# Freedom High School



## 2020-21 Schoolwide Improvement Plan

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# Freedom High School

## 17410 COMMERCE PARK BLVD, Tampa, FL 33647

### [ no web address on file ]

**Demographics**

## Principal: Kevin Stephenson

Start Date for this Principal: 6/24/2015

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>9-12 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2019-20 Title I School** | Yes |
| **2019-20 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 96% |
| **2019-20 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners*<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: C (53%)<br><br>2017-18: C (49%)<br><br>2016-17: C (45%)<br><br>2015-16: C (44%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | Lucinda Thompson |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | TS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

## 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. 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.

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# 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) | **2019-20 Title I School** | **2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| High School 9-12 | Yes | 70% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 74% |

## School Grades History

| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| Grade | C | C | C | C |

## School Board Approval

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## SIP Authority

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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.

## 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. 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: School Information

### School Mission and Vision

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

To inspire our students through the building of a strong, safe academic community that supports each learner in developing his or her unique voice and goals.

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

Preparing students for life.

### School Leadership Team

**Membership**
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

| Name | Title | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| Stephenson, Kevin | Principal | Provide oversight for the day to day operations of the school. |
| Smith, Matthew | Assistant Principal | Review all data and curriculum |

### Demographic Information

**Principal start date**
Wednesday 6/24/2015, Kevin Stephenson

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
60

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
35

**Total number of teacher positions allocated to the school**
104

**Demographic Data**

| | |
|---|---|
| **2020-21 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>9-12 |

| | |
|---|---|
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2019-20 Title I School** | Yes |
| **2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 96% |
| **2019-20 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| **School Grades History** | 2018-19: C (53%) 2017-18: C (49%) 2016-17: C (45%) 2015-16: C (44%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | Lucinda Thompson |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | TS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## Early Warning Systems

### Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 456 | 444 | 425 | 356 | 1681 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 226 | 242 | 208 | 162 | 838 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 27 | 27 | 23 | 118 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 104 | 66 | 75 | 305 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 104 | 66 | 75 | 305 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 129 | 128 | 126 | 85 | 468 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 110 | 106 | 0 | 0 | 216 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 22 | 17 | 18 | 79 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 1 | 0 | 0 | 24 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Date this data was collected or last updated**

Thursday 10/29/2020

## Prior Year - As Reported

**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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 501 | 452 | 386 | 476 | 1815 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 | 134 | 101 | 113 | 447 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 103 | 108 | 101 | 392 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 104 | 66 | 75 | 305 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 165 | 149 | 108 | 92 | 514 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 101 | 115 | 110 | 96 | 422 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 0 | 0 | 6 | 22 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Prior Year - Updated**

**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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 501 | 452 | 386 | 476 | 1815 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 | 134 | 101 | 113 | 447 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 103 | 108 | 101 | 392 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 104 | 66 | 75 | 305 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 165 | 149 | 108 | 92 | 514 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 101 | 115 | 110 | 96 | 422 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 0 | 0 | 6 | 22 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## Part II: Needs Assessment/Analysis

**School Data**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 46% | 56% | 56% | 38% | 52% | 53% |
| ELA Learning Gains | 51% | 54% | 51% | 40% | 50% | 49% |
| ELA Lowest 25th Percentile | 36% | 41% | 42% | 33% | 39% | 41% |
| Math Achievement | 35% | 49% | 51% | 34% | 51% | 49% |
| Math Learning Gains | 42% | 48% | 48% | 35% | 47% | 44% |
| Math Lowest 25th Percentile | 46% | 45% | 45% | 30% | 38% | 39% |
| Science Achievement | 78% | 69% | 68% | 47% | 62% | 65% |
| Social Studies Achievement | 65% | 75% | 73% | 63% | 74% | 70% |

| Indicator | Grade Level (prior year reported) | | | | Total |
|---|---|---|---|---|---|
| | **9** | **10** | **11** | **12** | |
| | (0) | (0) | (0) | (0) | 0 (0) |

**EWS Indicators as Input Earlier in the Survey**

**Grade Level Data**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

### ELA

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|---|---|---|---|---|---|---|
| 09 | 2019 | 44% | 55% | -11% | 55% | -11% |
| | 2018 | 35% | 53% | -18% | 53% | -18% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2019 | 42% | 53% | -11% | 53% | -11% |
| | 2018 | 40% | 52% | -12% | 53% | -13% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 7% | | | | |

### MATH

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|---|---|---|---|---|---|---|

### SCIENCE

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|---|---|---|---|---|---|---|

### BIOLOGY EOC

| Year | School | District | School Minus District | State | School Minus State |
|---|---|---|---|---|---|
| 2019 | 71% | 66% | 5% | 67% | 4% |
| 2018 | 42% | 62% | -20% | 65% | -23% |
| Compare | | 29% | | | |

### CIVICS EOC

| Year | School | District | School Minus District | State | School Minus State |
|---|---|---|---|---|---|
| 2019 | | | | | |
| 2018 | | | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 62% | 73% | -11% | 70% | -8% |
| 2018 | 59% | 70% | -11% | 68% | -9% |
| Compare | | 3% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 19% | 63% | -44% | 61% | -42% |
| 2018 | 20% | 63% | -43% | 62% | -42% |
| Compare | | -1% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 42% | 57% | -15% | 57% | -15% |
| 2018 | 42% | 56% | -14% | 56% | -14% |
| Compare | | 0% | | | |

## Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 18 | 38 | 31 | 24 | 43 | 37 | 36 | 47 | | 85 | 15 |
| ELL | 9 | 41 | 38 | 16 | 40 | 50 | | 42 | | 72 | 28 |
| ASN | 79 | 61 | | 71 | 58 | | 100 | 83 | | 95 | 67 |
| BLK | 30 | 44 | 34 | 25 | 38 | 42 | 56 | 51 | | 87 | 20 |
| HSP | 38 | 44 | 34 | 28 | 35 | 45 | 81 | 55 | | 87 | 37 |
| MUL | 71 | 70 | | 38 | 40 | | 75 | 94 | | 88 | 27 |
| WHT | 63 | 61 | 44 | 48 | 52 | 55 | 85 | 78 | | 95 | 54 |
| FRL | 34 | 45 | 35 | 26 | 38 | 44 | 70 | 53 | | 85 | 27 |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 20 | 42 | 41 | 18 | 32 | 30 | 23 | 27 | | 85 | 21 |
| ELL | 12 | 39 | 37 | 20 | 34 | 33 | 15 | 32 | | 72 | 41 |
| ASN | 73 | 63 | | 55 | 28 | | 76 | 82 | | 95 | 70 |
| BLK | 28 | 37 | 36 | 25 | 35 | 32 | 31 | 43 | | 81 | 16 |
| HSP | 30 | 42 | 44 | 31 | 35 | 38 | 40 | 57 | | 82 | 40 |
| MUL | 52 | 56 | | 67 | 56 | | 50 | 62 | | 81 | 46 |
| WHT | 62 | 54 | 21 | 55 | 51 | 69 | 66 | 77 | | 94 | 54 |
| FRL | 29 | 40 | 38 | 28 | 35 | 41 | 36 | 49 | | 79 | 26 |

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 5 | 28 | 32 | 6 | 25 | 38 | 14 | 28 | | 65 | 17 |
| ELL | 10 | 25 | 23 | 16 | 27 | 32 | 21 | 26 | | 54 | 32 |
| ASN | 57 | 57 | | 57 | 49 | | 68 | 71 | | 93 | 84 |
| BLK | 18 | 31 | 40 | 16 | 22 | 30 | 28 | 43 | | 70 | 28 |
| HSP | 28 | 33 | 21 | 30 | 32 | 32 | 35 | 58 | | 77 | 43 |
| MUL | 43 | 64 | | 37 | 44 | | 64 | 44 | | 82 | |
| WHT | 59 | 50 | 45 | 49 | 44 | 24 | 70 | 83 | | 91 | 54 |
| FRL | 23 | 32 | 32 | 23 | 29 | 30 | 31 | 47 | | 72 | 34 |

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 52 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 44 |
| Total Points Earned for the Federal Index | 573 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 97% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 35 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 38 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |

| Asian Students | |
|---|---|
| Federal Index - Asian Students | 77 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 43 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 48 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | 63 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |

| Pacific Islander Students | |
|---|---|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |

| White Students | |
|---|---|
| Federal Index - White Students | 59 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 46 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Alg 1 - High number of students who enter 9th grade below level. ESOL, ESE

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

None

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Alg 1 - High number of students who enter 9th grade below level. ESOL, ESE

**Which data component showed the most improvement? What new actions did your school take in this area?**

Bio - Shift in scheduling

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

ESOL students not earning passing score

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. ALG 1
2. 10th ELA
3. 9th ELA
4. USH
5. GEO

# Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to Student Engagement | |
|---|---|
| **Area of Focus Description and Rationale:** | Increased student engagement will boost student performance in all subject areas, increase attendance, and family involvement. |
| **Measurable Outcome:** | Student proficiency will increase by 2 percentage points in ELA. ELA learning gains will increase by 2 percentage points. Lowest 25% for ELA will increase 2 percentage points. Student proficiency will increase by 5 percentage points in Math. Math learning gains will increase by 4 percentage points. Lowest 25% for Math will increase 2 percentage points. Science Scores will increase by 1 percentage points. Social Studies will increase by 3 percentage points. |
| **Person responsible for monitoring outcome:** | Kevin Stephenson (kevin.stephenson@hcps.net) |
| **Evidence-based Strategy:** | Targeted math tutoring/help Active engagement in class PLC support for all EOC/FSA subjects Faculty mentor for students in all bottom 25% categories |
| **Rationale for Evidence-based Strategy:** | Students who attend math tutoring sessions will show an increase in course performance. Observations will reflect an increase in domain 3c ratings, resulting in increased student performance. PLC facilitators will provide monthly meeting minutes that support active/ productive PLCs, resulting in higher student performance. Students assigned a mentor will show an increase in course performance. |

### Action Steps to Implement

1. Professional Development training will be provided during preplanning, and ongoing throughout the school year. PD will cover engagement strategies, standards unpacking, and closing the learning gaps. This will require 5 substitute days. Coaches support teachers in developed lessons based on PD, complete a coaching cycle for teachers needing additional support. Reading Coach will monitor participation by entering PD points in the PDS system. Observations will also include engagement look-fors presented during PD. Walk-through data will be collected and reviewed by DHs, coaches, and administration during LTMs.
2. PLC's meet monthly to plan for active engagement, and review data. This will be facilitated by Reading, RtI and Success coaches.
3. Students will be identified for additional pull-out support by subject area teachers. Math resource teachers, Reading, RtI and Success Coaches will push-in/pull-out to support student needs. Coaches will meet monthly to review student data and develop support cycles.

| **Person Responsible** | Kevin Stephenson (kevin.stephenson@hcps.net) |
|---|---|

| #2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports | |
|---|---|
| **Area of Focus Description and Rationale:** | 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. |
| **Measurable Outcome:** | Increase the family engagement as measured by percent of Agree and/or Strongly Agree responses for all student/school culture questions on student, parent, and teacher surveys. |
| **Person responsible for monitoring outcome:** | [no one identified] |
| **Evidence-based Strategy:** | Provide opportunities for student involvement in school activities. |
| **Rationale for Evidence-based Strategy:** | Students who are involved in school activities are more likely to be successful in school |

### Action Steps to Implement

***No action steps were entered for this area of focus***

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. **Survey students for input**
2. **Advertise events**
3. **Host events for parents and students**
4. **Mid-year surveys**
5. **Provide a limited number of complementary tickets to events**
6. **Provide students with pride items - shirts, hats, etc.**
7. **Create a Canvas Page for Family Engagement Resources**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Developing a Parent Information Group to provide resources and updates to parents
Communicating with families - Canvas, Web Site, Mail, Parentlink
Provide student support with resource teacher and academic coaches (reading, RTI, success)
Provide mentors for students with lowest 25% ELA scores

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

| 1 | III.A. | Areas of Focus: Instructional Practice: Student Engagement | | | | $0.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | 100-Salaries | 1541 - Freedom High School | | | $0.00 |
| 2 | III.A. | Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports | | | | $0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | 100-Salaries | 1541 - Freedom High School | | 0.5 | $0.00 |
| | | | | | Total: | $550.00 |