

Hillsborough County Public Schools

# 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	96%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (49%) 2016-17: C (45%) 2015-16: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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

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<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

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

<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	96%
<b>2019-20 ESSA Subgroups Represented</b> (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
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<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	0	456	444	425	356	1681
Attendance below 90 percent	0	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	0	41	27	27	23	118
Course failure in ELA	0	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	0	60	104	66	75	305
Level 1 on 2019 statewide ELA assessment	0	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	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%

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

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

**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**

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

**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, Rtl and Success coaches.
3. Students will be identified for additional pull-out support by subject area teachers. Math resource teachers, Reading, Rtl 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**

<b>Area of Focus Description and Rationale:</b>	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.
<b>Measurable Outcome:</b>	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.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Provide opportunities for student involvement in school activities.
<b>Rationale for Evidence-based Strategy:</b>	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.

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