies	1662 - Freedom High	School Improvement Funds		\$100.00
<i>Notes: Paper copies for teachers</i>						
7	G2.B1.S1.A2	AVID tutorial teachers present models of the tutorial process to AP teacher during PLC time.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376	139806-PRIVATIZED SERVICES - EDUCATION	1662 - Freedom High	School Improvement Funds		\$0.00

Budget Data						
				<i>Notes: AVID summer institute (10 teachers x \$450)</i>		
	3376	139806-PRIVATIZED SERVICES - EDUCATION	1662 - Freedom High	School Improvement Funds		\$0.00
				<i>Notes: AVID summer institute (10 teachers x \$450)</i>		
8	G2.B1.S1.A3	AP teachers utilize common planning time to incorporate small-groups differentiated instruction based on assessment data.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376	140-Substitute Teachers	1662 - Freedom High	School Improvement Funds		\$500.00
				<i>Notes: Substitutes contracted so that AP teachers can meet as a PLC during the school day and to observe model lessons as they happen and provide feedback.</i>		
9	G2.B1.S1.A4	AP teachers implement the use of small-group differentiated instruction.				\$7,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376	139806-PRIVATIZED SERVICES - EDUCATION	1662 - Freedom High	School Improvement Funds		\$7,800.00
				<i>Notes: Summer AP (8 teachers) and CAPSTONE (3 teachers) training</i>		
10	G2.B1.S1.A5	Teachers and administration track attendance and performance data and adjust tutorials as needed.				\$0.00
					Total:	\$9,000.00