SIP

Freeport High School		Resources
Provide Your priority Description (Using a SMART GOAL format)	**Root Cause** What are the root causes of the situation within our sphere of control.	**Possible Solutions** Potential ways to solve or correct the root cause.
Freshman on Track--Our Freshman rate has hovered just below the 70th percentile for the last several years. With just over 2/3rds of our students successfully completing freshman year by passing courses, we start a third of each freshman class behind from their first year of high school and increase the likelihood that students will not graduate on time. SMART GOAL: Increase our Freshman on Track by 3% a year (6% in two years) by targeting failure rates within specific subgroups and providing targeted four week interventions by tracking data through a weekly FOT report.	Students are behind on fundamental core academic skills and lack study skills for academic success (affects their approach to studies and their SEL readiness for learning). Administrative ongoing data analysis: Students are identified for double block interventions in math and reading (students are two or more grade levels below) in 8th grade using data analysis of IAR, MAP, course grades and teacher recommendation. Summer academic interventions occur at the high school (starting in 2019) for incoming Freshmen. SAIG group interventions occur in four week intervals based off of freshman data throughout the freshman year and a FOT report is analyzed every week by subgroup.	Review the 8th grade courses with the greatest failure rate using the FOT report in advance of students becoming freshmen. Continue to provide summer learning at FHS to jump start their high school career. Provide data and participate in solution discussions with middle level staff during professional development discussions.
If we...	Then...	Which leads to....
-continue to work with the middle school to offer summer school booster courses at FHS -offer SAIG groups based on academic, attendance or behavioral needs of freshmen -continue the guidance counselor freshman on track programming -move toward full freshman academies for the start of the 2020 school year -increase professional development support for freshman teachers of key groups with historically high FOT failure rates (SpEd and Black) -utilize FOT weekly report to provide targeted academic interventions for both individuals and to analyze and better support subgroup performance	-Core instruction scores will increase with increased alignment with MS -SEL understanding will increase and referrals will decrease by implementing SAIG - FOT programming will increase successful freshmen and identify those for support -Year long 9th mentoring in freshman seminar will increase overall FOT and culture of success -Freshman teams will have identified and targeted supports for at risk groups based on need for tiered MTSS academic supports.	If we successfully improve our freshman on track rate then our graduation rate will also improve. We plan to increase our freshman on track 3% a year and our graduation rate 2% a year to successfully increase our graduation rate over a six year period to 88% (2% above the state average).

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By the end of the 2020-2021 school year, reduce the number of office managed referrrals by 20% among SAIG (Social Academic Intructional Group) members by re-educating students, providing mentorship, tutoring, and personal goal setting within weekly SAIG meetings. Core teachers will be responsible for the daily monitoring of the student's personal goal for improvement, while counselors will touch base bi-weekly.	-Unclear/inconsistent schoolwide expectations or implementation of practices for students and teachers. -Lack of understanding of cultural differences among both teachers and students. -Lack of high school SEL (Social Emotional Learning) curriculum that can be embedded in core instruction throughout high school -Lack of building wide knowledge of individual or small group interventions for students and teachers and the ability to progress monitor data regularly	-Students attend SAIG groups in four week intervals based on data indicating their need for intervention -All school re-education of data driven behavior SOPs--common lanuage and steps to success at monthly intervals -Investigate possible SEL curriculums and provide recommendations -Communicate SAIG group criteria and purpose to teachers -Student exit interviews/panel discussions to inform teachers of student experiences regarding cultural and generational differences -emphasis of AVID schoolwide WICOR approaches for consistency in academic instruction
If we...	**Then...**	**Which leads to....**
Reteach and reenforce behavior SOPs based on discipline data periodically by providing targeted support to students when they need it to improve their connection to school and ability to learn without removal for discipline. If we consistently provide support, consistently monitor our interventions and consistently involve both office and discipline staff as well as the classroom teacher in plan implementation we will improve	... then we will see a drop in office managed referrals ...then we will have a way of operationalizing our targeted supports for at risk students ...then we will see more students engaged in classrooms and fewer disruptions will increase learning for all students.	at least a 20% reduction in office managed referrals in overall referrals which leads to a better learning environment through creating a better climate for learning.

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According to the Ford Next Generation Learning Assessment in 2018, we lack engagement among our students which directly contributes to attendance and discipline concerns and leads to fewer engaged students who graduate on time and with a clear pathway toward future college and career readiness.

SMART GOAL: FHS will increase our graduation rate by 2% a year by transforming the high school into a career academy model over a four year period through ongoing staff professional development, employer engagement in our schools, and increased student college and career experiences. | - Lack of engagement and relationship between high school coursework and next steps toward college and career readiness. Students do not know "why" they are learning what they are learning in high school and do not see a clear purpose for their engagement
- Teachers are stuck teaching the way they were taught and need to learn new strategies in order to best impact student engagement and transform our delivery model.
- Students need to see themselves in a high school setting that engages them in what they are most passionate about: themselves. | - Provide teacher professional development regarding engaging lessons, interdisciplinary PBL units, and relationship building with students
- Provide teacher PD about how to use data to inform instructional practices
- Provide teacher PD about how to use block scheduling to increase engagement
- Student ambassadors to promote our transformation (especially with visitors and business partners)
- Creation of school/business advisory committee to add additional voices and structure to our decision making processes |
| If we... | Then... | Which leads to.... |
| If we create CTE and Core classes woven together in a smaller learning community of an academy... | ...to increase our students' interest in successful high school completion and buoy college and career readiness of our graduating seniors by linking local businesses to high school pathways. | Our graduation rate will improve to 90% at a rate of 2% a year, our local businesses will see a prepared workforce (based on survey data and analysis of local open job postings), and students will graduate with a clear plan to prepare themselves for career success (based on exiting student survey data). |