

Hillsborough County Public Schools

Freedom High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	25
Budget to Support Goals	25

Freedom High School

17410 COMMERCE PARK BLVD, Tampa, FL 33647

[no web address on file]

Demographics

Principal: Kevin Stephenson

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	25

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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	Position Title	Job Duties and Responsibilities
Moran, Jessica	Dean	The Student Success Coach will work across all divisions to provide support, leadership, and assistance in the design and implementation of Student Success Programs. Provide targeted students the necessary guidance and related opportunities to enhance their abilities to improve participation and performance in their elected course of study while successfully meeting graduation requirements. Support the efforts to improve graduation rates, close the achievement gap, reduce suspensions, and improve attendance. Create a behavior management plan and other programs and initiatives to promote a positive school culture and academic success.
Stephenson, Kevin	Principal	The Principal directs and coordinates educational, administrative, and counseling activities of a public High School site. Demonstrates the Florida Principal Standards and serves as the instructional leader, develops and evaluates educational programs to ensure conformance to state, national and school board standards.
Duncan, Thomas	Assistant Principal	The Assistant Principal 2, High, will assist with the provision of instructional, administrative, and operational leadership of a High school.
Smith, Matthew	Assistant Principal	The Assistant Principal 2, High, will assist with the provision of instructional, administrative, and operational leadership of a High school.

Demographic Information

Principal start date

Thursday 7/29/2021, 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.*

5

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.*

13

Total number of teacher positions allocated to the school

98

Total number of students enrolled at the school

1,835

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	522	471	433	410	1836	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	162	217	156	131	666	
One or more suspensions	0	0	0	0	0	0	0	0	0	14	10	8	7	39	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	151	150	121	0	422	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	141	16	154	23	334	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	297	196	493	

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	55	134	95	50	334

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	0	0	0	0	
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

Wednesday 12/1/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				46%	56%	56%	42%	54%	56%
ELA Learning Gains				51%	54%	51%	46%	53%	53%
ELA Lowest 25th Percentile				36%	41%	42%	39%	43%	44%
Math Achievement				35%	49%	51%	38%	48%	51%
Math Learning Gains				42%	48%	48%	40%	49%	48%
Math Lowest 25th Percentile				46%	45%	45%	40%	45%	45%
Science Achievement				78%	69%	68%	47%	65%	67%
Social Studies Achievement				65%	75%	73%	63%	73%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	44%	55%	-11%	55%	-11%
Cohort Comparison						
10	2021					
	2019	42%	53%	-11%	53%	-11%
Cohort Comparison		-44%				

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
2021					
2019	71%	66%	5%	67%	4%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	73%	-11%	70%	-8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	19%	63%	-44%	61%	-42%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	42%	57%	-15%	57%	-15%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Achieve 3000, Common Assessments, District Baseline and Mid-Year Assessments

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	42	
	Economically Disadvantaged	22	39	
	Students With Disabilities	31	40	
	English Language Learners	20	31	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	40	
	Economically Disadvantaged	24	30	
	Students With Disabilities	32	46	
	English Language Learners	23	31	
	Number/% Proficiency	Fall	Winter	Spring
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	47	
	Economically Disadvantaged	23	35	
	Students With Disabilities	48	56	
	English Language Learners	22	33	
	Number/% Proficiency	Fall	Winter	Spring
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	47	
	Economically Disadvantaged	25	38	
	Students With Disabilities	33	40	
	English Language Learners	23	36	
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	38	
	Economically Disadvantaged	25	35	
	Students With Disabilities	29	32	
	English Language Learners	28	35	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	39	
	Economically Disadvantaged	24	42	
	Students With Disabilities	29	35	
	English Language Learners	25	42	
	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	34	
Biology	Economically Disadvantaged	28	31	
	Students With Disabilities	31	34	
	English Language Learners	28	29	
	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	49	
	Economically Disadvantaged	23	40	
US History	Students With Disabilities	54	51	
	English Language Learners	24	42	
	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	49	
	Economically Disadvantaged	23	40	
	Students With Disabilities	54	51	

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	40	
	Economically Disadvantaged	26	34	
	Students With Disabilities	25	32	
	English Language Learners	26	33	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	32	
	Economically Disadvantaged	25	30	
	Students With Disabilities	29	32	
	English Language Learners	23	29	
	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	35	
Biology	Economically Disadvantaged	34	39	
	Students With Disabilities	22	19	
	English Language Learners	33	41	
	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	41	
	Economically Disadvantaged	32	35	
US History	Students With Disabilities	40	43	
	English Language Learners	31	34	
	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	41	
	Economically Disadvantaged	32	35	
	Students With Disabilities	40	43	

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	34	
	Economically Disadvantaged	24	35	
	Students With Disabilities	27	32	
	English Language Learners	19	29	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	33	
	Economically Disadvantaged	22	38	
	Students With Disabilities	28	31	
	English Language Learners	21	39	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	34	
	Economically Disadvantaged	25	34	
	Students With Disabilities	19	31	
	English Language Learners	22	36	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	55	
	Economically Disadvantaged	28	45	
	Students With Disabilities	24	84	
	English Language Learners	27	46	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16	29	25	11	20	30	22	33		98	27
ELL	13	39	36	10	31	49	25	23		92	37
ASN	73	63		47	23		79	82		89	82
BLK	28	35	30	11	14	20	32	44		93	31
HSP	31	40	33	20	23	38	45	51		96	48

2021 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 2019-20	C & C Accel 2019-20
MUL	45	34		25	29		64	75		90	61
WHT	61	53	23	41	25	31	62	66		96	68
FRL	28	37	31	16	18	25	41	47		92	38
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	495
Total Components for the Federal Index	11
Percent Tested	91%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All areas decreased in student achievement, especially eLearning students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Mathematics

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students eLearning, inconsistent PLC meetings, and district curriculum for Algebra I. PLC with fidelity, robust progress monitoring, and focus on lesson planning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Graduation Rate and accelerations

What were the contributing factors to this improvement? What new actions did your school take in this area?

Focus on individual students- scheduling appropriate courses.

What strategies will need to be implemented in order to accelerate learning?

Focus on the work of PLC, common assessments, lesson planning based on data trends, and ELP targeted to individual student needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Lesson Planning, Defining Acceleration, and assessment strategies

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Saturday Grade Enhancement, Mentoring, ELP, and PLCs with fidelity

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:

Plan and implement strategic lessons which focus on active learning meeting the needs of all students.
Based on the data it was apart that teachers where working more in isolation as the scores have not been consistent across subjects and contents. One teacher's students perform really well, while others perform very poorly and other fall somewhere between, but there are very few trends.

Measurable Outcome:

Professional Learning Communities will discuss data at least one piece of data, create a plan of action to address student deficiencies, and bring successes and failures to the next meeting to further improve student performances.

Monitoring:

A member of the administrative staff will attend every meeting to help model and guide the effectiveness of the PLCs. PLCs will also be require to submit a form that further breaks down the process of effective PLCs to be review by the principal.

Person responsible for monitoring outcome:

Kevin Stephenson (kevin.stephenson@hcps.net)

Evidence-based Strategy:

Professional Learning Communities have been created based on subject areas and grade levels taught. Data analysis and a plan of action is required to guide the PLC discussion.

Rationale for Evidence-based Strategy:

The PLCs allow for all English 1 and Reading 1 teachers, all Biology teachers, all Geometry teachers, etc. to review data based on the same standards/objectives. Because the lack of effective lesson planning and collaboration were a big part of why student scores fluctuate from teacher to teacher.

Action Steps to Implement

1. The school's administrative team will formulate PLCs based on subject area.
2. Administrative team will collaborate to create a PLC guide for groups to complete to outline their discussion and next steps for the next meeting.
3. PLCs will meet with administrators present to help guide the discussion and data analysis based on the form provided.
4. Walkthroughs will be conducted to assess the effectiveness of the PLCs on addressing student needs and changes will be made as data reflects that it is needed.

Person Responsible

Kevin Stephenson (kevin.stephenson@hcps.net)

#2. Culture & Environment specifically relating to Equity & Diversity

Area of Focus	Foster an inclusive classroom culture of learning that promotes respect and responsibility.
Description and Rationale:	Based on our student social and emotional surveys most students felt negatively about the culture in the classrooms.
Measurable Outcome:	Every teacher will identify at least one new strategy, that they have research or that has been shared via PD and/or memo classrooms, that he or she has used to promote a positive and equitable culture of learning. This will be assessed and discussed at formal observations.
Monitoring:	Student surveys will be conducted throughout the year and students will be asked about the culture of learning during observations and walkthroughs.
Person responsible for monitoring outcome:	Kevin Stephenson (kevin.stephenson@hcps.net)
Evidence-based Strategy:	Supporting student success is vital for student persistence, learning, and satisfaction (Weimer, 2010). Active mentorship can connect students to opportunities for counseling, peer mentoring, and writing. Student retention depends on teachers effectively communicating concepts, expectations and identifying resources for support.
Rationale for Evidence-based Strategy:	If there is no culture of learning that fosters respect and responsibility, effective instruction can not happen. Creating a culture of learning is the foundation of effective instruction and learning.

Action Steps to Implement

1. The student success coach will create a schoolwide behavior plan.
2. The schoolwide behavior plan will be present to teachers and students and posters will adorn the school reminding students of the Freedom Four.
3. Surveys will be conducted at the beginning of the year to gauge the culture of learning prior to the implementation of the schoolwide behavior management plan.
4. Teachers will receive for professional development to identify positive behavior strategies and inclusive strategies to foster culture of learning.
5. During walkthroughs and observations students will be asked specific questions to identify the culture of learning in the classroom.
6. Survey results and results from the walkthroughs and observations will be discussed with the teacher and coaching cycles (with the student success coach and climate and culture resource teacher) will be required for students lacking a positive learning culture, based on the data.

Person Responsible Jessica Moran (jessica.moran@hcps.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Plan and implement strategic lessons which focus on active learning meeting the needs of all students. Lesson planning is the starting point of effective instruction and walkthroughs and informal observations showed ineffective instruction. The lack of strategic lesson planning in informal observations and walkthrough has proven to be a major problem when compared to formal observations, where more strategic lesson planning is required for performance appraisals.
Measurable Outcome:	Every teacher will identify at least one new active learning strategy, that they have research or that has been shared via PD and/or memo classrooms, that he or she has used to foster more strategic lesson planning. This will be assessed and discussed at formal observations and during data chats.
Monitoring:	Walkthrough with walkthrough forms created with questions that specifically assesses strategic lesson planning.
Person responsible for monitoring outcome:	Matthew Smith (matthew.smith@hcps.net)
Evidence-based Strategy:	Demonstration classes rooms and professional development will be conducted modeling active learning for students.
Rationale for Evidence-based Strategy:	Walkthroughs, surveys, and observations prove that instruction has overwhelmingly been teacher centered and as a result meaningful learning is not going on and student scores clearly prove that fact.

Action Steps to Implement

1. The school's leadership team will create a walkthrough document that assesses strategic lesson planning and active learning, among other things.
2. Data will be discussed from the monthly walkthroughs and trends assessed.
3. Professional development and demonstration classrooms will be conducted to provide assistance with implementing such strategies in each content area.

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

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2. Data will be discussed from the monthly walkthroughs and trends assessed.
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Person Responsible Kevin Stephenson (kevin.stephenson@hcps.net)

1. The school's leadership team will create a walkthrough document that assesses strategic lesson planning and active learning, among other things.
2. Data will be discussed from the monthly walkthroughs and trends assessed.
3. Professional development and demonstration classrooms will be conducted to provide assistance with implementing such strategies in each content area.

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

#4. Other specifically relating to Post Secondary Preparation

Area of Focus	Our mission is to prepare students for life and as such it is our duty to prepare them by helping them plan what they will do after high school to become productive members of society.
Description and Rationale:	
Measurable Outcome:	Introduce a variety of postsecondary options throughout the year so that every student has guidance and a plan for success after high school.
Monitoring:	We will take attendance for all post secondary planning activities and conduct surveys on what activities, tools, and resources students and parents are interested in receiving and what we can do to improve.
Person responsible for monitoring outcome:	Jessica Moran (jessica.moran@hcps.net)
Evidence-based Strategy:	Many high school students lack adequate knowledge of careers and non-college post-secondary options, and therefore they often make poor decisions regarding their post-secondary plans. As a result, this problem has led to a high college dropout rate and low attainment rates for certificates and post-secondary degrees in the U.S., and increased high school dropout rates.
Rationale for Evidence-based Strategy:	Surveys consistently show that many high school graduates do not meet employers' standards in a variety of academic areas, as well as in employability skills such as attendance, teamwork and collaboration, and work habits. (National Association of Manufacturers, 2005; Peter D. Hart Research Associates, 2005). Many of the students who do graduate decide to combine work with various forms of postsecondary education during a period when their career plans are still evolving (Haimson & Deke, 2003; McDonough, 2004). Whatever specific paths young people pursue, it is increasingly clear that the skills needed for work often mirror those required for admission to and success in postsecondary education (ACT, 2006; Carnevale & Desrochers, 2003).

Action Steps to Implement

- 1) Enter as many students as possible into Industry Certification classes that make sense and would easy for them to obtain based on students baseline knowledge and skills.
- 2) Conduct College, Career, Military and Technical Fairs to showcase the unlimited options for Post Secondary Success.
- 3) Conduct surveys to get feedback about the options provided and allow for discussion of what other resources and organizations would students and parents like included.

Person Responsible Matthew Smith (matthew.smith@hcps.net)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	Right now our Students with Disabilities are well below the 41% proficiency rate and in order to make the necessary gains we have to ensure that Student's with Disabilities increase in proficiency.
Description and Rationale:	
Measurable Outcome:	Increase proficiency above 41%
Monitoring:	Baseline, midyear, and common assessment data will be monitored makes changes in order to increase the students' with disabilities proficiency above 41%.
Person responsible for monitoring outcome:	Kevin Stephenson (kevin.stephenson@hcps.net)
Evidence-based Strategy:	Creating an environment that personalizes learning for all students is precisely what we aspire to have in place for students with disabilities. This inclusive setting promotes focused attention on student needs and unique talents, supports the development of learning strategies, provides meaningful choices about learning, and leads to assessments and feedback designed to determine individual student progress toward goals.
Rationale for Evidence-based Strategy:	Baseline, midyear, and common assessment data will be monitored makes changes in order to increase the students' with disabilities proficiency above 41%. We will use targeted tutoring, Saturday Grade Enhancement, and structured Learning Strategies with the Climate and Culture Resource teacher to further support those students.

Action Steps to Implement

- 1) Identify students with disabilities who have not been proficient
- 2) Target those students for pull outs, tutoring, Saturday Grade Enhancement, and a structured Learning Strategies Program with the Culture and Climate Resource Teacher.

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

#6. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Right now our English Language Learners are well below the 41% proficiency rate and in order to make the necessary gains we have to ensure that ELL increase in proficiency.

Measurable Outcome: Increase proficiency above 41%

Monitoring: Baseline, midyear, and common assessment data will be monitored makes changes in order to increase the students' with disabilities proficiency above 41%.

Person responsible for monitoring outcome: Kevin Stephenson (kevin.stephenson@hcps.net)

Evidence-based Strategy: Because the language of assessment is among the most influential factors affecting the outcomes of assessment for ELL students, we elaborate on the impact of such factors and offer recommendations on how to improve the quality of performance assessment with more linguistically accessible outcomes.

Rationale for Evidence-based Strategy: Baseline, midyear, and common assessment data will be monitored makes changes in order to increase the students' with disabilities proficiency above 41%. We will use targeted tutoring with and Saturday Grade Enhancement.

Action Steps to Implement

- 1) Identify the ELL students that are not proficient
- 2) Pair those students up in their classes with an ELL aide or bilingual student
- 3) Target those students for tutoring and other ELL supports
- 4) Provide teachers with PD on how to strategically plan with ELL students in mind.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Primary would be suspension of black male students and student students with disabilities. Our secondary area of focus are implementing PLCs with fidelity, lesson planning based on data, and an inclusive school culture that promotes respect and responsibility.

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.

Freedom addresses building a positive school culture and environment by promoting restorative misbehavior practices, positive behavior incentives quarterly, Mentoring Program, Student Integrity Team, Clubs, Girl and Boy Groups targeting at risk students, Patriot of the Week, and a FHS Parent Connection Canvas Page for the school to stay connected with students and their parents/guardians.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our stakeholders include students, faculty, staff, bus drivers, community partners, PTSA, Booster Club, school SRO, Club/Sports Sponsors, school board members, cafeteria workers, and custodians. Their roles are to provide ideas for promoting a positive culture and environment in our school, feedback on the what is and is not helping to create a positive school culture and environment, and being active participants in carrying out such tasks to promote and improve the school culture and environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
4	III.A.	Areas of Focus: Other: Post Secondary Preparation	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
Total:			\$0.00