

**Working document for IL-EMPOWER Work Plan
2018-2019**

Freeport High School

1. Indicate current status of school performance against state determined long-term goals. (Include performance of student groups, achievement gaps, and performance relative to indicators beyond academic achievement.)

Freeport HS was identified as an Underperforming School due to IEP subgroup performance.

100% of our 11th grade students with IEPs did not meet or exceed on the SAT in 2018. 50% of students with IEPs graduated in 2018.

Additional Information Relevant to Subgroup & Feeder School Performance in ELA and MATH:

ELA

93% of Black students (71% of all students) do not meet or exceed on the SAT in ELA.

83% of Low Income students (58% of non LI) do not meet or exceed on the SAT in ELA.

93% of all students from our 7-8 feeder school (FMS) do not meet or exceed in ELA.

80% of all students from our 5-6 feeder school (CSS) do not meet or exceed in ELA.

MATH

97% of Black students (85% of all students) do not meet or exceed on the SAT in Math.

94% of Low Income students (73% non LI) do not meet or exceed on the SAT in Math.

95% of all students from our 7-8 feeder school (FMS) do not meet or exceed in Math.

86% of all students from our 5-6 feeder school (CSS) do not meet or exceed in Math.

67% of our Freshmen are considered On Track

78% of our Seniors graduate in four years (State Avg. 85%), up to 82% in 6 years (State 88%).

Our Chronic Truancy rate is 40% with a 92% average daily attendance rate

We have an 18% mobility rate (State 7%), so nearly 1 in 5 moves in or out in a school year.

Our dropout rate is 3%. Nearly 20% don't graduate, but they also don't formally drop out. Students stay enrolled at FHS and still fail to graduate.

2. Summarize school findings based on Illinois Quality Framework Supporting Rubric Needs Assessment and or other needs assessments conducted at the school.

When our school completed the IQRF self assessment, we identified emerging (level 2) cultural concerns regarding meeting the cultural needs of our students and consistently celebrating school improvement achievements with all stakeholders. We also identified emerging (level 2) ongoing professional development concerns related to professional development that is individualized to educator needs and allows our educators

to engage in collaborative inquiry or reflective practices, including problem analysis, solution generation, and outcome evaluation.

However, our greatest emerging (level 2) needs were identified in Standard VI: Family and Community Engagement and Standard VII: Student and Learning Development. Ongoing communication with home and school regarding meaningful communication about student learning and progress was noted in several ways as a concern in Standard VI. **In Standard VII, several emerging (level 2) needs were identified in ensuring that instruction actively engages students, that instruction addresses the academic and social-emotional needs of students, and that instruction empowers students to take responsibility for their own learning.** In addition several other emerging areas of concern were noted in the staff use of strategies to continuously monitor instruction and that staff are able to utilize instructional data to adjust strategies to meet the needs of the whole child.

Several items stand out:

- We need to include more parent and student representation on our building SIP team.
- We need to continue our professional development efforts to better understand the cultural and learning needs of our students.
- We need to consistently promote more meaningful celebrations of school improvement among staff and students.
- We need to consistently utilize comparison and trend data to analyze student learning, instruction, and program evaluation.
- We need to develop more options for professional learning individualized to the educator's needs.
- We need to accurately reflect on the relationship between evaluative data and our planned professional development for staff.
- We need to work to increase communication with primary caregivers in regard to student learning.
- We need to more often solicit input from caregivers in providing supports for students.
- ***Evidence from several sources suggests that we need to rethink students' high school experience at FHS to 1) increase engagement, 2) address the social emotional needs of students, and 3) empower students to take responsibility for their own learning.***

3. Identify any resource inequities, which may include budgeting, to be addressed through implementation of this improvement plan.

Our budget meets the daily needs of running a 93-year-old building, but does not provide for additional staff professional development, creative solutions, or increased student engagement opportunities through expansion of project based learning.

We believe that while identified specifically for underperformance with our IEP subgroup, when considering the data we find that our all student group is performing below the state average on assessments, struggling with attendance and chronic truancy, and demonstrating a lack of engagement in high school based on both survey data as well as a graduation rate below 80%.

Therefore, our solutions we are considering are all student solutions and we seek providers to help provide the professional development and guidance to make progress toward our deficiencies. Based on the data, we believe it is important for us to provide the professional development our staff needs in order to engage our students and meet their social emotional needs while advancing their learning. Specifically, our plan includes the following necessary change components:

1) Increase Engagement

In order to increase engagement, we have been studying the Academy model with career pathways for several years. Allowing our students to engage in meaningful high school studies within a themed pathway of their future possible career plan has been proven to increase engagement, foster stronger attendance, and increase the graduation rate in other urban communities. We have recently partnered (using District funds) with Ford Next Generation Learning for an assessment which was completed in the Spring of 2018 and for related professional advice for next steps. The findings of the the Ford Assessment, coupled with data from the IQRF Rubric, the 5 Essentials and our own quantitative internal data all point to increased student engagement in a transformed high school model as a necessary next step.

Specifically, we propose moving to academies over the next four school years to increase engagement by making high school relative to students' next steps of college and career. Professional development is necessary in order to accomplish the goal of wall to wall academies. Professional development in block scheduling and project based learning will be essential to our success of increasing student engagement.

2) Address the Social Emotional Needs of Students

Our building level School Improvement Plan (created during the summer of 2018 prior to learning of our IL-Empower status) produced next steps for moving our staff toward achieving a "3" average across the Trauma Sensitive School Checklist. In order to achieve this goal, increase staff professional development related to trauma sensitivity and ACES (Adverse Childhood Experiences) will be necessary.

In December of 2018, the entire staff participated in additional Trauma Sensitive informational training and then completed the Know Me, Know My Name activity. Follow up data will be collected from all our students to help further identify students in need of a positive, trusting adult relationship at school.

Student Targets:

- Improve Attendance
- Decreased Suspensions

Goal: Trauma Sensitive School

- **Sub Goal:** Achieve a "3" average across Trauma Sensitive School Checklist
- **Sub Goal:** Increased Staff Training and Trauma Certification
 - ACES (Adverse Childhood Experiences)
 - Trauma Informed School
- **Sub Goal:** Document increased use of suspension re-entry and conduct support plans to deliver Tier II/III behavioral supports to students.

- **Sub Goal:** Document increased use of attendance supports for truant students

3) Empower Students to Take Responsibility for their own Learning.

4. Detail activities, interventions, and strategies the school intends to implement to address needs identified earlier. Briefly describe how these strategies and interventions will address gaps in achievement and student inequities.

1. Establish a Academy Steering Taskforce to bring together education, business and community leadership regarding academies and collaborative options for remaking our high school experience with an emphasis on local career options for our students.
 - a. Taskforce would seek to remake high school elective courses aligned to post high school options
 - i. Increase relevancy to increase attendance and engagement. See [Ford Next Generation Learning](#) assessment from earlier in 2018 regarding our readiness for high school reform.
 - ii. Staff would need professional development in Project Based Learning, Block Scheduling and support in building relationships with business partners.
2. Commit to Freshman Academy for 2019-20 school year and related professional development.
 - a. Supporting students to increase our Freshman on Track percentage.
 - b. Mentoring (Tier II and Tier III delivered by administrative staff--guidance, social work, admin) and Supportive Coursework to:
 - i. Increase attendance
 - ii. Decrease Referrals
 - iii. Increase Course Credit Completion
 - c. Bi-weekly student reports run from database indicates thresholds for concerns and places students into or out of intervention groups.
3. Commit to reorganization of our high school under the academy model to provide a link to college and career opportunities in our community, increase engagement and make a large school smaller.
 - a. Professional development could include:
 - i. Project Based Learning--Required PD over the summer of 2019 with ROE8.
 1. Costs: ~\$14,000 staff per day stipend plus course registration fees for ROE8 summer workshop of ~\$20,000. Total \$34,000
 - ii. Teaching on the Block Schedule--Optional PD over the summer of 2019 with ROE8.
 1. Costs: If half the staff attend, total cost will be about \$25,000.
 - iii. Adjust grading scale to include soft skills assessments in courses--Taskforce work in 2019. Complete by 12/2019.
 1. Costs: Meeting locations and needs furnished by FSD145.
4. Commit to increased AVID training to increase our teacher's use of research based pedagogical practices in classroom instruction.
 - a. Staff developers are onsite. Ongoing trainings offered during SIP time during the school year.
 - b. Staff can choose to use their FSD145 contract PD dollars to attend AVID summer institute.

- c. Effectiveness continues to be measured using the AVID CCI tool. Our goal is to gain AVID Demonstration Status through continued training and improvement.
- 5. Commit to increased Trauma Sensitive Teaching training to increase our ability to relate to our students.
 - a. Continue to use Trauma checklist to monitor our training and PD needs.
 - b. Choose to continue to send staff using district funds to training so that they can come back and train others.

Other solutions to consider with District funds:

- 1. Add a special educator to the staff at FAHS (Freeport Alternative High School).
 - a. Increase sped graduation rate and provide behavioral supports at FAHS. Possibility that a FHS SpEd Teacher could be assigned to FAHS if case numbers allow.

Timeline	Activity	Area of Need	Measure of Effectiveness	Completion Date	Cost
Second semester of 18-19 school year	Teachers will identify one area of IEP students' support in reading based off of fall and winter MAP scores. Ravi Wilson Tyson Grahn Laurie Lafferty	Academics--ELA	Students will be assessed using Aimsweb to progress monitor effectiveness. Goal and progress monitoring will be discussed at PLC on Wednesdays before school.	June 2019 (Spring MAP Test)	N/A
Second semester of 18-19 school year	Teachers will identify one area of IEP students' support in math based off of fall and winter MAP scores. Ravi Wilson Carole Michael Katy Hattula	Academics--Math	Students will be assessed using Aimsweb to progress monitor effectiveness. Goal and progress monitoring will be discussed at PLC on Wednesdays before school.	June 2019 (Spring MAP Test)	N/A
Second semester of 18-19 school year	PBL Early Adopter Teachers will create and implement a PBL	Academics-- Social Studies, English, Math, Science, CTE	Students will be periodically assessed during the PBL process	June 2019 (Spring 2019 MAP test)	N/A

	<p>(Project Based Learning) sample lesson in second semester to share with colleagues.</p> <p>Teachers: Heather Cornelius, Chad Hersey, Whitney Eberle, Jim Winker, Kyle Marcum, Bianca Godsil, Radina Brobst</p>		<p>using a PBL rubric (consistent with the rubric used during first semester) to show growth.</p>		
June 2019	<p>PBL one day training with ROE staff on June 6, 2019 or other date TBA in August 2019</p> <p>ALL Certified Teachers at FHS</p>	All Academics	<p>Teachers will be all be expected to utilize PBL during the 2019-20 school year with at least one project per quarter.</p> <p>Growth will be based on common shared rubrics.</p>	June 2020 (Spring 2020 MAP Test)	<p>Total \$19,048</p> <p>Staff stipends for working 'extra' contract day: (100 code) \$115x18.20x5 =\$12,558</p> <p>(200 code) \$115x4.33x5= \$2490</p> <p>total=\$15,048 pay staff</p> <p>Presenter costs for workshops (\$3000) and light snacks: (\$1000)</p>
May 2019	<p>Consultant stipend for one day of on campus work on May 9, 2019 regarding academy transformation and separate administrative PD (provided through</p>	All Academics	<p>Staff will be engaged in the transformation process.</p> <p>Ongoing surveys will help keep the pulse of the changes and staff</p>	2019-20 school year and beyond	\$5000

	ROE 8)		feelings.		
March 2019	Implement targeted student SAT preparation curriculum (Method test prep)	Academics--ELA and Math	Increase projected SAT scores	Compare to MAP projections and in-house PSAT provided to all students in Fall 2018.	\$11,050
June/July 2019	<p>Paid summer teacher stipends for job shadowing at local businesses.</p> <p>Purpose: develop ongoing relationship between academics and business collaborators to support career academy.</p>	All Academics	Prepare for Career Academy work and link FHS classroom academics to job skills needed in our region	Increased engagement and partnerships measured by guest employer lectures/projects scheduled for classes during 2019-20 school year by August 20, 2019.	<p>\$14,082</p> <p>(25 teachers to each complete a five day stipend position)</p> <p>100 code= 25x18.20x5x5=\$11,375</p> <p>200 code= 25x4.33x5x5=\$2707</p>
June/July 2019	Re-branding School Spirit (rest of stairs) and creation of college and career going pathway options	All Academics	Prepare for launch of Academies	Increased presence of college banners and local employers' gear/banners	\$8223
August 2019	Freshman On Track "Camp"	All Freshmen	Two days of optional freshmen jumpstart at FHS. Day 1 team building, Day 2 team building/get to know FHS	Assessment will be based on increased freshmen attendance, decreased referrals, and decreased freshmen course failures	<p>total=\$16,506</p> <p>charter buses to team building course (\$2500),</p> <p>Light snacks for 300 students for two days (\$2500 for two days)</p> <p>teacher stipends (100 code=20x18.20x5x2=\$3640</p>

) 200 code =20x4.33x5x2 =\$866), supplies and materials (\$7000)
Freshman on Track Student and Parent Guide	Transformation Changes and Options Materials	All Freshmen	Summer 2019 Information to guide new freshmen	Assessment will be based on increased freshmen attendance, decreased referrals, and decreased freshmen course failures	\$10,500 Supplies and materials

In summary:

- Student survey data indicates that students wish for a more personalized high school experience that is focused on their future plans. (5 Essentials)
- Local businesses indicate a desire to increase students' exposure to career opportunities in our local area. (Greater Freeport Partnership)
- Educator survey data cites student lack of engagement as a contributing factor to discipline concerns and educational achievement. (5 Essentials)

