Freedom High School

2023-24

Schoolwide Improvement Plan (SIP)

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Freedom High School

17410 COMMERCE PARK BLVD, Tampa, FL 33647

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Stephenson, Kevin	Principal	Serves as the instructional leader, engages stakeholders, and collaborates with others.
Smith, Matthew	Assistant Principal	Curriculum and Testing
Lamour, Jenna	Assistant Principal	Administration and Athletics
Bell, Marvin	Assistant Principal	Assistant Principal of Student Affairs
McCray, Antonyia	Parent Engagement Liaison	SAC Chair
Reale, Lisa	Instructional Coach	ELA Coach
Grimm, Debbie	SAC Member	RTI/MTSS

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council and Leadership Team will meet and discuss focused area of improvements, utilizing our school's latest assessment data, Insight Surveys, and 2023 School Improvement Plan as a resource. These identified areas are highlighted and shared to our students and families in order to gain additional input for the SIP's developmental process.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored by our School Advisory Council who will meet monthly and discuss any major trends and areas of concerns and strengths based on our identified areas. We will additionally have input provided by our Leadership Team where we will review assessments data quarterly within Math and English and discuss review updates conducted by our Attendance Commitee during this time.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	75%
2022-23 Economically Disadvantaged (FRL) Rate	96%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	51	50	35	52	51	41		
ELA Learning Gains				42			43		
ELA Lowest 25th Percentile				36			31		
Math Achievement*	26	42	38	36	39	38	24		
Math Learning Gains				41			22		
Math Lowest 25th Percentile				36			29		
Science Achievement*	56	64	64	55	46	40	48		
Social Studies Achievement*	56	69	66	60	49	48	57		
Middle School Acceleration					41	44			
Graduation Rate	95	89	89	94	64	61	95		
College and Career Acceleration	66	62	65	62	72	67	53		
ELP Progress	35	39	45	51			52		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	95

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	94

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	38	Yes	4	
AMI				
ASN	73			
BLK	48			
HSP	47			
MUL	62			
PAC				
WHT	72			
FRL	47			

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2021-22 ESSA SUBGROUP DATA SUMMARY				
SWD	39	Yes	3	
ELL	38	Yes	3	
AMI				
ASN	73			
BLK	44			
HSP	44			
MUL	64			
PAC				
WHT	63			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	37			26			56	56		95	66	35
SWD	24			25			42	36		36	6	
ELL	15			17			36	17		55	7	35
AMI												
ASN	50			38			76	83		94	6	
BLK	31			22			49	40		49	6	
HSP	27			21			46	46		60	7	38
MUL	52			30			65	68		61	6	
PAC												
WHT	56			41			79	77		79	6	
FRL	26			20			49	47		55	7	37

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	42	36	36	41	36	55	60		94	62	51
SWD	15	32	27	32	47	39	36	41		89	36	
ELL	15	34	35	25	36	33	24	17		92	52	51
AMI												
ASN	56	67		71	50		64	89		100	86	
BLK	25	38	44	19	33	44	46	45		91	52	
HSP	27	37	32	31	34	27	44	50		93	53	53
MUL	48	51		50	40		71	71		100	80	
PAC												
WHT	54	47	36	58	60	50	74	78		96	75	
FRL	27	37	36	30	39	41	45	49		92	54	54

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41	43	31	24	22	29	48	57		95	53	52
SWD	16	29	25	11	20	30	22	33		98	27	
ELL	13	39	36	10	31	49	25	23		92	37	52
AMI												
ASN	73	63		47	23		79	82		89	82	
BLK	28	35	30	11	14	20	32	44		93	31	36
HSP	31	40	33	20	23	38	45	51		96	48	55
MUL	45	34		25	29		64	75		90	61	
PAC												
WHT	61	53	23	41	25	31	62	66		96	68	42
FRL	28	37	31	16	18	25	41	47		92	38	51

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	38%	50%	-12%	50%	-12%
09	2023 - Spring	31%	48%	-17%	48%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	55%	-40%	50%	-35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	49%	-20%	48%	-19%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	62%	-8%	63%	-9%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	65%	-11%	63%	-9%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component with the lowest performance is English with an achievement level of 35%. Students are struggling with foundational skills coming into high school as well as the teacher vacancies that existed in the ELA department.

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

The data component with the greatest decline from the previous year is ELA Achievement Level with a decrease of 6%. Factors that contributed to this decline were the ELA and Reading teacher vacancies. These students were missing Tier 2 level instruction from a direct instructor during the school year without a physical Reading teacher being present.

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.

The data component with the greatest gap when compared to the state average is

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

The data component with the most improvement is Mathematics with a growth of 12% in Math Achievement and 19% in Math Learning Gains. Our school emphasized the use of Professional Learning Communities with guidance from our Math Coach. Teachers were encouraged to utilize common assessments to monitor student's areas of growth and concerns.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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

Mathematics
ELA
Attendance

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on student performance on the ELA Assessment, there is a crucial need to focus on language skills and literacy. Building tools and resources to encourage literacy among all departments should be reinforced in all classes.

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

By May 2024, 70% of 9th and 10th grade ELA teachers will implement standard-aligned lessons developed during monthly Professional Learning Communities to increase student proficiency on the ELA State Assessment.

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

Data provided by the mandatory Progress Monitoring exams will be used to check proficiency during the school year. Teachers of 9th and 10th grade ELA classes will use common assessments to monitor student progression, identify students for additional learning opportunities, and assess lesson's effectiveness.

Person responsible for monitoring outcome:

Matthew Smith (matthew.smith@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All teachers will focus on EE1.1 - Cite evidence to explain and justify reasoning. This intervention can be applied to all subject areas.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

EE 1.1 is a foundational strategy that can be practiced in all subjects. Students can practice using evidence to support answers for any topic - artwork, political cartoons, math problems, etc. This skill, if practiced in all classes each day, should result in students increased ability to do this on a state assessment.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

On site PD will provide teachers with specific strategies to support EE 1.1. Teachers can complete a coaching cycle to earn in service points. We also have PD pay available through Title 1.

Additional PD will be offered focusing on differentiation for the ELL and ESE students to address underperforming subgroups.

Person Responsible: Lisa Reale (lisa.reale@hcps.net)

By When: March 2024

Walk through observations will focus on looking for evidence of EE 1.1 in action. The school leadership team will complete the walkthrough with a goal of every teacher receiving feedback each month.

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

By When: March 2024

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on student performance on the Math Assessment, there is a crucial need to focus on mathematical concepts and problem-solving skills. Building tools and resources to encourage critical thinking, using collaborative practices and analyzing data, will enhance the learning experience of students.

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

By May 2024, Algebra 1 and Geometry teachers will implement standard-aligned lessons developed during monthly Professional Learning Communities to increase student proficiency on the Math State Assessment by 10%.

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

Data provided by the mandatory Progress Monitoring exams will be used to check proficiency during the school year. Teachers of Algebra and Geometry will use common assessments to monitor student progression, identify students for additional learning opportunities, and assess lesson's effectiveness.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Create, distribute, and educate students of basic mathematics vocabulary, model problem solving strategies and appropriate mathematics language, provide constructive and timely feedback on students' written and oral work, and differentiate instruction to meet the needs of each student.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The strategies listed will assist with reaching our goal of enhancing the curriculum of each class using data-based decision making, data analysis in class, including students in their own data analysis, and encouraging math supports for all curriculums.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

On site PD will provide teachers with specific strategies to support collaborative practices and teaching strategies. Teachers can complete a coaching cycle to earn in service points. We also have PD pay available through Title 1.

Additional PD will be offered focusing on differentiation for the ELL and ESE students to address

underperforming subgroups.

Math Coach will meet with teachers weekly to review and analyze student data.

Students who do not pass the 8th grade math assessment will be enrolled in Algebra 1A for a full year.
Person Responsible: Matthew Smith (matthew.smith@hcps.net)
By When: May 2024

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive culture and environment specifically relating to student attendance will focus on improving student attendance in order to positively impact student achievement, particularly with students who are chronically
absent - defined as missing 10% or more of the school year.

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

The average daily attendance of all students will increase from 88% in 2022-2023 to 92% in 2023-2024.

The measure of students with chronic attendance, as measured by Edconnect, will decrease from 37% in 2022-2023 to 30% in 2023-2024.

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

The Attendance Committee will monitor our student attendance daily, monthly and quarterly. The analyzed data will be monitored and tracked to look for trends and patterns and used to intervene before chronic attendance can occur. Members of the attendance committee will review the daily attendance reports and identify students who are chronically absent, organize students within their Tiered-level, and make adjustments to the attendance plan when necessary. The attendance committee will meet weekly to review all data and adjust the SIP's Action Steps. Reports will be shared with the leadership team and School Advisory Council twice a month to inform and employ them in implementing actions steps to improve student attendance.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Response to intervention will be focused on strengthening Tier 1, 2, and 3 to improve student attendance, particularly with students with chronic absenteeism.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for Response to Intervention, RTI, for attendance is to utilize a schoolwide process that supports students at all three tiers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 submit Period 1 Attendance at the end of the period. Guidance Secretary will monitor submitted 1st period attendance daily.
- Teachers will monitor student attendance and contact the parent of any student with three consecutive absences and share this information with a member of the Attendance Committee.
- The Attendance Committee will regularly review attendance data with teachers to ensure timely interventions have started and/or are ongoing.
- The Attendance Committee will ensure appropriate support is provided as soon as barriers are identified (e.g., homelessness, food scarcity or physical/mental health issues).
- A member of the Attendance Committee will contact each family to identify reasons for nonattendance and needed areas of support.
- The Attendance Committe will follow the Attendance Reinforcement plan to monitor student attendance weekly (Tier 3), biweekly (Tier 2), and monthly (Tier 1).

Person Responsible: [no one identified]

By When: April 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

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Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Methods for dissemination of this SIP and SWP to stakeholders will be delivered through the following platforms:
- Freedom Canvas Announcement
- School Website: hillsboroughschools.org/freedom
Marquee Board
Parent Link Messages

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families, and other community stakeholders by hosting quarterly Conference Nights with presentations of Title I information, Future Planning Night, and College Nights, access to Title I and Family Engagement opportunities and resources on our school website (hillsboroughschools.org/freedom), and surveys for students and families.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program in the school to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by implementing strategies to improve attendance, providing consistent Professional Development opportunities and feedback for teachers, and collaborating with stakeholders using Professional Learning Communities and other established committees which includes teachers, staff, families, and community partners.

Our Area of Focus are as follow:
- Based on student performance on the ELA Assessment, there is a crucial need to focus on language skills and literacy. Building tools and resources to encourage literacy among all departments should be reinforced in all classes.
- Based on student performance on the Math Assessment, there is a crucial need to focus on mathematical concepts and problem-solving skills. Building tools and resources to encourage critical thinking, using collaborative practices and analyzing data, will enhance the learning experience of students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

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Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas by having support staff accessible on campus; social worker, two school psychologists, RTI/MTSS, Student Success Coach, 5 guidance counselors, and direct connections with student services partnerships which includes support for Mental Health or Grief. We also encourage students to participate in clubs, athletics, and school events and activities.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

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Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional Development cycles are provided for all staff based on school wide needs and teacher requests and Professional Learning Communities.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

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