

Hillsborough County Public Schools

Freedom High School



2018-19 Schoolwide Improvement Plan

Freedom High School

17410 COMMERCE PARK BLVD, Tampa, FL 33647

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

**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 Hillsborough 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Freedom High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide an educational environment to allow all Freedom students to reach their full potential.

HELLO FREEDOM HIGH SCHOOL.

PLEASE USE THE NEW PILOT SIP - AVAILABLE BY SELECTING "PLANS" FROM THE TOP BLACK RIBBON, AND THEN CLICKING ON THE DASHBOARD FOR THE NEW PILOT SIP.

b. Provide the school's vision statement.

Preparing students for life.

2. School Environment

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

Various Professional Development
Parent/Teacher Communication
Conference Nights
Email/Phone Calls
Edsby
Teacher/Teacher Communication
PLC's/PWC's
MTSS/RTI Committee
Student Success Specialists
Student/Teacher Communication
Interest and Service Clubs
Steering Committee

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

Installation of Security Cameras
Teachers at door during passing
Patriot Patrol
Administrative Duty Assignments
Tutoring before, after school, and during lunches
Various Support Resources
Guidance
School Psychologists
Social Worker
Student Success Specialists
ESE Specialist
IEP Counselor
College and Career Counselor
School Resource Officer
Freshmen Orientation

c. 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.

Various Professional Development
Professional Development led by Academic Coaches
New Teacher Required Trainings - CHAMPS or Discipline in the Secondary Classroom
Pre-Planning Training with Student Affairs Office
Individual Student Success Plans
Student Affairs Office Code of Conduct
Teacher Handbooks created by Administration
Uniform Tardy Policy, Electronics Policy, and Dress Code Policy
Dress Code Sweeps
Weekly Discipline Data Updates in Administrative Staff Meetings
Attendance Committee
Discipline Committee
School-Wide Hall Pass Policy
Escorts to Student Affairs Office when removed from classrooms
Peer Mediation - Freedom Integrity Team
Suspension Clearance Meetings with Administrators
Restorative Practices in ISS with the opportunity to exit early

Students have the responsibility to be in class on time. Students must attend class, and be on time, in order to receive the maximum benefit from instruction. Tardies will be considered an incident only after four or more have accrued within a grading period. HCPS policies dictate that consequences for tardies include only non-suspension consequences.

d. 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.

Teacher/Student Relationships
Referrals to School Psychologist
Referrals to School Social Worker
School Nurse
Guidance Counselors
Student Success Coaches
Student Mentoring/Check In Program
Clubs

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Early warning indicators include:
Attendance (5 or more absences of any type per grading period)
One or more suspension (in or out of school)
Excessive tardies (5 or more per grading period)
ELA/Math course failure
Level 1 FSA score
9th Grade Analytic Report
2 or more failing grades in a core class during the 1st quarter

Early warning system data can come from the following sources:

**Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems:
Person Responsible/Group Responsible.

FSA/EOC RELEASED TESTS: School generated excel database; Reading Coach/Student Success/
Coach/AP.

BASELINE & YEAR DISTRICT ASSESSMENTS: School City; Leadership Team/PWCs/Individual
teachers.

DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND
ACCOUNTABILITY (NAME THE ASSESSMENTS): School City; IPT; Leadership Team/PWCs/
Individual teachers.

SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT
SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE
ASSESSMENTS):

ELA

Writing Progress Monitoring:

Baseline Writing

Q1 Embedded Assessment

Semester Exam Essay

Q3 Mock FSA Online Assessment

Semester Exam Essay

LAFS Progress monitoring:

Quarterly Short Cycle and Unit Assessments

Reading:

FAIR

Common Lit Interim Assessments - Text Based Informational Writing

ELL/ESOL

CELLA: Sagebrush (IPT); ELL/PSLT Representative.

Biology - District Formatives

Math -District Formatives

ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on
Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs.

DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline
Referrals): District Databases: Reports on Demand, IPT, Discipline Committee

DROPOUT PREVENTION DATA (Withdrawal codes, academic outcomes, attendance, discipline
data): District databases: Reports on Demand, IPT, Dashboard, Site generated early warning
systems; Dropout Prevention Specialist/Guidance Counselors/Dropout Prevention Committee.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	93	99	108	42	342
One or more suspensions	0	0	0	0	0	0	0	0	0	81	73	61	10	225
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	48	118	89	50	305
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	173	193	65	23	454

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	148	213	204	167	732

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

The purpose of the core Leadership Team is to:

1. ILT reviews school-wide assessment data on a monthly basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to Faculty and facilitate problem solving within the content/grade level teams through PWCs.

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PWCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PWCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - o Implementation and support of PWCs
 - o Review of teacher/PWC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PWCs and reported to the Leadership Team/PSLT)
 - o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PWCs and reported to the Leadership Team/PSLT)
 - o Implementation of research-based scientifically validated instructional strategies and/or

interventions. (as outlined in our SIP)

o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.

- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PWCs and Specialty PSLT.
- Work collaboratively with the PWCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/662953>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

- Various groups find local businesses for donations, fundraisers, and other student/school needs
 - o PTSA
 - o Booster Clubs
 - o SAC (School Advisory Committee)
 - o Student Government
 - o Yearbook
 - o Various Clubs
 - o ROTC Program
 - o Administration

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Stephenson, Kevin	Principal

b. Duties

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

The leadership team includes, for example:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselor
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
- ESE teacher
- Subject Area Leaders (Middle)
- Team Leaders (Middle)
- Department Heads (High)
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative
- Student Success Coaches

(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

The examples below demonstrate the shared roles and responsibilities for members of the PSLT:

PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)

PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing

and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team’s discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

The Leadership Team/PSLT communicates with and supports the each department in implementing strategies by distributing Leadership Team members across departments to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are assigned a department regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

2. 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.

At the end and beginning of each year, schools take an inventory of resources, including materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices during core and intervention blocks.
3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district’s assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:

- Supports school teams with creating, managing and updating the school’s resource maps for academic and non-academic areas.

- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
- Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
- Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
- Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
- Strengthen Tier 1 core instruction by:
 - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
 - o Supporting PLCs with planning and delivering rigorous core instruction.
 - o Ensuring opportunities for common assessments are provided across each grade level.
 - o Reviewing common assessment data to monitor students Response to Core Instruction.
 - o Monitoring the fidelity of instructional practices.

The HCPS Fidelity of MTSS-Rtl Practices Rubric (found on the Rtl icon) will be used to evaluate the schools implementation of MTSS practices. The rubric is broken into 4 domains (Administrative Support, Tier 1 Practices, Tier 2 Practices, and Tier 3 Practices). Each domain has 5-7 items are rated on the scale below:

Not Evident (0) – the PSLT indicates that the school has not implemented/engaged in MTSS practices on an identified item.

Developing (1) – the PSLT indicates that the school has implemented/engaged in MTSS practices but no documented evidence exists to support the specified item.

Operational (2) – The PSLT indicates that the school has implemented/engaged in MTSS practices but the documented evidence and data does align with or support the specified item.

Exemplary (3) – the PSLT indicates that the school has implemented/engaged in MTSS practices and the documented evidence clearly aligns with and supports the specified items

Federal, state, and local funds, services, and programs will be coordinated and integrated in the school, including Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training as applicable.

Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice

Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.

Title III

Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Headstart

We utilize information from students in Head Start to transition into Kindergarten.

Adult Education

NA

Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Job Training

Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Keri Siudut	Teacher
Kevin Stephenson	Principal
Alicia Newcomb	Teacher
Jessica Moran	Teacher
Kathleen White	Teacher
Sandra Dewitt	Teacher
Milton Mighty	Teacher
Bill Stone	Business/Community
Darlene Silverstein	Parent
Christian Morera	Student
Destiny Kimbrough	Student
Kara Turkson	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

The SAC committee will be involved in the generation of the Standard and Non-Standard Waiver approvals and the SAC composition form. In addition members of the SAC will construct in collaboration with the School- Based Leadership Team (SBLT), the SAC budget. The SAC committee will be involved in the adoption of the SIP and in mid-year reflection and report. The SAC committee will be involved in overseeing professional development to aid faculty and staff in maintaining fidelity with maintaining SIP goal.

All the steps that are part of the school improvement plan reflect and relate to the areas of curriculum, instruction, assessment and behavior. Input, with time for reflection, was sought from staff and SAC committee to do the analyses of these areas. Using data and all components of the school improvement plan, the goals of the SAC committee will be directly tied to student achievement progress.

c. Preparation of the school's annual budget and plan

SAC submits a budget within the SIP to support strategy implementation and/or professional development.

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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

There are no funds this year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Stephenson, Kevin	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team (LLT) provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. Members include:

The team is comprised of:

Principal - Kevin Stepehenson

Instructional Coach - Keri Siudut

Reading Coaches - Autum Hernandez and Lisa Reale

Media Specialist - Jen Simard

ESE Teacher - KAthleen Frick

AVID Coordinator - Natasha Hojati

Instructional Coach - Cheryl Bernales

The LLT selects, develops and presents Literacy Strategies at Monthly Literacy Faculty meetings and provides follow up support and resources for their assigned content area/area of expertise.

The LLT conducts monthly Literacy Walk-throughs to collect implementation data and to identify opportunities for future support and strengths within each department.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Schools Build a Collaborative Culture Through Regularly Scheduled Professional Working Community Meetings

Core Beliefs:

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
- PWCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.
- PWC meetings will be regularly scheduled.

Essential Characteristics of a PWC

- Shared mission, vision, values, goals
- Educators in a PWC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
- Collaborative teams focused on learning
- In a PWC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.
- Collective inquiry
- Teams in a PWC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.
- Action orientation and experimentation
- Members of a PWC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
- Commitment to Continuous improvement
- Not content with the status quo, members of a PWC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:
 - ? Gathering evidence of current levels of student learning
 - ? Developing strategies and ideas to build on strengths and address weaknesses in that learning
 - ? Implementing the strategies and ideas
 - ? Analyzing the impact of the changes to discover what was effective and what was not

- ? Applying the new knowledge in the next cycle of continuous improvement
- Results orientation
- Educators in a PWC assess their efforts on the basis of tangible results.

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

Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance and progress up the career ladder. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

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

District based mentors are provided to teachers new to teaching through the EET initiative. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. The Common Core (CC) standards may be accessed at: http://www.cpalms.org/Standards/Common_Core_Standards.aspx. These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.

The benchmarks are in the subject areas of mathematics beyond college and career ready (calculus, discrete mathematics, and financial literacy), science, social studies, the arts (dance, music, theatre, and visual arts), health education, physical education, world languages, gifted education and special education skills.

HCPS has, as required by state statute, adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments

(as established by the Commissioner) at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: <http://www.sdhc.k12.fl.us/instruction/StudentProgressionPlan/index.asp>.

Pursuant to State law, HCPS Board policies require purchasing current instructional materials so that each student has a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school. These purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first two years of the adoption cycle. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school.

b. Instructional Strategies

1. 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.

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework as defined by Florida.

PS-Rtl/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-Rtl/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The Rtl/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows:

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional

resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

I. Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

HCPS offers a variety of programs designed to meet the diverse needs of students. In Elementary School these supplemental and enrichment programs include additional time in small teacher-guided groups, computer aided interventions (i.e. iStation, FASTT Math, Dimension U), Extended Learning Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee. In Middle and High Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID, Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certifications, Magnet Programs, credit recovery, and extended year programs.

2. 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: Before School Program

Minutes added to school year:

ELP (Extra Learning Practice) tutoring provided before, during and after school hours for all subject areas and is led by teachers on a rotating basis for students.

Strategy Rationale

Provide additional help for those who need it.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Matthew, matthew.smith@hcps.net

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

Attendance rosters for students that attend tutoring.

Strategy: After School Program

Minutes added to school year:

ELP tutoring after school across all core content areas and some elective courses.

Strategy Rationale

Provide additional help for those that need it.
Exit slips for students give information on why they attended.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Matthew, matthew.smith@hcps.net

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

Attendance rosters for students that attend tutoring.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures

of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program were given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment continues to be administered at the start and end of the VPK program. A copy of these assessments are mailed to the school in which the child is registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

SEE: HCPS Pupil Progression Plan

Students are programmed & scheduled appropriately through clear communication with feeder schools, utilizing district scheduling guidelines, At-Risk lists, and early warning systems based on a student's need for support.

School based Spring and Summer orientation programs include: elective fairs, school visits, open houses, parent and student information meetings, magnet information sessions and district Career and College Nights.

High Schools hold ongoing articulations between and amongst feeder schools to best assist with the transition into 9th grade, through vertical planning sessions with feeder school departments, ESE, ELL, AVID, and magnet articulation amongst schools.

Hillsborough County Public Schools offers numerous summer camp offerings, including AVID/GAP camps, IB camps, Transition, band and athletic camps.

b. College and Career Readiness

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

Annually the school will hold elective fairs with present and incoming students. Based on interest, we will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. School Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, the school will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

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

Courses and coursework are established in Professional Learning Communities, Advanced Placement, IB, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc).

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

Courses and coursework are established in Professional Learning Communities, Advanced Placement, IB, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc).

4. 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.

District-Level

The Career and Technical Education (CTE) Department provides our counselors with the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions.

Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

- Amazing Race - Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
- Hi-TEC Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.
- Wings of Imagination – Provides rising 10th grade girls with the opportunity to explore AS degree programs offered through Hillsborough Community College.
- College and Career Connections – Provides Career and Technical Education teachers, middle and high school counselors the opportunity to visit the four Hillsborough HiTEC centers and five HCC Campuses.

Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.

School-Level

Students may participate in the following:

- Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and ACT prep classes and testing dates will be provided to students and parents.
- All juniors will participate in the SAT School-Day. Utilizing test preparation and SAT online to prepare prior to the free SAT opportunities. Other additional free SAT opportunities are available to juniors to take the SAT.
- College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.

- Hi-TEC Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
- USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
- Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
- Senior Night - All seniors and their parents are encouraged to attend senior night, where they receive the senior handbook and counselors share valuable information about the senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- Junior Night - Juniors and their parents are presented with important information about postsecondary planning, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- Through the AVID program, students are engaged in on-going college readiness activities.
- College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare for college entrance and college level coursework.
- Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.
- Pasos al Futuro- The district offers several Pasos al Futuro events throughout the school year for English Language Learners and Spanish speaking families by facilitating a comprehensive presentation that intends to demystify the college planning, admission and financial aid process for students and their families.
- Guidmii- is a web-based academic planning tool available for middle and high school students. The Guidmii platform enables secondary students and parents to develop a roadmap to college and career readiness. Students and parents can view the student's academic options, track high school graduation requirements, obtain information regarding Bright Futures, scholarships, and college admissions information.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Areas of Strength

Teachers have sufficient access to a broad range of professional personnel; Teachers have adequate space to work; Encouraging parent involvement; Teachers are trusted to make sound professional decisions about instruction; Teachers are encouraged to participate in leadership roles; Teachers are held to high standards for delivering instruction; Leadership facilitates using data to improve instruction; Admin is visible to students and faculty; Professional learning is aligned with SIP; Teachers are encouraged to try new things

Areas of Focus

Parents are influential decision makers; Students at this school follow rules of conduct; Teachers consistently enforce rules for student conduct; The community we serve is supportive of this school; State assessment data are available in time to impact instructional practices; Teachers know what students learn in other classes; Teachers have appropriate level of influence on decision making

B. 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.

Lack of transportation - both students and parents.

Parents don't know how to support students or become involved in school events.

The community is unaware of opportunities to support school efforts

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the number of students with 90+% attendance.
- G2.** Increase student literacy proficiency by incorporating strategies and practices school wide.
- G3.** Increase the number of students scoring a 3 or higher on FSA and EOC assessments
- G4.** Student achievement will increase by creating engaging learning environments, and building a collaborative culture with all stakeholders.
- G5.** To provide opportunities for all students to engage in the vital cultural and social experience of high school while learning from our students of diverse backgrounds.

Strategic Goals Detail

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

G1. Increase the number of students with 90+% attendance. 1a

G100907

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Student Motivation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher-Student Relationships

Plan to Monitor Progress Toward G1. 8

Student attendance data

Person Responsible

Kevin Stephenson

Schedule

Monthly, from 8/10/2018 to 5/31/2019

Evidence of Completion

Student attendance records

G2. Increase student literacy proficiency by incorporating strategies and practices school wide. 1a

G100908

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Level 3	80.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide teachers with literacy strategies to incorporate into their instruction.

Plan to Monitor Progress Toward G2. 8

Progress Monitoring - Reading and Writing

Person Responsible

Matthew Smith

Schedule

Quarterly, from 8/10/2018 to 4/12/2019

Evidence of Completion

Student data from district required progress monitoring of reading and writing skills

G3. Increase the number of students scoring a 3 or higher on FSA and EOC assessments 1a

G100909

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
Algebra I EOC Pass Rate	80.0
Algebra II EOC Pass Rate	80.0
Geometry EOC Level 3	80.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELP, Lunch labs and bootcamps

Plan to Monitor Progress Toward G3. 8

Progress Monitoring

Person Responsible

Matthew Smith

Schedule

Quarterly, from 8/10/2018 to 5/31/2019

Evidence of Completion

Progress Monitoring Data

G4. Student achievement will increase by creating engaging learning environments, and building a collaborative culture with all stakeholders. 1a

G100910

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0
Math Gains	45.0
Bio I EOC Pass	25.0
U.S. History EOC Pass	62.0

Targeted Barriers to Achieving the Goal 3

- Lack of School Pride
- After School Transportation
- Students lack of understanding of other cultures.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Clubs
- Athletics
- Student activities (dances, talent show, etc)

Plan to Monitor Progress Toward G4. 8

Survey Data and Athletic Attendance Report

Person Responsible

Thomas Duncan

Schedule

Annually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Gate receipts and survey results

G5. To provide opportunities for all students to engage in the vital cultural and social experience of high school while learning from our students of diverse backgrounds. 1a

G100911

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	80.0

Targeted Barriers to Achieving the Goal 3

- Parent Involvement
- Student attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- College and Career Counselor Website for communication
- Parent Llnks
- School Marquee
- School Website
- Parent Involvement/PTSA

Plan to Monitor Progress Toward G5. 8

Data that pertains to Student Achievement and School Grade

Person Responsible

Matthew Smith

Schedule

Monthly, from 8/10/2018 to 8/10/2018

Evidence of Completion

Progress monitoring data from monthly ILT meetings, Walkthrough data, Student Graduation Rate, Student Semester Grades, Passing Rates on Various Tests (EOC, Finals, FSA, Etc), Student Attendance Rates

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

G4. Student achievement will increase by creating engaging learning environments, and building a collaborative culture with all stakeholders. **1**

 G100910

G4.B1 Lack of School Pride **2**

 B272103

G4.B1.S1 Increase school pride by encouraging participation in school events. **4**

 S288110

Strategy Rationale

When students participate they will feel like they belong to the school and take more pride in the school.

Action Step 1 **5**

Communicating about events to students and parents.

Person Responsible

Thomas Duncan

Schedule

Weekly, from 8/10/2018 to 6/7/2019

Evidence of Completion

Emails, flyers, notices

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Communicating about events to students and parents.

Person Responsible

Thomas Duncan

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Announcements will be made daily and website will be updated as needed.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Communicating about events to students and parents.

Person Responsible

Thomas Duncan

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance at events. Survey results.

G4.B2 After School Transportation 2

 B272104

G4.B2.S1 Clubs will meet during the school day 4

 S288111

Strategy Rationale

Because students don't have transportation to attend events beyond the school day, we will create opportunities during the school day

Action Step(s) Missing for Goal #4, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G4.B3 Students lack of understanding of other cultures. 2

B272105

G4.B3.S1 Multi-Cultural Fair hosted by our World Languages/Fine Arts Department 4

S288112

Strategy Rationale

To introduce students to the cultures of our students.

Action Step 1 5

World Languages and Fine Arts will plan a multi-cultural Fair

Person Responsible

Matthew Smith

Schedule

On 2/22/2019

Evidence of Completion

Attendance from event. Survey participants

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

The event will be attended by students, faculty and administration.

Person Responsible

Matthew Smith

Schedule

On 4/29/2018

Evidence of Completion

attendance from the event

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Survey results

Person Responsible

Thomas Duncan

Schedule

On 5/25/2018

Evidence of Completion

Surveys will be conducted with the students and faculty to evaluate the event.

G5. To provide opportunities for all students to engage in the vital cultural and social experience of high school while learning from our students of diverse backgrounds. 1

G100911

G5.B1 Parent Involvement 2

B272106

G5.B1.S1 PTSA Newsletter 4

S288113

Strategy Rationale

If parents are made aware of school events and opportunities, then they might encourage students to attend.

Action Step(s) Missing for Goal #5, Barrier #1, Strategy #1
Complete one or more action steps for this Strategy or de-select it

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G4.B1.S1.A1	Communicating about events to students and parents.				\$0.00
2	G4.B3.S1.A1	World Languages and Fine Arts will plan a multi-cultural Fair				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			1541 - Freedom High School	School Improvement Funds		\$0.00
					Total:	\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G4.B3.S1.MA1 M427584	The event will be attended by students, faculty and administration.	Smith, Matthew	2/1/2018	attendance from the event	4/29/2018 one-time
G4.MA1 M427585	Survey Data and Athletic Attendance Report	Duncan, Thomas	8/10/2017	Gate receipts and survey results	5/25/2018 annually
G4.B1.S1.MA1 M427581	Communicating about events to students and parents.	Duncan, Thomas	8/10/2017	Attendance at events. Survey results.	5/25/2018 quarterly
G4.B1.S1.MA1 M427582	Communicating about events to students and parents.	Duncan, Thomas	8/10/2017	Announcements will be made daily and website will be updated as needed.	5/25/2018 daily
G4.B3.S1.MA1 M427583	Survey results	Duncan, Thomas	5/2/2017	Surveys will be conducted with the students and faculty to evaluate the event.	5/25/2018 one-time
G5.MA1 M427586	Data that pertains to Student Achievement and School Grade	Smith, Matthew	8/10/2018	Progress monitoring data from monthly ILT meetings, Walkthrough data, Student Graduation Rate, Student Semester Grades, Passing Rates on Various Tests (EOC, Finals, FSA, Etc), Student Attendance Rates	8/10/2018 monthly
G4.B3.S1.A1 A390840	World Languages and Fine Arts will plan a multi-cultural Fair	Smith, Matthew	2/15/2019	Attendance from event. Survey participants	2/22/2019 one-time
G4.B1.S1.A1 A390839	Communicating about events to students and parents.	Duncan, Thomas	8/10/2018	Emails, flyers, notices	6/7/2019 weekly