

Walton County School District

# Freeport Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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**Table of Contents**

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>9</b>
<b>III. Planning for Improvement</b>	<b>14</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>0</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>0</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>27</b>

## Freeport Senior High School

12615 US HIGHWAY 331 S, Freeport, FL 32439

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

### School Board Approval

This plan was approved by the Walton County School Board on 9/19/2023.

### 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.**

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, 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
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	School Counselor	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 a counselor, Mr. Phillips will lead the mentor team.
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.
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.
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.
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

Name	Position Title	Job Duties and Responsibilities
		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.
Lisenbee, Leslie	Teacher, K-12	As a Teacher Leader, Mrs. Lisenbee will assist with all goals and the creation of the SIP. Additionally, she will aid all math data.
Bates, Bruce	Teacher, K-12	As a Sciences representative, Mr. Bates will help monitor Science data.
Miller, Kimberly	Teacher, K-12	As a math department representative, Kimberly will assist with the implementation of strategies and analyze math data.
Mayo, Anna	Teacher, K-12	As a social science department representative, Anna will assist with the implementation of strategies and analyze social science data.
Jackson, Lisbeth	SAC Member	Lisbeth is a community member serving on the School Advisory Council.
Gilbert, Trinity	SAC Member	Trinity is a Senior at FHS and is serving as a Senior class representative on the School Advisory Council.
Burke, Spring	SAC Member	Spring is a community member serving on the School Advisory Council.

### 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 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.

### 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))

Each area of concern has a designated individual to oversee the implementation and effectiveness of the specific area.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	25%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	45%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## 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*	64	63	50	60	63	51	64		
ELA Learning Gains				62			57		
ELA Lowest 25th Percentile				56			50		
Math Achievement*	73	70	38	68	47	38	47		
Math Learning Gains				69			48		
Math Lowest 25th Percentile				64			55		
Science Achievement*	89	85	64	88	65	40	90		
Social Studies Achievement*	84	83	66	83	61	48	86		
Middle School Acceleration					43	44			
Graduation Rate	100	99	89	97	80	61	96		
College and Career Acceleration	77	72	65	71	82	67	70		
ELP Progress	25	58	45						

*\* 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](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	7

**2021-22 ESSA Federal Index**

Percent Tested	100
Graduation Rate	100

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	718
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	97

**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	52			
ELL	25	Yes	1	1
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				
WHT	82			
FRL	67			

2021-22 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	50			
ELL				
AMI				
ASN				
BLK				
HSP	67			
MUL				
PAC				
WHT	73			
FRL	71			

### 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)

2022-23 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	64			73			89	84		100	77	25
SWD	42			39			71	50		9	6	
ELL											1	25
AMI												
ASN												
BLK												
HSP	45			71			80	89			5	25
MUL												
PAC												
WHT	67			73			90	85		78	6	
FRL	52			64			82	75		70	7	25

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	60	62	56	68	69	64	88	83		97	71	
SWD	19	56	69	41	60		30	40		100	38	
ELL												
AMI												
ASN												
BLK												
HSP	60	58		64	67		79	68		100	40	
MUL												
PAC												
WHT	61	63	56	69	70	67	89	85		97	77	
FRL	55	64	63	70	73		87	71		94	59	

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	64	57	50	47	48	55	90	86		96	70	
SWD	17	44	46	16	47							
ELL												
AMI												
ASN												
BLK												
HSP	66	66		64	80		84			100	65	
MUL	70			36	50					100	83	
PAC												
WHT	63	54	48	45	41	45	90	88		95	69	
FRL	58	54	47	47	54	50	84	84		94	64	

### 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	65%	62%	3%	50%	15%
09	2023 - Spring	59%	59%	0%	48%	11%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	75%	5%	50%	30%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	71%	-3%	48%	20%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	80%	6%	63%	23%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	81%	78%	3%	63%	18%

### 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.**

After reviewing the 22-23 assessment data, the data indicated that we closed the gap by 2% and 3% respectively with Hispanic students. However, we are still below our school average in learning gains with SLD and Hispanic students. We want to continue to close that gap.

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

While it was a lag year in data due to the new assessments in place for state-based testing, the data component that showed the greatest decline was our learning gains with Hispanic students. We dropped from 66% to 58%. We had an influx of students and newcomers during the last year. We placed a focus on professional development to improve our instructional practices.

**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.**

Once again, it was a lag year due to the implementation of new assessments. However, we noticed that we were above the state average in almost every reportable category. One area where there were gaps present were in some tested AP areas and certification based classes. This year there were multiple 1st year AP teachers with multiple veteran teachers retiring or moving to other roles.

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

The data component that showed the most improvement was our math learning gains and achievement which can be contributed the collaboration within our PLCs and effective teachers taking over accountable areas within the school.

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

N/A

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

N/A

#### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Other****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.

For the 2023-2024 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. We will also have parent information tents set up at football games.

There will be 3 parent outreach events throughout the year. One will essentially be an Open House open for all parents and guardians. Another parent outreach event will address the growing Hispanic population at FHS. This event will allow administrators, teachers, and staff to build relationships with our students' families. The final outreach event is a Spring Farmer's market where we will collaborate with the local community members to set up information for parents at a community event.

**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 2023-2024 school year, we will have reached more than 30% 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 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.)

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 Intervention:**

Explain the rationale for selecting this specific strategy.

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

**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.

FHS Administration will establish dates and expectations for the events.

**Person Responsible:** Russell Phillips (russell.phillips@walton.k12.fl.us)



**By When:** Before the school year

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

**Person Responsible:** Russell Phillips (russell.phillips@walton.k12.fl.us)

**By When:** Before each event

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

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

**By When:** Before each event

**#2. 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.

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 who accept a student-to-student mentorship will complete an average of a meeting a week starting after initial identification.

**Monitoring:**

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

Our goal will be monitored through documentation of meetings between student/teacher meetings.

**Person responsible for monitoring outcome:**

Russell Phillips (russell.phillips@walton.k12.fl.us)

**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.)

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 Intervention:**

Explain the rationale for selecting this specific 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.

**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, staff and volunteers will complete a survey indicating their willingness to serve as a mentor.

**Person Responsible:** Russell Phillips (russell.phillips@walton.k12.fl.us)

**By When:** Pre-planning

Students will complete a survey at the beginning of the year to gauge potential as a mentor/mentee.

**Person Responsible:** Russell Phillips (russell.phillips@walton.k12.fl.us)

**By When:** First 2 weeks

Establish peer-mentor group and begin training the students.

**Person Responsible:** Russell Phillips (russell.phillips@walton.k12.fl.us)

**By When:** After initial interim reports

Assign students with mentors and peer-mentors.

**Person Responsible:** Russell Phillips (russell.phillips@walton.k12.fl.us)

**By When:** After documentation

Mentors and peer-mentors will touch base on a weekly average with their mentees.

**Person Responsible:** Russell Phillips (russell.phillips@walton.k12.fl.us)

**By When:** After initial placement

**#3. ESSA Subgroup specifically relating to Hispanic****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.

One opportunity for growth we recognized when analyzing our data was within the area of achievement and learning gains for the Hispanic population of our school. We noticed a 6% drop in achievement and 8% in learning gains within this subgroup despite still being well above the state average.

To help bridge this gap, we will have a parent night, embed ESOL instruction into our PD sessions, and ensure lesson plan documentation of accommodations. The focus on this subgroup will tie directly into our school-wide reading and writing initiative.

**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 2023-2024 school year, Hispanic students at Freeport High School will improve their learning gains by 8% to a total of 75% as evidenced by the Algebra I EOC and the Geometry EOC.

Additionally, Hispanic students at Freeport High School will improve their learning gains by 7% to a total of 65% as evidenced by the 9th and 10th grade FAST ELA PM3.

**Monitoring:**

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

Administration, teachers, and PLCs will analyze FAST PM 1 and 2 data for ELA. STAR data will be analyzed for math.

**Person responsible for monitoring outcome:**

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

**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.)

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 Intervention:**

Explain the rationale for selecting this specific strategy.

Improve student performance for this subgroup to close gaps

**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.

Administration will analyze subgroup data from last year.

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

**By When:** Before 23-24 school year

During the beginning of the year, teachers will be provided with PD on ESOL instruction.

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

**By When:** Pre-planning

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

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

**By When:** Continuously

The administration will analyze data with teachers to reflect on the implementation of the plan to ensure it is working.

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

**By When:** Continuously PM1 PM2 Star Windows

**#4. 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 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.

Because 50% of the FAST ELA and 80% or more of all college placement and CTE exams are grounded in complex texts, all content areas will focus on reading skills with strategic and intentional implementation of writing within the curriculum. During the 2022-2023 FAST ELA PM3 administration, 60% of students earned an achievement level of three or higher. Having PLC committees focus on data surrounding the implementation of complex texts, intentional questioning, writing strategies, and vocabulary instruction 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 23-24 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:**

[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.)

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

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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.

**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.

Administration will assign PLC groups.

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

**By When:** Before school year

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

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

**By When:** August

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

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

**By When:** Quarterly

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

**Person Responsible:** Jamie Wassman (j.wassman@walton.k12.fl.us)

**By When:** Each meeting

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 PLC.

**Person Responsible:** Jamie Wassman (j.wassman@walton.k12.fl.us)

**By When:** End of year

**#5. 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.

The overall ELA Learning gains improved to 64% in the 22-23 school year based on our school-based calculations. We want to continue to build upon that success by increasing learning gains to 66% during the 23-24 school year. During the 23-24 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 and adding strategy-based vocabulary instruction.

**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 2023-2024 school year, 66% 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 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.)

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.

Teachers will engage in the practice of intentional questioning embedding depth of knowledge level 2 or 3 questions into their instruction. Finally, this year teachers are pushed to embed strategy-based vocabulary instruction into their lesson.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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 schoolwide approach to literacy.

**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.



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

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

**By When:** Pre-planning and PD days

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)

**By When:** Lesson Plans

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)

**By When:** PLC meeting dates

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)

**By When:** After data analysis of PM1 and PM2.

**#6. 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.

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 23-24 school year in math, it is imperative that students continue to make gains during the 23-24 school year

**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 2023-2024 school year, 75% 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 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.)

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 Intervention:**

Explain the rationale for selecting this specific 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.

**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 collect and discuss student data and artifacts.

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

**By When:** After pre-assessments

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

**Person Responsible:** Russell Phillips (russell.phillips@walton.k12.fl.us)

**By When:** Following interim reports

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)

**By When:** Tuesday/Thursday FACT Classes

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

<b>1</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Other</b>				<b>\$416.66</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100-Basic	510-Supplies	0141 - Freeport Senior High School	School Improvement Funds	556.0	\$416.66
			<i>Notes: Funds will be used to purchase items needed for our parent outreach events: banner, tent, digital resources, etc.</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Early Warning System</b>				<b>\$416.66</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100-Basic (FEFP K-12)	510-Supplies	0141 - Freeport Senior High School	School Improvement Funds	556.0	\$416.66
			<i>Notes: The funds will be used to aid in documentation and/or marketing of the program through posters, flyers, etc.</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: ESSA Subgroup: Hispanic</b>				<b>\$416.67</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100-Basic (FEFP K-12)	510-Supplies	0141 - Freeport Senior High School	School Improvement Funds	556.0	\$416.67
			<i>Notes: Funds will be used to purchase materials to aid in accommodating the students, professional development opportunities, and resources for our ELL parent night.</i>			
<b>4</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Professional Learning Communities</b>				<b>\$4,225.67</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	5100-Basic (FEFP K-12)	510-Supplies	0141 - Freeport Senior High School	School Improvement Funds	556.0	\$416.67
			<i>Notes: The funds will be used to purchase some of the following: anchor charts for teachers' classrooms, professional development opportunities, and/or AVID resources.</i>			
	5100-Basic (FEFP K-12)	510-Supplies	0141 - Freeport Senior High School	School Improvement Funds	556.0	\$3,809.00
			<i>Notes: AVID Contract Fee 2023-2024</i>			
<b>5</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: ELA</b>				<b>\$416.67</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100-Basic (FEFP K-12)	510-Supplies	0141 - Freeport Senior High School	School Improvement Funds	556.0	\$416.67
			<i>Notes: Funds will be used to purchase some of the following: novel sets that correlate with Springboard curriculum, classroom materials, and/or online resources and materials.</i>			
<b>6</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Math</b>				<b>\$416.67</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100-Basic (FEFP K-12)	510-Supplies	0141 - Freeport Senior High School	School Improvement Funds	556.0	\$416.67
			<i>Notes: Funds will be used to purchase hands-on resources that correlate with the approved curriculum, as well as anchor charts to reinforce math instruction.</i>			
					<b>Total:</b>	<b>\$6,309.00</b>

## Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No