

Walton County School District

Freeport Senior High School



2022-23 Schoolwide Improvement Plan

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Freeport Senior High School

12615 US HIGHWAY 331 S, Freeport, FL 32439

<http://fhs.walton.k12.fl.us/>

Demographics

Principal: Donna Simmons

Start Date for this Principal: 7/23/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2021-22 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* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (66%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Walton County School Board on 9/20/2022.

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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<http://fhs.walton.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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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.

The mission of Freeport High School is to recognize and encourage the capabilities of the individual student.

Provide the school's vision statement.

The vision of Freeport High School is to create a safe student-centered environment that focuses on graduating students who are college and/or career ready and are emotionally prepared to be productive citizens.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Simmons, Donna	Principal	As principal, Mrs. Simmons will be responsible for making sure that SIP members, employees and students are collaborating to meet this year's goals in each focus area. She will also serve on the School Advisory Council.
Williams, Hillary	Assistant Principal	As the assistant principal (TSA), Mrs. Williams will be responsible for the Parent Involvement goal. She will be using the school's social media accounts, the school website, and the school's YouTube channel to increase parent involvement and invite parents to parent nights. Her role as assistant principal will also allow her to closely monitor student behavior and work with the MTSS team to make goals and plans for students who are in our early warning system.
Phillips, Russell	Teacher, K-12	Mr. Phillips will serve as the School Improvement Chair. He will be responsible for scheduling meetings, hosting the SAC team meetings, and aid in data collection. As an English Department representative he will monitor and collect data from the department to ensure the Reading goal is met.
Griffith, Carla	Teacher, K-12	As the creator of the FHS Mentor Program, Mrs. Griffith will monitor the Culture and Climate Goal. She will be responsible for creating the mentor questionnaire and working with teachers to collect the data to ensure all students have completed the forms. This crucial step will allow us to assign mentors to accommodate students who have expressed need for a school mentor or who have been identified as critical through the questionnaire and interview process.
Baker, Amy	Teacher, K-12	As the Science Department Chair, Ms. Baker will monitor and collect data from her department to ensure the Core Curriculum and Reading goals are met.
Bump, Vanessa	Teacher, K-12	As a Social Sciences representative and AP Coordinator, Mrs. Bump will help monitor Social Science data. She will also collect data and collaborate with the AP teachers to work towards the AP goal.
Adams, April	Teacher, K-12	As the Math Department Chair, Mrs. Adams will monitor and collect data from her department to ensure the Core Curriculum goal is met.

Name	Position Title	Job Duties and Responsibilities
Boothe, Tracy	Teacher, K-12	As the English Department chair, Ms. Boothe will monitor and collect data from the ELA department to ensure the Reading goal is met.
Woodard, Patty	Administrative Support	Mrs. Woodard will assist Mrs. Simmons with ensuring that all school area focus goals are met. She will also orchestrate all planned and scheduled events.
Wassman, Jamie	Teacher, K-12	As the Professional Learning Facilitator, Mrs. Wassman will monitor and collect data from each Professional Learning Community to ensure all members are collecting qualitative data. The collection of this data will determine if our reading and content area goals are being met or if we need to modify our evidenced-based strategies.
Langford, Mason	SAC Member	Mason Langford is a Senior at FHS and is serving as a Senior class representative on the School Advisory Council.
Burnham, Morrigan	SAC Member	Mason Langford is a Senior at FHS and is serving as a Senior class representative on the School Advisory Council.
Gilbert, Trinity	SAC Member	Trinity is a Junior at FHS and is serving as a Junior class representative on the School Advisory Council.
Burke, Spring	SAC Member	Spring Burke is a member of our School Advisory Council as a parent of students at FHS
Gama, Estefania	SAC Member	Estefania is a Junior at FHS and is serving as a Junior class representative on the School Advisory Council.
Herrington, Sara	SAC Member	Sara is a local business owner serving on the School Advisory Council.
Jackson, Lisbeth	SAC Member	Lisbeth is a community member serving on the School Advisory Council.

Demographic Information

Principal start date

Friday 7/23/2021, Donna Simmons

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

565

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	149	143	153	120	565	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	27	24	27	30	108	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	1	1	3	
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	3	0	4	9	
Course failure in Math	0	0	0	0	0	0	0	0	0	3	1	10	5	19	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	31	20	15	22	88	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	17	15	11	14	57	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	13	10	10	9	42

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	2	1	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

Date this data was collected or last updated

Friday 8/19/2022

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	156	160	121	108	545
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	32	30	22	19	103
One or more suspensions	0	0	0	0	0	0	0	0	0	21	24	12	9	66
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	7	2	8	28
Course failure in Math	0	0	0	0	0	0	0	0	0	6	4	6	5	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	26	23	17	13	79
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	23	14	13	7	57
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	29	21	14	13	77

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	1	1	0	1	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	0	2	4

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	156	160	121	108	545
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	32	30	22	19	103
One or more suspensions	0	0	0	0	0	0	0	0	0	21	24	12	9	66
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	7	2	8	28
Course failure in Math	0	0	0	0	0	0	0	0	0	6	4	6	5	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	26	23	17	13	79
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	23	14	13	7	57
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	29	21	14	13	77

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	1	1	0	1	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	0	2	4

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	63%	51%				54%	62%	56%
ELA Learning Gains	62%						46%	57%	51%
ELA Lowest 25th Percentile	56%						38%	46%	42%
Math Achievement	68%	47%	38%				71%	69%	51%
Math Learning Gains	69%						66%	58%	48%
Math Lowest 25th Percentile	64%						65%	57%	45%
Science Achievement	88%	65%	40%				87%	83%	68%
Social Studies Achievement	83%	61%	48%				78%	81%	73%

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

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
2022					
2019	89%	79%	10%	67%	22%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	77%	-1%	70%	6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	72%	-38%	61%	-27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	72%	12%	57%	27%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	56	69	41	60		30	40		100	38
HSP	60	58		64	67		79	68		100	40
WHT	61	63	56	69	70	67	89	85		97	77
FRL	55	64	63	70	73		87	71		94	59
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	17	44	46	16	47						
HSP	66	66		64	80		84			100	65
MUL	70			36	50					100	83
WHT	63	54	48	45	41	45	90	88		95	69
FRL	58	54	47	47	54	50	84	84		94	64
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	7	23		50				67		92	58
HSP	45	45		68	60			83		100	64
MUL	50	50									
WHT	56	47	46	73	66	76	87	75		93	67
FRL	44	39	34	67	66	62	89	72		92	55

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	718
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	73
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	71
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

1. While learning gains and lowest quartile learning gains increased dramatically in ELA, overall achievement dropped 4 percent. We saw an influx of students who dropped to a high level 2 on FSA.
2. The Social Studies achievement levels dropped 3 percentage points and the Science achievement level dropped 2 percentage points.
3. As our ELL population continues to increase, we need to be proactive in our implementation of instructional strategies to target this subgroup to ensure a gap does not emerge.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

After reviewing the 21-22 FSA data, 56 % of students in the lowest quartile (25 %) showed learning gains compared to 62% of students earning learning gains across the board. We want to continue to close that gap. Additionally, the overall ELA achievement level dropped 4% from 2021 despite the increase of 5% in ELA learning gains and 6% in lowest quartile learning gains.

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

Our schoolwide reading initiative has contributed to the continuous growth in the gap in our achievement level (60%) and the state's achievement level (50%). However, in the 21-22 school year an emphasis was placed on students who earned a level 4 or 5 still earning a learning gain and increasing the learning gains for our lowest quartile in ELA.

With the increased focus on learning gains and growth at the top and bottom of the spectrum, we realized we had approximately 18 students who decreased from the 20-21 school year from a level 3 in ELA to level 2 or lower in the 21-22 school year. With the foundation in place for our students earning a level 4 or 5 and our lowest quartile, we need to ensure students who earned right around the proficiency mark are continuing to improve.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

- Math achievement grew 21% from 47% in the 20-21 school year to 68% in the 21-22 school year.
- Learning gains in math grew 21% from 48% in the 20-21 school year to 69% in the 21-22 school year.
- Learning gains for the Lowest Quartile in math grew 9% from 55% in the 20-21 school year to 64% in the 21-22 school year.
- Learning gains in ELA grew 5% from 57% in the 20-21 school year to 62% in the 21-22 school year.
- Learning gains for the Lowest Quartile in ELA grew 6% from 50% in the 20-21 school year to 56% in the 21-22 school year.

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

Mrs. Simmons hired an Intensive Math teacher who worked with students who scored a level 1 and/or 2 on the Algebra I and/or Geometry EOC. The teacher incorporated Tier II and Tier III strategies within the curriculum. Additionally, the instructional strategies and collaboration in the math department continued to develop due to the horizontal and vertical alignment.

The vertical alignment implemented within the ELA department was an attribute as well. Before the school year began, teachers worked together to create "common language" to use among all ELA course subjects. Therefore, when explaining the writing process in one course, the same language was used in the other courses to ensure students were activating prior knowledge and did not have to focus on acclimating to each teacher's language. These teachers were also used as resources for content area teachers when pulling informational articles for annotations in content area courses. In addition to this, teachers met in PLCs continuing to develop the schoolwide reading initiative focusing on the writing revolution, intentional annotation, and student samples.

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

In order to accelerate learning, students will continue to use the same AVID annotation strategies and Writing Revolution writing strategies implemented during the 2021-2022 school year. In addition to text marking, annotating and writing students will write to learn across disciplines. This will be the focus of all PLC groups at FHS.

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.

This year the Leadership Team was worked together and met multiple times before ultimately working together at this year's Manufacturing Day in July. The team collaborated analyzing multiple factors of our school analyzing the strengths, weaknesses, opportunities and threats to our school following our success.

The mentor program also partners a new teacher to a highly effective teacher in the school. The mentor teacher becomes a sounding board and resource for the new teacher. This allows the new teacher to learn from peers and helps the administration in that teachers are holding one another accountable.

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

Students who are being monitored for behavior will programs to address habitual behavior deficits. Mrs. Simmons also hired a highly qualified ELL aide last year to support our growing ELL population. We will continue to develop our instructional strategies and utilization of her.

The mentoring program will also continue to help students identified by the MTSS team and need the additional emotional support from a mentor teacher on campus.

Last year, an additional ESE teacher has also been hired to support ESE students and Ms. Harp. Mr.

Rogers will work with the English Department while Mrs. Harp will continue to support math teachers and students needed the support in math.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The overall ELA Learning gains improved 5% during 21-22 school year. We want to continue to build upon that success by increasing learning gains to 65% during the 22-23 school year. During the 22-23 school year, teachers and students will continue to build upon the reading instruction across content areas. Reading is a cross-curricular component that contributes to student achievement across content areas: ELA, Foreign language, Social Science, Physical Education, Science, and CTE courses. Teachers in the specific disciplines will build on to the annotation base students have by developing discipline specific annotation strategies.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

65% of students will make a learning gain on the FAST ELA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration will meet with the leadership team and PLCs to analyze progress monitoring data and the effectiveness of the implementation.

Person responsible for monitoring outcome:

Donna Simmons (simmons@walton.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers and students will implement AVID active reading strategies such as marking the text and intentional annotations. Teachers and students will engage in content area writing instruction to deepen understanding of core standards. Additionally, teachers will engage in the practice of intentional questioning embedding depth of knowledge level 2 or 3 questions into their instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research proves that all learners must act on information in order to understand, remember, and use it. Additionally, this will continue to build upon the school-wide approach to literacy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Learning communities will be assigned by administration.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

During the beginning of the year, teachers will be provided with PD on Writing to Learn and the continued implementation of reading across content areas.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

Teachers will continue to implement active reading strategies into their instruction. This will be documented in lesson plans and through student samples.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

Teachers will begin to embed opportunities for students to demonstrate an increased understanding through written response.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

Teachers will collect student data and artifacts.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

During PLC meetings, teachers will collaborate to analyze data, reflect upon the implementation of the specific reading and writing strategies, and adapt the approach as needed to promote student growth.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

Additional opportunities for training will be provided if student data does not show improvement or to provide clarity regarding any component of this initiative.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

For the school goal relating to student achievement, FHS will focus on math, specifically Algebra I and Geometry. Overall learning gains are a major component of school grade. With the success and growth from the 21-22 school year in math, it is imperative that students continue to make gains during the 22-23 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

69% of all Algebra I and Geometry students will be on pace to demonstrate learning gains as evidenced by their performance on the Algebra I EOC and the Geometry EOC.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will meet with the data team and PLCs to analyze progress monitoring data and the effectiveness of the implementation.

Person responsible for monitoring outcome:

April Adams (adamsa@walton.k12.fl.us)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers and students will use targeted FACT and peer tutoring to reinforce standards taught in the Algebra I and Geometry classrooms. Teachers will implement evidence-based reading and writing strategies to reinforce learning objectives.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

FHS has utilized targeted FACT in the past for students to have the opportunity to engage in targeted instruction two times a week after the initial data collection and interim reports. Teachers will be able to provide small-group instruction and fill curriculum gaps. Teachers will implement evidence-based reading and writing strategies to reinforce learning objectives.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Freeport High School administration will specifically assign members to Professional Learning Communities.

Person Responsible

Donna Simmons (simmons@walton.k12.fl.us)

Teachers will continue to implement using active reading strategies.

Person Responsible

Donna Simmons (simmons@walton.k12.fl.us)

Teachers will collect and discuss student data and artifacts.

Person Responsible

Donna Simmons (simmons@walton.k12.fl.us)

Freeport High School administration will specifically assign students to targeted FACT classes based on student data, grades, etc. following interim reports.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

Teachers will provide weekly targeted instruction during FACT using evidence-based note-taking strategies and small-group instruction.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

Changes will be made and additional training will be given if student data does not show growth.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

#3. Positive Culture and Environment specifically relating to Parent Involvement

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

For the 2022-2023 school year, FHS will host an open house event or showcase during the first semester. This will comprise of volunteer students of different clubs as well as volunteer teachers showcasing the school, staff, students, and various extracurriculars. There is a plan to collaborate with various business owners and community members to provide incentives for attendance.

There will be two parent outreach events throughout the year. One will essentially be an Open House open for all parents and guardians. The other parent outreach event will address the growing ELL population at FHS. This event will allow administrators, teachers, and staff to build relationships with our ELL students' families.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the school year, we will have reached more than 25% of our parents.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

A spreadsheet will collect data when parent contact is achieved.

Person responsible for monitoring outcome:

Hillary Williams (williamsh@walton.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Responsive Classroom states, "Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school."

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Increasing parent involvement will increase student achievement and the overall school culture.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

FHS Administration will establish dates and expectations for the showcase event.

Person Responsible

Hillary Williams (williamsh@walton.k12.fl.us)

FHS Leadership team will collaborate with clubs, sports, student groups, and the community members to plan the showcase event.

Person Responsible Hillary Williams (williamsh@walton.k12.fl.us)

FOCUS portal information instructions will be provided and a parent log will be created.

Person Responsible Hillary Williams (williamsh@walton.k12.fl.us)

The night will be featured on social media platforms and during sporting events.

Person Responsible Hillary Williams (williamsh@walton.k12.fl.us)

#4. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

As identified by the MTSS team and/or homeroom teachers through the FHS Mentor Questionnaire, the FHS Mentoring Program pairs students who have two or more EWS indicators or struggle socially and emotionally with a teacher/staff mentor. Pairing students with teachers/staff provide students with someone whom they feel comfortable confiding. The mentor becomes someone at school who continually checks on the student and his/her performance in school.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

100% of students on threat assessments will touch base weekly with an assigned mentor during the 22-23.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Mentors will document their student contact.

Person responsible for monitoring outcome:

Hillary Williams (williamsh@walton.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

In her study "Implementing Effective Youth Mentoring Relationships for High School Students" for the Smaller Learning Communities Program, Cindy Sturtevant Borden states that "responsible mentoring is a structured one-to-one (other structures are permitted) relationship that focuses on the needs of mentees and encourages them to meet their potential (MENTOR, 2009) . . . The effectiveness of mentoring, however, depends on the quality of the mentoring relationship. Research suggests a strong connection between the benefits that youth experience from mentoring and the closeness of the mentor/mentee relationship. Trust, empathy, authenticity, and common interests are important components of close relationships."

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The FHS Mentoring Program will create a positive culture and climate for students. Having a mentor (both adult and peer) with whom the student can connect will encourage a positive working environment where students feel safe and secure, allowing them to excel in the classroom.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

FHS Administration will complete threat assessments.

Person Responsible Hillary Williams (williamsh@walton.k12.fl.us)

All students who have a documented threat assessment will be assigned a mentor.

Person Responsible Hillary Williams (williamsh@walton.k12.fl.us)

Mentors will touch base weekly with their mentees.

Person Responsible Hillary Williams (williamsh@walton.k12.fl.us)

#5. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Because 50% of the FAST ELA and 80% or more of all college placement and CTE exams are grounded in informational texts, all content areas will focus on reading skills with strategic and intentional implementation of writing within the curriculum. During the 2021-2022 ELA FSA administration, 60% of students earned an achievement level of three or higher. Having PLC committees focus on data surrounding the implementation of informational text, intentional question, and writing strategies within all content areas, all PLC groups will be in alignment with the SIP Reading and Writing goal.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 22-23 school year, 100% of teachers will actively participate in their professional learning communities.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will attend their PLCs and document their implementation of strategies in their lesson plans. Student samples will be collected within PLC and by the PLF.

Person responsible for monitoring outcome:

Jamie Wassman (jaime.wassman@walton.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will collaborate one hour per week to share and implement AVID active reading strategies, Costa's Leveled Questioning, and Writing to Learn (WTL) strategies included in "Content-Area Writing, Every Teacher's Guide" through their curriculum as evidenced by sign-in sheets, meeting minutes, and student data.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

School-wide focus of AVID strategies, Costa's Leveled Questioning, and Writing to Learn (WTL) strategies included in "Content-Area Writing, Every Teacher's Guide" will improve cross-curriculum reading and writing skills. The collaboration of the PLC groups will allow teachers to share successes and make changes to strategies based on data shared within the group.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will assign PLC groups.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

Before PLCs start in September, Administration will set the expectation for PLCs.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

Teachers will implement 2- 4 high-level informational texts within their lessons each quarter.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

Teachers will collect data to present and review during their PLC meetings.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

The PLC will meet one hour each week to assess data and determine if the strategies are working. This will be evidenced by sign-in sheets, data/work submitted, and meeting minutes to the PLF.

Person Responsible Donna Simmons (simmons@walton.k12.fl.us)

Each PLC will present effective and ineffective strategies at faculty meetings on predetermined dates.

Person Responsible [no one identified]

#6. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As evidenced by the 2022 AP exam scores, 63% students met or exceeded state averages for the Advanced Placement courses offered at FHS. AP teachers will have monthly department meetings to discuss data trends and the implementation of resources (AP Classroom, Albert.io, etc.) into the AP classes. This year there are multiple tested positions in the AP classes with new teachers or new subject areas.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a whole, 65% of FHS students will met or exceed state averages on their 2023 AP exams.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

AP teachers will meet monthly to discuss teaching practices and review data from classroom assessments, Albert.io, and AP Classroom.

Person responsible for monitoring outcome:

Hillary Williams (williamsh@walton.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). Because FHS students are in multiple AP courses, meeting monthly to review not only assessment trends but attendance and behavior as well will allow us to see the whole student and implement strategies and possible mentor situations to ensure student achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Implementing common strategies and practices among the AP program as a whole will help establish a routine that gives students a chance to excel.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will have an initial meeting to review their Instructional Planning Reports, plan monthly meeting dates, and common classroom strategies and routines.

Person Responsible Vanessa Bump (bumpv@walton.k12.fl.us)

Teachers will continue to meet monthly to review student data trends to determine the best practices and plans for student success.

Person Responsible Hillary Williams (williamsh@walton.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Freeport High School will actively engage with parents throughout the year through various platforms such as remind and Teams. Additionally, there will be flyers set up for parents to sign up for FOCUS at extracurricular activities and events throughout the year. Parents can obtain information regarding their student's classes and stay up to date with pertinent information. Our administrative team will hold quarterly class meetings to touch base with the student population and continuously stress the importance of civility and establish a positive learning environment.

Freeport High School will also continue the implementation of the mentoring program. Through the mentoring program, students at the school have the ability to establish a relationship with an adult mentor. "The mentoring relationship constitutes a social capital that is critical to human development, because it enables students to develop the necessary attitudes, effort, and conception they need to succeed in school" (Lee & Cramond, 1999). Establishing this student-adult relationship will help the student understand that someone has an active stake in their well-being ultimately leading to student success.

Freeport High School students will also engage in multiple community service projects throughout this year during quarterly "giveback" days. Each grade will level will take one half day during the year to go into the community and work on one community service project.

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

The School Advisory and School Improvement meetings will continue their meetings. This will allow the SAC committee to see what is discussed during monthly SIP meetings and allow them to give input from a stakeholder standpoint. It will also promote a culture where all stakeholders understand that the school "isn't an isolated building in which learning happens only inside four-walled classrooms, but rather a hub of learning, communication, and information in which everyone has an active, important role" (O'Neal, 2012). Involving stakeholders in the decision making process, makes everyone accountable for the success of Freeport High School.

Freeport High School will collaborate with Freeport Middle and Elementary on a unified community theme.

Teachers and staff at all schools will wear shirts with the community logo to show solidarity and unison throughout our growing community.