Pam Stewart, Commissioner

# 2013-2014 SCHOOL IMPROVEMENT PLAN

Freedom High
2500 W TAFT VINELAND RD
Orlando, FL 32837
407-816-5600

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| High School | No | 58% |
| **Alternative/ESE Center** | **Charter School** | **Minority Rate** |
| No | No | 74% |

## School Grades History

| 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|---|---|---|---|
| A | A | A | B |

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked “N/A” by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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# 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

## Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

## Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

## Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

## Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

## 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|---|---|---|---|
| No | No | No | No |

# Current School Status

## School Information

### School-Level Information

**School**
Freedom High

**Principal**
Rolando Bailey

**School Advisory Council chair**
Peggy Black

**Names and position titles of the School-Based Leadership Team (SBLT)**

| Name | Title |
|---|---|
| Rolando Bailey | Principal |
| Joumana Moukaddam | Assistant Principal of Instruction |
| Charles France | Assistant Principal |
| Cheryl Neely | Assistant Principal |
| Stephanie Minter | Assistant Principal |
| Iris Jones | Dean |
| Charles Youtz | Dean |
| David Bush | Dean |
| Ivonee Felciano | English Language Learners (ELL) Compliance Specialist |
| Brian Trutschel | Reading Coach |
| Tasmaria Brown | Multi Tiered System of Support (MTSS) Coach |
| Sharon Knouth | Safe Coordinator |
| Caroline Pritzer | Students with Disabilites (SWD) Specialist |
| Laura Schomberg | Testing Coordinator |
| Maria Tarantino | Testing Coordinator |
| Luis Tousent | Assistant Principal |
| David DeAmato | Dean |

### District-Level Information

**District**
Orange

**Superintendent**
Dr. Barbara M Jenkins

**Date of school board approval of SIP**
1/28/2014

## School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Membership of the SAC**

School Advisory Council (SAC) members are comprised of various community partners, parents, student body members, and staff members. Their role in the development of the SIP is to review tasks and goals to ensure that they are aligned with the district and state initiatives. To ensure that all tasks and goals meet the needs of our community, and finally to provide approval and even resources to assist teams with materials towards completing their academic goals.

**Involvement of the SAC in the development of the SIP**

The representation of individuals that comprise our SAC team begins first with our faculty and staff members. This includes clerical staff, as well as instructional team members from each academic content area. Each team member is responsible for working within their Professional Learning Community (PLC) to create an action plan that addresses the goals outlined by our district and state. Team members are also responsible for progress-monitoring the effectiveness of the SIP plan by way of analyzing data on a continuous basis. Based upon the analysis that each PLC team concludes, SIP plans are continued or they are revised to accommodate the current needs as evidenced by the data. The final phase of completing our SIP deals with providing all non-school based stakeholders the opportunity to review tasks and revise the SIP based upon needs of the student body and community. In which, the School Advisory Council (SAC) reviews the plan, and makes revisions as necessary. Once this is done, the SIP is then released back to the department chairs for discussions within their PLC. A final draft is then released to the SAC for approval. Formal meetings are publicly held in the media center of our school for the final presentations of the SIP. These SAC meetings are conducted on the 3rd Monday of every month promptly at 6 pm. All school-based and non-school based stakeholders are notified by way of phone calls, email blasts, and our school webpage. During these meetings a member from each PLC will publicly present their content area action plan from the SIP, as well as answer questions that community members, student body, and other faculty members may have in regards to tasks and goals outlined within the SIP.

**Activities of the SAC for the upcoming school year**

The School Advisory Council (SAC) will meet monthly during the school year. The SAC will monitor student progress of tasks during meetings through presentations by school staff on the progress of tasks outlined in the SIP. Also, SAC will conduct a community, faculty, and student needs assessment survey to determine stakeholders perceptions of academics, safety, and continuous improvement. To communicate the results, the SAC will create an information center at various school events such as Open House and 9th Grade Orientation to inform stakeholders. Results will also be available via web by accessing the school website and school newsletter.

**Projected use of school improvement funds, including the amount allocated to each project**

At this time, there are no available school improvement funds for the 2013-2014 school year.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

## Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

| **Rolando Bailey** | | |
|---|---|---|
| Principal | Years as Administrator: 12 | Years at Current School: 0 |
| **Credentials** | Degrees<br>Bachelor of Science in Biology<br>Masters of Education in Educational Leadership<br>Certifications<br>Business Education 6-12<br>Educational Leadership 6-12<br>School Principal All Levels | |
| **Performance Record** | Liberty Middle School 2010-2011 School Grade C 59% Meeting High Standards in reading 54% Meeting High Standards in math 73% Meeting High Standards in writing 40% Meeting High Standards in science 59% Making Learning Gains in reading 59% Making Learning Gains in math 59%. 67% of the Lowest 25% Making Learning Gains in reading, of Lowest 25% Making Learning Gains in math 64%.<br>Liberty Middle School 2011-2012 School Grade C 48 % Meeting High Standards in reading 42% Meeting High Standards in math 71% Meeting High Standards in writing 33% Meeting High Standards in science 68% Making Learning Gains in reading 62% Making Learning Gains in math 71% Of Lowest 25% Making Learning Gains in reading 67% of Lowest 25% Making Learning Gains in math AMO Percent of Criteria Met in Hispanic and Economically Disadvantaged. AMO Percent of Criteria Met in mathematics for Asian, Black, White, and SWD sub-groups.<br>Liberty Middle School 2012-2013 School Grade C 51% Meeting High Standards in reading 47% Meeting High Standards in math 48% Meeting High Standards in writing 42% Meeting High Standards in science 66% Making Learning Gains in reading 63% Making Learning Gains in math. 68% Of Lowest 25% Making Learning Gains in reading 74% of Lowest 25% Making Learning Gains in math AMO Percent of Criteria Met in reading for the Asian and Black sub-groups. AMO Percent of Criteria Met in mathematics for Asian, Black, White, and SWD sub-groups. | |

| **Luis Tousent** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 3 | Years at Current School: 1 |

| | |
|---|---|
| **Credentials** | Degrees<br>Bachelors in Education,<br>Masters in Technology applied to Education<br>Certifications<br>Mathematics 6-12<br>Educational Leadership all levels |
| **Performance Record** | Liberty Middle School 2010 School Grade A 62% Meeting High Standards in reading 54% Meeting High Standards in math 80% Meeting High Standards in writing 40% Meeting High Standards in science 65% Making Learning Gains in reading 76% Making Learning Gains in math 67%. Of Lowest 25% Making Learning Gains in reading 77% of Lowest 25% Making Learning Gains in math AYP Percent of Criteria Met: 67%<br>Liberty Middle School 2011 School Grade C 59% Meeting High Standards in reading 54% Meeting High<br>Standards in math 73% Meeting High Standards in writing 40% Meeting High Standards in science<br>59% Making Learning Gains in reading 59% Making Learning Gains in math 67% of Lowest 25%<br>Making Learning Gains in reading 64% of Lowest 25% Making Learning Gains in math AYP Percent<br>of Criteria Met: 67%<br>Boone High School 2012 School Grade B 65 % Meeting High Standards in reading 68% Meeting High Standards in math 89% Meeting High Standards in writing 61% Making Learning Gains in reading 54% Making Learning Gains in math 57% of Lowest 25% Making Learning Gains in reading 47% of Lowest 25% Making Learning Gains in math AMO targets were not met in reading, AMO targets in math were met for all groups except English Language Learners.<br>Freedom High School 2013 School Grade Pending<br>62% Meeting High Standards in reading,<br>56% in algebra I, 70% in geometry Meeting High Standards, 69% Meeting High Standards in writing, 77% in Biology Meeting High Standards, 74% Making Learning Gains in reading, 77% Making Learning Gains in math, 72% of Lowest 25% Making Learning Gains in reading, 67% of Lowest 25% Making Learning Gains in math. All AMO targets met for all categories except ELL and the Hispanic population. |

| **Joumana Moukaddam** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 2 | Years at Current School: 4 |
| **Credentials** | Degrees<br>Bachelors of Mathematics<br>Masters of Educational<br>Leadership<br>Certifications<br>Mathematics 6-12<br>Educational Leadership all levels | |
| **Performance Record** | Freedom High School 2010 School Grade A 50 % Meeting High Standards in reading 76% Meeting High<br>Standards in math 87% Meeting High Standards in writing 49% Meeting High Standards in science<br>55% Making Learning Gains in reading 78% Making Learning Gains in math 50% of Lowest 25%<br>Making Learning Gains in reading 61% of Lowest 25% Making Learning Gains in math AYP Percent of Criteria Met: 69%<br>Freedom High School 2011 School Grade B 50% Meeting High Standards in reading 75% Meeting High Standards in math 92% Meeting High Standards in writing 51 % Meeting High Standards in science 54% Making Learning Gains in reading 78% Making Learning Gains in math 49% of Lowest 25% Making Learning Gains in reading 66% of Lowest 25% Making Learning Gains in math AYP Percent of Criteria Met: 69%<br>Freedom High School 2012 School Grade A 58 % Meeting High Standards in reading 66% Meeting High Standards in math 90 % Meeting High Standards in writing 68% Making Learning Gains in reading 69% Making Learning Gains in math 72% of Lowest 25% Making Learning Gains in reading 70% of Lowest 25% Making Learning Gains in math AMO targets met for Asian, and White.<br>Freedom High School 2013 School Grade Pending<br>62% Meeting High Standards in reading,<br>56% in algebra I, 70% in geometry Meeting High Standards, 69% Meeting High Standards in writing, 77% in biology, Meeting High Standards, 74% Making Learning Gains in reading, 77% Making Learning Gains in math, 72% of Lowest 25% Making Learning Gains in reading, 67% of Lowest 25% Making Learning Gains in math. All AMO targets met for all categories except ELL and the Hispanic population. | |

| **Stephanie Minter** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 3 | Years at Current School: 1 |

| | |
|---|---|
| **Credentials** | Degrees<br>Bachelors of Science in Biology<br>Master of Health Services Administration<br>Masters in Educational Leadership<br>Certifications<br>Biology 6-12<br>Educational Leadership all levels |
| **Performance Record** | Celebration High School 2010-2011 FCAT A, 50% level 3 or higher in reading, 78% level 3 or higher in math, 58% learning gains in reading, 80% learning gains in math, lowest 25% making learning gains was 56% in reading, lowest 25% making learning gains in math was 71%<br>Celebration High School 2011 - 2012 FCAT Pending.<br>Oak Ridge High School 2010 - 2011 FCAT C ; 22% level 3 or higher in reading, 57% level 3 or higher in math, 40% learning gains in reading, 69% learning gains in math, lowest 25% making learning gains was 49% in reading, lowest 25% making learning gains in math was 60%<br>Oak Ridge High School 2011 - 2012 FCAT Pending.<br>Evans High School 2010-2011 FCAT Grade C; 23% level 3 or higher in reading, 51% level 3 or higher in math, 36% learning gains in reading, 68% learning gains in math, lowest 25% making learning gains was 45% in reading, lowest 25% making learning gains in math was 66%<br>Gateway High School 2010-2011 FCAT A ; 44% level 3 or higher in reading, 70% level 3 or higher in math, 54% learning gains in reading, 78% learning gains in math, lowest 25% making learning gains was 52% in reading, lowest 25% making learning gains in math was 65%<br>Gateway High School 2011-2012 FCAT Pending.<br>Kaley Elementary School - FCAT Grade B ; 48% level 3 or higher in reading, 51% level 3 or higher in math, 80% learning gains in reading, 76% learning gains in math, lowest 25% making learning gains was 80% in reading, lowest 25% making learning gains in math was 63% AMO targets were met for reading, , AMO targets were met for all groups in math except Hispanic and English Language Learners.<br>Freedom High School 2013 School Grade Pending<br>62% Meeting High Standards in reading,<br>56% in Algebra I, 70% in geometry Meeting High Standards, 69% Meeting High Standards in writing, 77% in biology Meeting High Standards, 74% Making Learning Gains in reading, 77% Making Learning Gains in math, 72% of Lowest 25% Making Learning Gains in reading, 67% of Lowest 25% Making Learning Gains in math. All AMO targets met for all categories except ELL and the Hispanic population. |

| **Charles France** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 7 | Years at Current School: 7 |
| **Credentials** | Degrees<br>Bachelor of Science in Education<br>Masters in Educational Leadership<br>Certifications<br>Physical Education 6-12<br>Educational Leadership all levels | |
| **Performance Record** | Freedom High School 2010 School Grade A 50% Meeting High Standards in reading 76% Meeting High Standards in math 87% Meeting High Standards in writing 49% Meeting High Standards in science 55% Making Learning Gains in reading 78% Making Learning Gains in math 50% of Lowest 25% Making Learning Gains in reading 61% of Lowest 25% Making Learning Gains in math AYP Percent of Criteria Met: 69%<br>Freedom High School 2011 School Grade B 50% Meeting High Standards in reading 75 % Meeting High Standards in math 92 % Meeting High Standards in writing 51 % Meeting High Standards in science 54% Making Learning Gains in reading 78% Making Learning Gains in math 49 % of Lowest 25% Making Learning Gains in reading 66% of Lowest 25% Making Learning Gains in math AYP Percent of Criteria Met: 69%<br>Freedom High School 2012 School Grade A 58 % Meeting High Standards in reading 66% Meeting High Standards in math 90% Meeting High Standards in writing 68% Making Learning Gains in reading 69% Making Learning Gains in math 72% of Lowest 25% Making Learning Gains in reading 70% of Lowest 25% Making Learning Gains in math AMO targets met for Asian, White, and Students with Disabilities in reading, AMO targets were met for all groups in math.<br>Freedom High School 2013 School Grade Pending<br>62% Meeting High Standards in reading,<br>56% in Algebra I, 70% in geometry Meeting High Standards, 69% Meeting High Standards in writing, 77% in biology Meeting High Standards, 74% Making Learning Gains in reading, 77% Making Learning Gains in math, 72% of Lowest 25% Making Learning Gains in reading, 67% of Lowest 25% Making Learning Gains in math. All AMO targets met for all categories except ELL and the Hispanic population. | |

| **Cheryl Neely** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 0 | Years at Current School: 11 |

| | |
|---|---|
| **Credentials** | Degrees:<br>Bachelor of Arts in Mathematics<br>Masters of Educational Leadership<br>Certifications:<br>Mathematics 6-12<br>Educational Leadership K-12 |
| **Performance Record** | Freedom High School 2010 School Grade A 50 % Meeting High Standards in reading 76% Meeting High<br>Standards in math 87% Meeting High Standards in writing 49% Meeting High Standards in science<br>55% Making Learning Gains in reading 78% Making Learning Gains in Math 50% of Lowest 25%<br>Making Learning Gains in reading 61% of Lowest 25% Making Learning Gains in math AYP Percent of Criteria Met: 69%<br>Freedom High School 2011 School Grade B 50% Meeting High Standards in reading, 75% Meeting High Standards in math, 92% Meeting High Standards in writing, 51% Meeting High Standards in science, 54% Making Learning Gains in reading, 78% Making Learning Gains in math, 49% of Lowest 25% Making Learning Gains in reading, 66% of Lowest 25% Making Learning Gains in math. AYP Percent of Criteria Met: 69%<br>Freedom High School 2012 School Grade A 58% Meeting High Standards in reading 66%, Meeting High Standards in math 90%, Meeting High Standards in writing 68%, Making Learning Gains in reading 69%, Making Learning Gains in math 72%, of Lowest 25% Making Learning Gains in reading 70%. AMO targets met for Asian, White, and Students with Disabilities in reading, AMO targets were met for all groups in math.<br>Freedom High School 2013 School Grade Pending<br>62% Meeting High Standards in reading,<br>56% in algebra I, 70% in geometry Meeting High Standards, 69% Meeting High Standards in writing, 77% in biology Meeting High Standards, 74% Making Learning Gains in reading, 77% Making Learning Gains in math, 72% of Lowest 25% Making Learning Gains in reading, 67% of Lowest 25% Making Learning Gains in math. All AMO targets met for all categories except ELL and the Hispanic population. |

## Instructional Coaches

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| **Brian Trutschel** | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 0 | Years at Current School: 3 |
| **Areas** | Reading/Literacy | |
| **Credentials** | Degrees:<br>Bachelor of Science Exceptional Student Education<br>Masters of Education in Reading<br>Education Specialist in Curriculum and Instruction<br>Certifications:<br>Reading K-12<br>English Language Learner K-12<br>Middle Grades Integrated Curriculum<br>Exceptional Student Education K-12 | |
| **Performance Record** | Freedom High School 2011 School Grade B<br>50 % Meeting High Standards in reading<br>75 % Meeting High Standards in math<br>92 % Meeting High Standards in writing<br>51 % Meeting High Standards in science<br>54% Making Learning Gains in reading<br>78% Making Learning Gains in math<br>49 % of Lowest 25% Making Learning Gains in reading 66% of Lowest 25% Making Learning Gains in math AYP Percent of Criteria Met: 69%<br>Freedom High School 2012 School Grade A<br>58 % Meeting High Standards in reading<br>66 % Meeting High Standards in math<br>90 % Meeting High Standards in writing<br>68% Making Learning Gains in reading<br>69% Making Learning Gains in math<br>72 % of Lowest 25% Making Learning Gains in reading 70% of Lowest 25% Making Learning Gains in math AMO targets met for Asian, White, and Students with Disabilities in reading, AMO targets were met for all groups in math<br>Freedom High School 2013 School Grade Pending<br>62% Meeting High Standards in reading,<br>56% in algebra I, 70% in geometry Meeting High Standards, 69% Meeting High Standards in writing, 77% in biology Meeting High Standards, 74% Making Learning Gains in reading, 77% Making Learning Gains in math, 72% of Lowest 25% Making Learning Gains in reading, 67% of Lowest 25% Making Learning Gains in math. All AMO targets met for all categories except English Language Learner and the Hispanic population. | |

| **Tasmarie Brown** | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 3 | Years at Current School: 0 |
| **Areas** | RtI/MTSS | |
| **Credentials** | Degrees<br>Bachelor of Science Degree Elementary Education<br>Master's Degree Educational Leadership<br>Certifications<br>(Elementary Education-Certified 1-6)<br>(Educational Leadership-Certified K-12) | |
| **Performance Record** | Liberty Middle School 2010-2011 School Grade C 59% Meeting High Standards in reading, 54% Meeting High Standards in math, 73% Meeting High Standards in writing, 40% Meeting High Standards in science, 59% Making Learning Gains in reading, 59% Making Learning Gains in Math 59%. 67% of the Lowest 25% Making Learning Gains in reading, of Lowest 25% Making Learning Gains in math 64%.<br>Liberty Middle School 2011-2012 School Grade C 48% Meeting High Standards in reading, 42% Meeting High Standards in math, 71% Meeting High Standards in writing, 33% Meeting High Standards in science, 68% Making Learning Gains in reading, 62% Making Learning Gains in math, 71% Of Lowest 25% Making Learning Gains in reading, 67% of Lowest 25% Making Learning Gains in math, AMO Percent of Criteria Met in Hispanic and Economically Disadvantaged. AMO Percent of Criteria Met in mathematics for Asian, Black, White, and SWD sub-groups.<br>Liberty Middle School 2012-2013 School Grade C 51% Meeting High Standards in reading 47%, Meeting High Standards in math 48%, Meeting High Standards in writing 42%, Meeting High Standards in science 66%, Making Learning Gains in reading 63%, Making Learning Gains in math 68%. Of Lowest 25% Making Learning Gains in reading 74%. AMO Percent of Criteria Met in reading for the Asian and Black sub-groups. AMO Percent of Criteria Met in mathematics for Asian, Black, White, and SWD sub-groups. | |

## Classroom Teachers

**# of classroom teachers**

170

**# receiving effective rating or higher**

159, 94%

**# Highly Qualified Teachers**

99%

**# certified in-field**

168, 99%

**# ESOL endorsed**
10, 6%

**# reading endorsed**
10, 6%

**# with advanced degrees**
66, 39%

**# National Board Certified**
5, 3%

**# first-year teachers**
20, 12%

**# with 1-5 years of experience**
63, 37%

**# with 6-14 years of experience**
50, 29%

**# with 15 or more years of experience**
37, 22%

**Education Paraprofessionals**

**# of paraprofessionals**
14

**# Highly Qualified**
, 0%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**
22

**# receiving effective rating or higher**
22, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Strategies include:
1. Rigorous hiring process- Persons responsible include Rolando Bailey, Charles France, Joumana Moukaddam, Luis Tousent, Stephanie Minter, and Cheryl Neely
2. Resumes reviewed for previous teaching experiences- Persons responsible include Rolando Bailey, Charles France, Joumana Moukaddam, Luis Tousent, Stephanie Minter, and Cheryl Neely
3. Accurately matching teacher certification areas to teaching assignments- Persons responsible include Rolando Bailey, Charles France, Joumana Moukaddam, Luis Tousent, Stephanie Minter, and Cheryl Neely
4. Provide ongoing professional development and training opportunities for growth- Persons

responsible include Rolando Bailey, Charles France, Joumana Moukaddam, Luis Tousent, Stephanie Minter, and Cheryl Neely

### Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are assigned one mentor based upon the area of content in which they teach. Utilizing this criteria all new teachers are successfully placed with a mentor that instructs the same content and or one that is similar. All mentors and mentees meet weekly to discuss instructional planning, as well as course progression through the planned mentoring activities of ACP and Beginning Teacher Program/Portfolio.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS data-based implementation and monitoring process addresses effectiveness of core instruction, teacher support, and small group instruction. This is done in all content areas by analyzing and assessing individual student needs from multiple sources of data on a continuous basis.
Data sources include the following:
Progress Monitoring and Reporting Network (PMRN)
Benchmark Assessments (Orange County Public Schools)
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test
Reading Plus Scholastic
Reading Inventory (SRI)
Orange Writes and writing prompts (Freedom High School)
Common formative assessments (Freedom High School)

#### Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal, assistant principals, MTSS Coach, Reading Coach, Inclusion Coach, SAFE Coordinator, and the testing coordinators serves as members on the Freedom High School leadership team. The function and responsibility of each leadership team member will be to focus on the development and maintenance of the problem-solving system.
The team will meet bi-weekly to engage in the following activities:
Review progress monitoring data at various grade levels and classroom levels to identify students for remediation/enrichment according to district benchmark mastery.
Additionally, the team will also identify professional development and resources, collaborate regularly, share effective practices, facilitate the process of building consensus, and make decisions about proper implementation.

#### Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS school-based leadership team utilizes the following sources of data on a continuous basis to implement and progress monitor the problem-solving process: Progress Monitoring and Reporting Network (PMRN), district benchmarks (Orange County Public Schools), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test 2.0, End Of Course assessments, Reading Plus Scholastic, Reading Inventory (SRI), OrangeWrites,writing prompts (Freedom High School), school- based common formative assessments, Comprehensive English Language Learning Assessment (CELLA), Postsecondary Education Readiness Test (PERT) results, Achieve 3000 data, Next Generation READ 180 data, and Next Generation System 44 data.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The MTSS school-based leadership team utilizes the following sources of data on a continuous basis to progress monitor the effectiveness of core, supplemental, and intensive supports in the various academic content levels:
Progress Monitoring and Reporting Network (PMRN)
District benchmarks (Orange County Public Schools)
Performance Matters (Benchmarks and common formative assessment data)
Enterprise Data Warehouse (EDW)
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test 2.0 results
End of Course assesment data
Reading Plus Scholastic data
Florida Focus data
Reading Inventory (SRI) data
OrangeWrites (Orange County Public Schools)
Writing Prompts (Freedom High School)
CELLA
PERT
Achieve 3000 data
Next Generation READ 180 data
Next Generation System 44 data

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The MTSS leadership team will focus meetings around one question, how do we develop and maintain a problem-solving system that continues to improve student achievement at Freedom High School? In pursuit of answering the above question, team members will meet bi-weekly to engage in reviewing progress monitoring data by way of grade level and the classroom level to identify students who are in need of remediation and or enrichment of Benchmark content.
Based on the above information, the team will also identify professional development and resource needs for staff members. This plan will be communicated to parents through various sources such as academic progress letters, academic conferences, and phone calls.

## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,700

Freedom High School Night School- This program is for students who have fallen behind with their classwork or have low grade point averages. It is administered by Mid-Florida Tech. There are two ways a student can earn credits in the program, beginning first with the paper and pencil method. Under the paper and pencil method the curriculum is broken up into packets. The student completes all the assignments in the packet and then the teacher checks the work for accuracy and signs off on a tracking sheet. The student then takes a mastery test and has to score an 80% in order to advance to the next packet. When the student has completed all packets and passed all the mastery tests, the teacher administers the final exam. The final grade is determined by a combination of 50% for classwork or packet master and 50% for the final exam. The teacher then fills out a Grade Report Form and then one copy is sent to Mid-Florida Tech and one to the guidance counselor at Freedom High School.
The second method of students earning a credit is through a computer based program called 'Edgenuity". This option consist of modules of the curriculum divided into segments with quizzes and mastery tests. The supervising teacher monitors the progress via the computer and encourages the students to keep working. Quizzes and exams are graded by the program. The final exam is administered when the student has completed all modules and has a passing score. Once complete, the Guidance Department receives notification of successful completion of the course by the supervising teacher.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data is collected through Chancery SMS, Edgenuity, and Enterprise Data Warehouse.

**Who is responsible for monitoring implementation of this strategy?**

Behavior Specialist- Roy Peters
Guidance Department

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,500

In order to facilitate and strengthen literacy instruction, a tutoring initiative will be implemented. Using SAI funds, Freedom High School faculty will provide small group ACT, Scholastic Amplitude Test (SAT), and Florida Comprehensive Assessment Test (FCAT) preparation tutoring sessions after the school day. Increased academic time on task through this initiative will allow extended time to develop disciplinary literacy skills, strategic literacy instruction, and practice with strategic reading comprehension instruction.
Students will receive extended-day instruction in small-group settings in the following areas.
1. General test-taking strategies.
2. ACT/SAT/FCAT specific test-taking strategies.
3. Reading comprehension instruction through close reads of non-fiction articles.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Baseline data will be collected and analyzed on each student that enrolls in the extended day literacy tutoring program. Post-tests will be administered to determine growth. The percentage of students who complete 80% or more of the tutoring sessions that pass either ACT (19+), SAT (420+), or FCAT (245+) will be compared to the average of all students enrolled in Intensive Reading at Freedom High School that pass each respective assessment.

**Who is responsible for monitoring implementation of this strategy?**

Brian Trutschel: Reading and Literacy Coach
Tasmaria Brown: Learning Specialist
Stephanie Minter: Assistant Principal

**Strategy:** Before or After School Program

**Minutes added to school year:**

Amnesty Saturdays- This initiative helps students to graduate on time (in 4 years). Through "Edgenuity" Saturday School students have the chance to recover credit using an online program, to make up class requirements at a time that is helpful and compatible with the student's schedule. By participating and completing this program students will be able to recover their credit for previously failed courses in less time than it would take in a traditional repeated class.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data is collected through SMS, Edgenuity, and EDW.

**Who is responsible for monitoring implementation of this strategy?**

Support Specialist: Mr. Sherman
Academic Dean: Ms. Jones
Guidance Department
Assistant Principal: Mrs. Moukaddam

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,300

Math pull-outs/ boot camp-
Materials are chunked together to focus on high percentage EOC assessment questions. Learning centers based on skill levels are then created, in which students receive remediation and or intervention twice a week for 44 mins. Lessons are structured and re-introduced to students after their data is analyzed to determine student weaknesses. Students then receive direct instruction and guided practice lessons through small group leaning centers to build their skill sets on standards where performance was low to moderate in level of understanding.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

All EOC scores are used to determine student's weaknesses. Scores are compared from each retake to see growth between tests administrations. Benchmark exams are also administered to all students that have not passed the EOC. Mini benchmark assessments are used as supporting knowledge and remediation for students. Finally, teacher created formative assessments are implemented and analyzed.

**Who is responsible for monitoring implementation of this strategy?**

Instructional staff (math instructors)
School-based administration

**Strategy:** Before or After School Program

**Minutes added to school year:**

Tier III Sessions- The Tier III Coach meets with reading 10th grade students who are part of our bottom 30% twice a week. They meet in small groups of 4-5 students and focus on the weaknesses of those particular groups. Students are exposed to complex text and FCAT 2.0 style questions on a regular basis. Students began meeting during the second grading period and continue until the time of state FCAT 2.0 testing.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Every NGSS and Common Core State Standard that is addressed in the curricula of intensive reading, social studies, and psychology courses will be assessed via common formative assessment created in Freedom High School Professional Learning Communities (PLC's). Effectiveness will be determined based upon percentage of students on target (scoring at least 80% or better on common formative assessments (CFAs) which measure achievement on standards being taught through small-group instruction in the rotational model).

**Who is responsible for monitoring implementation of this strategy?**

Literacy Coach: Brian Trutschel
MTSS Coach: Tasmarie Brown
Assistant Principal: Stephanie Minter

**Strategy:** Before or After School Program

**Minutes added to school year:**

Flipped Instruction- Teachers create pre and post videos that students are responsible for watching at home so learning can begin immediately in class. When they come to class, they practice and interact with the content in a deeper manner.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data is collected formally through progress monitoring benchmark exams every 9 weeks. During the 9 weeks, teachers analyze their benchmark scores to determine weakness by grade level, classes, and specific students. Students are then grouped for MTSS interventions. In addition, teachers are also using computer based programs such as Study Island, Florida Achieves, and Achieves 3000. PLC groups create common assessments which are given to all of the same classes and scanned into the Performance Matters data system to analyze. The Performance Matters data system gives teachers detailed descriptions of what problems were commonly missed, what dis-tractors where chosen, and what answers were given.
Informal assessments are also a part of daily routines in individual classes. Each of these varied assessments are regularly reviewed by PLC groups to discuss common strategies and how to effectively implement and improve the quality of learning.

**Who is responsible for monitoring implementation of this strategy?**

Instructional Staff
MTSS Coach
School-based administration

## Literacy Leadership Team (LLT)

**Names and position titles of the members of the school-based LLT**

| Name | Title |
|---|---|
| Brian Trutschel | Reading Coach |
| Claire Gatrell-Stephens | Media Specialist |
| Laura Schomberg | Testing Coordinator |
| Maria Tarantino | Testing Coordinator |
| Yadira Lopez | Instructional |
| Tomas Bennett | Instructional |
| Amanda Read | Instructional |
| Michelle Cole | Instructional |
| Elizabeth Caminos | Instructional |
| Michael Hellmund | Instructional |

**How the school-based LLT functions**

We will meet once a quarter to discuss upcoming literacy events. Any member of the leadership team can lead a book club.

**Major initiatives of the LLT**

To promote a culture of literacy via the following:
-Multiple book clubs
-Random acts of reading (Staff members and administration go into classrooms randomly and read aloud from their favorite book. They model fluent reading and reading strategies such as making predictions or making connections)
-Modeling good reading strategies (Teachers will talk to students about the books they are reading and discuss good reading strategies such as making predictions, connections, summarizing, etc.)
-Literacy awareness (During literacy week, there will be multiple activities to build literacy: flash mob reading, random acts of reading, PSAs for reading.)

## Every Teacher Contributes to Reading Instruction

**How the school ensures every teacher contributes to the reading improvement of every student**

FHS supports and promotes reading instruction in all content areas. Both the reading department and English language arts department have formed a strong collaborative relationship. Thus, implementation of instruction on reading strategies and NGSS and Common Core State Standards will be carried out by both departments in parallel.
The Reading department has partnered with both the psychology and social studies departments to infuse reading instruction and strategies in small groups, center-based instruction, and small group teacher-led instruction utilizing the rotational model. Using these two new initiatives for 2013-2014, all students at FHS will receive instruction in their content courses with reading strategies and research-based best practices pertaining to reading instruction in the content area.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. Freedom High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:
* Offering the following career academies: Monticello Academy, AVID Academy, Culinary Academy, Early Childhood Academy and Project Lead The Way Academy
* Offering career and technical dual enrollment
* Selection of an academy by all incoming 9th grade students
* Students have access to all courses offered across academies during registration.
* Incorporating more academic content in vocational courses
*Vocational and core teachers meet and collaborate together to enhance academic competencies in vocational programs
* Bringing in guest speakers in to speak to students regarding career paths

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

During the school year, guidance counselors present academic guidance through classroom visits which are geared to each grade level; discussions include rigorous course selection and options such as dual

enrollment, academic preparation for college, alternative post-secondary training, and career planning. Sophomore guidance is targeted to career exploration. In early spring, counselors meet individually with students to help them choose their classes for the following year. During this meeting options such as dual enrollment and rigorous classes are again presented. Before summer, students receive a printout of their requested classes and are given the opportunity to change their requests. At the beginning of the school year, students are given the opportunity, for a limited time, to make elective schedule changes if their interests have changed.

**Strategies for improving student readiness for the public postsecondary level**

According to the most recent High School Feedback Report (2011), 44% of Freedom High School graduates have completed a college prep curriculum (this number has significantly increased in the last two years). To measure student skills needed for college, all 9th grade Monticello students and 10th grade students will take the PSAT. Students in 11th grade are also given the opportunity to participate in the PSAT administration to compete for the National Merit Scholarship. All 12th grade students will be taking the ACT this year in October. Students' area(s) of weakness will be addressed by providing students the opportunity to enroll in college preparatory courses during their senior year (Math for College Readiness and/or English 4 Florida College Prep). We have created a College and Career Center specifically to assist students in applying for and taking the College Entrance Exams (SAT and ACT) as well as obtaining scholarships, financial aid and Bright Futures. Students in the 12th grade are exposed to and highly encouraged to apply for the various scholarships available to them. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time.

# Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 62% | 62% | Yes | 66% |
| American Indian | | | | |
| Asian | 64% | 73% | Yes | 68% |
| Black/African American | 48% | 50% | Yes | 53% |
| Hispanic | 58% | 55% | No | 62% |
| White | 76% | 77% | Yes | 78% |
| English language learners | 33% | 21% | No | 39% |
| Students with disabilities | 36% | 38% | Yes | 42% |
| Economically disadvantaged | 54% | 54% | Yes | 59% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 358 | 23% | 26% |
| Students scoring at or above Achievement Level 4 | 542 | 35% | 38% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | 11 | 44% | 47% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 31% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 1132 | 74% | 77% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 276 | 72% | |

### Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 169 | 55% | 58% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 111 | 36% | 39% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 113 | 36% | 39% |

### Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 451 | 61% | 64% |

## Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 535 | 69% | 72% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | 13 | 76% | 79% |

## Area 3: Mathematics

### High School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 58% | 75% | Yes | 62% |
| American Indian | | | | |
| Asian | 77% | 87% | Yes | 79% |
| Black/African American | 48% | 60% | Yes | 53% |
| Hispanic | 53% | 70% | Yes | 58% |
| White | 67% | 86% | Yes | 70% |
| English language learners | 47% | 48% | Yes | 52% |
| Students with disabilities | 39% | 37% | No | 45% |
| Economically disadvantaged | 53% | 69% | Yes | 58% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 35% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 27% |

**Learning Gains**

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (EOC and FAA) | 960 | 77% | 80% |
| Students in lowest 25% making learning gains (EOC) | 206 | 67% | 70% |

**Postsecondary Readiness**

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 416 | 56% | 59% |

**Algebra I End-of-Course (EOC) Assessment**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 137 | 32% | 35% |
| Students scoring at or above Achievement Level 4 | 60 | 14% | 17% |

**Geometry End-of-Course (EOC) Assessment**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 269 | 33% | 36% |
| Students scoring at or above Achievement Level 4 | 302 | 37% | 40% |

## Area 4: Science

**High School Science**

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 45% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 3% |

### Biology I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 315 | 40% | 43% |
| Students scoring at or above Achievement Level 4 | 291 | 37% | 40% |

## Area 5: Science, Technology, Engineering, and Mathematics (STEM)

### All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 3 | | 20 |
| Participation in STEM-related experiences provided for students | 45 | 1% | 85% |

### High Schools

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more *accelerated* STEM-related courses | 265 | 8% | 11% |
| Completion rate (%) for students enrolled in *accelerated* STEM-related courses | | 25% | 28% |
| Students taking one or more advanced placement exams for STEM-related courses | 52 | 1% | 3% |
| CTE-STEM program concentrators | 74 | | 88 |
| Students taking CTE-STEM industry certification exams | 265 | 91% | 94% |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | 78% | 81% |

## Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | 1009 | 33% | 36% |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | 193 | 19% | 22% |
| Completion rate (%) for CTE students enrolled in *accelerated* courses | | 13% | 16% |
| Students taking CTE industry certification exams | 367 | 36% | 39% |
| Passing rate (%) for students who take CTE industry certification exams | | 68% | 71% |
| CTE program concentrators | 78 | 8% | 11% |
| CTE teachers holding appropriate industry certifications | 5 | 100% | 100% |

## Area 8: Early Warning Systems

### High School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 699 | 21% | 18% |
| Students in ninth grade with one or more absences within the first 20 days | 91 | 10% | 7% |
| Students in ninth grade who fail two or more courses in any subject | 28 | 3% | 0% |
| Students with grade point average less than 2.0 | 276 | 8% | 5% |
| Students who fail to progress on-time to tenth grade | 1 | 1% | 0% |
| Students who receive two or more behavior referrals | 1161 | 36% | 33% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 169 | 6% | 3% |

### Graduation

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | 3 | 0% | 0% |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | 719 | 91% | 94% |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | 120 | 39% | 42% |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | 120 | 39% | 42% |

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

In the 2012-2013 school year, Freedom High School had an enrollment of 3204 students. The combined total of activities garnered a 15% increase in the number of ADDitions volunteers registered with our school. The goal for the 2013-2014 school year is to increase the number of ADDitions volunteers by 10% by way of offering additional activities/meetings, increased focused on marketing our needs through electronic sources as well as targeted mass mailings.

### Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Increase parent participation in PTA | 10 | .3% | 5% |
| Increase parent participation with PTSA night | 75 | 2% | 5% |
| Increase parent participation in Financial Aid Night | 30 | .9% | 5% |
| Increase parent participation in SAC | 25 | 0% | 3% |

## Area 10: Additional Targets

### Additional targets for the school

### Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

## Goals Summary

**G1.** Student achievement will improve when all teachers incorporate higher order questions and tasks that promote a deeper understanding of the content.

**G2.** Student achievement will improve when all teachers provide students with differentiated, small group instruction based upon formative and summative assessment data.

## Goals Detail

**G1.** Student achievement will improve when all teachers incorporate higher order questions and tasks that promote a deeper understanding of the content.

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Webb's Depth of Knowledge Diagram
- Hess Model
- "Marzano's 11 Essential Elements"
- "Coaching Classroom Instruction" by Robert Marzano

- Florida Department of Education Test Item Specifications
- Common Core State Standards and the Next Generation Sunshine State Standards
- and "The Art and Science of Teaching" by Robert Marzano.

**Targeted Barriers to Achieving the Goal**

- Some teachers lack an understanding of creating and scaffolding higher order questions within classroom discussions and tasks.

## Plan to Monitor Progress Toward the Goal

Ongoing monitoring of PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

**Person or Persons Responsible**

MTSS Coach and school-based administration

**Target Dates or Schedule:**

September 2013 - Ongoing

**Evidence of Completion:**

PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

**G2.** Student achievement will improve when all teachers provide students with differentiated, small group instruction based upon formative and summative assessment data.

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Test Item Specifications
- Benchmark Data
- Formative and Summative Assessment data
- Orange County Public School Reading Rotational Model Framework

- Common Core State Standards, Next Generation Sunshine State Standards, Common Core Mathematical Practices
- "Marzano's 11 Essential Elements"
- "Coaching Classroom Instruction" by Robert Marzano

**Targeted Barriers to Achieving the Goal**

- Teachers lack of knowledge with creating and implementing small group instruction.

## Plan to Monitor Progress Toward the Goal

Review lesson plan documentation and PLC documentation, conduct classroom observations, and conduct academic conferences.

**Person or Persons Responsible**

Literacy Coach, MTSS Coach, instructional staff, and school based administration

**Target Dates or Schedule:**

September 2013- Ongoing

**Evidence of Completion:**

PLC documentation, coaches' logs, lesson plan documentation, formative assessment data, lesson study documentation, FCAT 2.0, Florida Alternative Assessment (FAA), and the EOCs.

# Action Plan for Improvement

**Problem Solving Key**

**G** = Goal **B** = Barrier **S** = Strategy

**G1.** Student achievement will improve when all teachers incorporate higher order questions and tasks that promote a deeper understanding of the content.

**G1.B1** Some teachers lack an understanding of creating and scaffolding higher order questions within classroom discussions and tasks.

**G1.B1.S2** MTSS Coach will schedule and provide modeling for teachers on the use of higher order questionings and rigorous tasks.

**Action Step 1**

MTSS Coach will model expectations of authentically incorporating higher order questions and tasks for teachers.

**Person or Persons Responsible**

MTSS Coach

**Target Dates or Schedule**

September 2013- Ongoing

**Evidence of Completion**

Coach's log documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data

**Facilitator:**

MTSS Coach

**Participants:**

Instructional Staff

## Plan to Monitor Fidelity of Implementation of G1.B1.S2

Monitoring of professional development records and Coach's log

### Person or Persons Responsible

MTSS Coach and school-based administration

### Target Dates or Schedule

September 2013

### Evidence of Completion

Coach's Log documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.

## Plan to Monitor Effectiveness of G1.B1.S2

Assessments

### Person or Persons Responsible

MTSS Coach and school-based administration

### Target Dates or Schedule

September 2013- Ongoing

### Evidence of Completion

Student achievement data taken from model classrooms

**G1.B1.S3** MTSS Coach will establish a demonstration classroom and provide opportunities (preconference, observation, post-conference) for teachers to observe the utilization of higher order questions and rigorous tasks.

**Action Step 1**

MTSS Coach will establish a demonstration classroom and establish a schedule for teachers in need of support with implementing and scaffolding higher questions and and tasks.

**Person or Persons Responsible**

MTSS Coach and instructional staff

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Coach's log documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

**Facilitator:**

MTSS Coach

**Participants:**

Instructional Staff

**Plan to Monitor Fidelity of Implementation of G1.B1.S3**

Monitoring of Coach's log documentation, lesson plan documentation, classroom observation data, and student work samples.

**Person or Persons Responsible**

MTSS Coach and school-based administration

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Coach's log documentation, lesson plan documentation, classroom observation data, and student work samples.

**Plan to Monitor Effectiveness of G1.B1.S3**

Monitoring of Coach's log documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

**Person or Persons Responsible**

MTSS Coach and school-based administration

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Monitoring of Coach's log documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

**G1.B1.S4** Teachers will utilize Professional Learning Communities to strategically plan lessons which incorporate the use of higher order questions and rigorous tasks that provide authentic opportunities for students to verbally expand their thinking processes.

**Action Step 1**

Teachers will plan lessons that incorporate the use of higher order questions and tasks.

**Person or Persons Responsible**

Instructional staff, and MTSS Coach

**Target Dates or Schedule**

October 2013- Ongoing

**Evidence of Completion**

PLC documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.

## Plan to Monitor Fidelity of Implementation of G1.B1.S4

Monitoring of Coach's log documentation, lesson plan documentation, classroom observation data, and student work samples.

### Person or Persons Responsible

MTSS Coach and school-based administration

### Target Dates or Schedule

October 2013- Ongoing

### Evidence of Completion

Coach's log documentation, lesson plan documentation, classroom observation data, and student work samples.

## Plan to Monitor Effectiveness of G1.B1.S4

Monitoring of PLC documentation, lesson plan documentation, classroom observation data and student work samples.

### Person or Persons Responsible

MTSS Coach and school-based administration

### Target Dates or Schedule

October 2013- ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

**G1.B1.S5** Teachers will implement the use of higher order questioning and rigorous tasks during instruction.

**Action Step 1**

Teachers will utilize skill sets learned from PLCs, observation feedback, and modeled instruction. To create, implement, and scaffold higher order questions and tasks throughout instruction.

**Person or Persons Responsible**

Instructional staff, MTSS Coach, and school-based administration

**Target Dates or Schedule**

November 2013- Ongoing

**Evidence of Completion**

PLC documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.

**Plan to Monitor Fidelity of Implementation of G1.B1.S5**

Monitoring of Coach's log documentation, lesson plan documentation, classroom observation data, and student work samples.

**Person or Persons Responsible**

MTSS Coach and school-based administration

**Target Dates or Schedule**

November 2013- Ongoing

**Evidence of Completion**

Coach's log documentation, lesson plan documentation, classroom observation data, and student work samples.

**Plan to Monitor Effectiveness of G1.B1.S5**

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

**Person or Persons Responsible**

MTSS Coach and school-based administration

**Target Dates or Schedule**

November 2013- Ongoing

**Evidence of Completion**

PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

**G1.B1.S6** School-based administration will conduct classroom observations to determine teachers who are in need of additional support with the implementation of higher order questions and rigorous tasks.

**Action Step 1**

School-based administration will conduct weekly classroom observations and provide immediate feedback to teachers on the progress of incorporating higher order questions and tasks throughout instruction.

**Person or Persons Responsible**

MTSS Coach and school-based administration

**Target Dates or Schedule**

November 2013- Ongoing

**Evidence of Completion**

PLC documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.

## Plan to Monitor Fidelity of Implementation of G1.B1.S6

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

### Person or Persons Responsible

MTSS Coach and school-based administration

### Target Dates or Schedule

November 2013- Ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

## Plan to Monitor Effectiveness of G1.B1.S6

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

### Person or Persons Responsible

MTSS Coach and school-based administration

### Target Dates or Schedule

November 2013- Ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

**G1.B1.S7** MTSS Coach will provide additional modeling on incorporating higher order questions and rigorous tasks throughout daily instruction.

**Action Step 1**

Provide additional modeling for targeted teachers.

**Person or Persons Responsible**

MTSS Coach and school-based administration

**Target Dates or Schedule**

November 2013- Ongoing

**Evidence of Completion**

PLC documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.

**Facilitator:**

MTSS Coach

**Participants:**

Instructional Staff

## Plan to Monitor Fidelity of Implementation of G1.B1.S7

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

**Person or Persons Responsible**

MTSS Coach and school-based administration

**Target Dates or Schedule**

November 2013- Ongoing

**Evidence of Completion**

PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

## Plan to Monitor Effectiveness of G1.B1.S7

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

### Person or Persons Responsible

MTSS Coach and school-based administration

### Target Dates or Schedule

November 2013- Ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

**G1.B1.S8** School-based administration will conduct classroom walk-throughs and review lesson plan documentation to ensure that instruction includes the use of higher order questions and rigorous tasks.

### Action Step 1

School-based administration will conduct weekly classroom observations and provide feedback to teachers.

#### Person or Persons Responsible

MTSS Coach and school-based administration

#### Target Dates or Schedule

November 2013- Ongoing

#### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.

## Plan to Monitor Fidelity of Implementation of G1.B1.S8

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

### Person or Persons Responsible

MTSS Coach and school-based administration

### Target Dates or Schedule

November 2013- Ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

## Plan to Monitor Effectiveness of G1.B1.S8

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

### Person or Persons Responsible

MTSS Coach and school-based administration

### Target Dates or Schedule

November 2013- Ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

**G2.** Student achievement will improve when all teachers provide students with differentiated, small group instruction based upon formative and summative assessment data.

**G2.B1** Teachers lack of knowledge with creating and implementing small group instruction.

**G2.B1.S2** Literacy Coach, in collaboration with the school- based administration will plan and implement a demonstration cycle (pre-conference, observation, post-conference) to provide teachers with a model for the use of small group differentiated instruction based on data.

**Action Step 1**

Create and implement a demonstration classroom.

**Person or Persons Responsible**

Literacy Coach and MTSS Coach

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Professional Development Records and Coach's log

**Facilitator:**

Literacy Coach and MTSS Coach

**Participants:**

Instructional Staff

**Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Monitoring of PLC documentation, lesson plan documentation, coach's logs, classroom observation data, and student work samples.

**Person or Persons Responsible**

MTSS Coach, Literacy Coach, and school-based administration

**Target Dates or Schedule**

October 2013- Ongoing

**Evidence of Completion**

PLC documentation, coach's logs, lesson plan documentation, classroom observation data, and student work samples.

## Plan to Monitor Effectiveness of G2.B1.S2

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

### Person or Persons Responsible

MTSS Coach, Literacy Coach, and school-based administration

### Target Dates or Schedule

October 2013- Ongoing

### Evidence of Completion

PLC documentation, coach's' logs, lesson plan documentation, classroom observation data, and student work samples.

**G2.B1.S3** All teachers will utilize Professional Learning Communities (PLC) to plan lessons that incorporate small group differentiated instruction based on data.

### Action Step 1

All teachers will plan and implement small group data driven differentiated instruction.

#### Person or Persons Responsible

Instructional Staff, Literacy Coach, and the MTSS Coach

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.

## Plan to Monitor Fidelity of Implementation of G2.B1.S3

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

### Person or Persons Responsible

Literacy Coach, MTSS Coach, and school-based administration

### Target Dates or Schedule

October 2013

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

## Plan to Monitor Effectiveness of G2.B1.S3

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

### Person or Persons Responsible

MTSS Coach, Literacy Coach, and school-based administration

### Target Dates or Schedule

November 2013- Ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

## **G2.B1.S4** Teachers will implement the use of small group data-driven instruction.

### Action Step 1

Teachers will utilize skill sets learned from PLCs, observation data, and model classroom data to implement differentiated small group instruction.

#### Person or Persons Responsible

Instructional staff

#### Target Dates or Schedule

November 2013

#### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

## Plan to Monitor Fidelity of Implementation of G2.B1.S4

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

### Person or Persons Responsible

Literacy Coach, MTSS Coach, and school-based administration

### Target Dates or Schedule

November 2013- Ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

**Plan to Monitor Effectiveness of G2.B1.S4**

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

**Person or Persons Responsible**

Literacy Coach, MTSS Coach, and school-based administration

**Target Dates or Schedule**

November 2013- Ongoing

**Evidence of Completion**

PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

**G2.B1.S5** School- based administration will conduct classroom observations to identify teachers in need of additional support with the implementation of small group data-driven instruction.

**Action Step 1**

School-based administrators will conduct weekly observations and provide feedback to teachers on their mastery of implementing small-group data driven instruction.

**Person or Persons Responsible**

Literacy Coach, MTSS Coach, and school-based administration

**Target Dates or Schedule**

November 2013- Ongoing

**Evidence of Completion**

PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

## Plan to Monitor Fidelity of Implementation of G2.B1.S5

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

### Person or Persons Responsible

Literacy Coach, MTSS Coach, and school-based administration

### Target Dates or Schedule

November 2013- Ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

## Plan to Monitor Effectiveness of G2.B1.S5

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

### Person or Persons Responsible

Literacy Coach, MTSS Coach, and school-based administration

### Target Dates or Schedule

November 2013- Ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

**G2.B1.S6** Literacy Coach in collaboration with the MTSS Coach, will provide additional modeling and support for targeted teachers.

**Action Step 1**

Providing additional modeling and support for targeted teachers

**Person or Persons Responsible**

Literacy Coach, and MTSS Coach

**Target Dates or Schedule**

November 2013- Ongoing

**Evidence of Completion**

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data

**Facilitator:**

Literacy Coach and MTSS Coach

**Participants:**

Instructional staff

## Plan to Monitor Fidelity of Implementation of G2.B1.S6

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

**Person or Persons Responsible**

Literacy Coach, MTSS Coach, and school-based administrators

**Target Dates or Schedule**

November 2013- Ongoing

**Evidence of Completion**

PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

## Plan to Monitor Effectiveness of G2.B1.S6

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

### Person or Persons Responsible

Literacy Coach, MTSS Coach, and school-based administration

### Target Dates or Schedule

November 2013- Ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

**G2.B1.S7** School-based administration will conduct classroom observations and review lesson plan documentation to ensure that instruction includes the use of small group data-driven instruction.

### Action Step 1

School-based administration will conduct weekly classroom observations and provide feedback to teachers.

#### Person or Persons Responsible

Literacy Coach, MTSS Coach, and school-based administration

#### Target Dates or Schedule

November 2013- Ongoing

#### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

## Plan to Monitor Fidelity of Implementation of G2.B1.S7

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

### Person or Persons Responsible

Literacy Coach, MTSS Coach, and school-based administration

### Target Dates or Schedule

November 2013- Ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

## Plan to Monitor Effectiveness of G2.B1.S7

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

### Person or Persons Responsible

Literacy Coach, MTSS Coach, and school-based administration

### Target Dates or Schedule

November 2013- Ongoing

### Evidence of Completion

PLC documentation, lesson plan documentation, classroom observation data, and student work samples.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

SAI Funds: In order to facilitate and strengthen literacy instruction, a tutoring initiative will be implemented. Freedom High School faculty will provide small group ACT, SAT, and FCAT preparation tutoring sessions after the school day. Increased academic time on task through this initiative will allow extended time to develop disciplinary literacy skills, strategic literacy instruction, and practice with strategic reading comprehension instruction.
Students will receive extended-day instruction in small-group settings in the following areas:
1. General test-taking strategies
2. ACT/SAT/FCAT specific test-taking strategies
3. Reading comprehension instruction through close reads of non-fiction articles
Baseline data will be collected on each student that enrolls in the extended day literacy tutoring program. Post-tests will be administered to determine growth. The percentage of students who complete 80% or more of the tutoring sessions that pass either ACT (19+), SAT (420+), or FCAT (245+) will be compared to the average of all students enrolled in intensive reading at FHS that pass each respective assessment. Two main sets of data will be recorded are the growth of the students from the beginning of the tutoring program to the end, and the percentage of students who pass the ACT, SAT, or FCAT compared to the rest of the students currently enrolled in Intensive Reading.
Title II: Freedom High School will also use the Title II grant for professional development related to:
A) FCAT Writing
B) Ap workshops
C) Lesson Study
The purpose of the FCAT Writing professional development is to train cross-curriculum teachers to implement the FCAT Writing Rubric in their courses and grade four practice writing prompts providing students with feedback for improvement. The purpose of the AP workshops is to improve rigor and teacher effectiveness in AP course instruction. The purpose of Lesson Study is to promote an intense focus on student learning and achievement through study of subject area content, standards and teaching pedagogy in 9th and 10th grade English, algebra I, geometry, and algebra II exams.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Student achievement will improve when all teachers incorporate higher order questions and tasks that promote a deeper understanding of the content.

**G1.B1** Some teachers lack an understanding of creating and scaffolding higher order questions within classroom discussions and tasks.

**G1.B1.S2** MTSS Coach will schedule and provide modeling for teachers on the use of higher order questionings and rigorous tasks.

**PD Opportunity 1**

MTSS Coach will model expectations of authentically incorporating higher order questions and tasks for teachers.

**Facilitator**

MTSS Coach

**Participants**

Instructional Staff

**Target Dates or Schedule**

September 2013- Ongoing

**Evidence of Completion**

Coach's log documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data

**G1.B1.S3** MTSS Coach will establish a demonstration classroom and provide opportunities (preconference, observation, post-conference) for teachers to observe the utilization of higher order questions and rigorous tasks.

**PD Opportunity 1**

MTSS Coach will establish a demonstration classroom and establish a schedule for teachers in need of support with implementing and scaffolding higher questions and and tasks.

**Facilitator**

MTSS Coach

**Participants**

Instructional Staff

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Coach's log documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data.

**G1.B1.S7** MTSS Coach will provide additional modeling on incorporating higher order questions and rigorous tasks throughout daily instruction.

**PD Opportunity 1**

Provide additional modeling for targeted teachers.

**Facilitator**

MTSS Coach

**Participants**

Instructional Staff

**Target Dates or Schedule**

November 2013- Ongoing

**Evidence of Completion**

PLC documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.

**G2.** Student achievement will improve when all teachers provide students with differentiated, small group instruction based upon formative and summative assessment data.

**G2.B1** Teachers lack of knowledge with creating and implementing small group instruction.

**G2.B1.S2** Literacy Coach, in collaboration with the school- based administration will plan and implement a demonstration cycle (pre-conference, observation, post-conference) to provide teachers with a model for the use of small group differentiated instruction based on data.

**PD Opportunity 1**

Create and implement a demonstration classroom.

**Facilitator**

Literacy Coach and MTSS Coach

**Participants**

Instructional Staff

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Professional Development Records and Coach's log

**G2.B1.S6** Literacy Coach in collaboration with the MTSS Coach, will provide additional modeling and support for targeted teachers.

**PD Opportunity 1**

Providing additional modeling and support for targeted teachers

**Facilitator**

Literacy Coach and MTSS Coach

**Participants**

Instructional staff

**Target Dates or Schedule**

November 2013- Ongoing

**Evidence of Completion**

Monitoring of PLC documentation, lesson plan documentation, classroom observation data, student work samples, formative and summative assessment data

## Appendix 2: Budget to Support School Improvement Goals