

## School Improvement and Transformation Monitoring Visit Summary Beginning of Year (SITM-BOY)

<b>School:</b> Freedom High School	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> MariSol Fraga	<b>LEA Leader:</b> Gabriella Blakey
<b>SITM Team Leader:</b> Andrea Fletcher	<b>Date:</b> 9/17/2024
<b>School Description</b>	
<p>The Freedom Vision/Mission statement is the following: Through personalized graduation plans and individualized pacing based on content mastery that stresses high academic standards, students are driven to meet and exceed State and District graduation requirements and beyond. The Freedom motto is Respect, Responsibility, Resilience.</p> <p>Freedom High School is a Title 1 school with 115 students and 11.5 full-time certified teachers. 21% of students have an IEP, and multiple languages are spoken.</p> <p>The school uses school-wide AVID strategies to support School to Career goals. Through a well-established academic advisory program and innovative dual grading system, Freedom High School offers students a non-traditional approach to education that is nurturing and empowers them to grow in all aspects of their lives. Personalized graduation plans and individualized pacing based on Content Proficiency that stresses high academic standards are used to support students who are driven to meet or exceed State and District requirements for graduation. Freedom High School emphasizes the development of positive and productive relationships in an atmosphere of respect and acceptance that celebrates cultural diversity, creativity, and personal growth. The school supports a collaborative and engaging environment where the entire community is physically and emotionally safe, and challenges are met with caring and kindness.</p>	
<b>School Successes and Celebrations</b>	
<p>Last year, the school identified a lack of elective opportunities as a barrier to student attendance, as the only electives were AVID (Advancement Via Individual Determination), defensive driving, yearbook, and art. Freedom opened computer science, film, e-sports, and coding by midyear. This led to an 8.7% increase in attendance and a decrease in chronic absenteeism of 6.1%. There was also an increase in course completion from 177 completions in the first semester of last year to 265 in the second semester.</p> <p>The school is taking feedback from last year's Southern Regional Education Board (SREB) site visits and implementing strategies, such as developing a common lesson plan using the Universal Design of Learning and using engagement strategies, including AVID and Kagan.</p>	
<b>NM DASH Development and Implementation</b>	

The school created the annual 90-day plan based on discussions through the instructional council and department meetings during Professional Learning Community (PLC) time.

Freedom identified the following Performance Challenges:

- Students are not consistently attending school. Lack of attendance is affecting course completion.
- 80% of 11th-grade students are not proficient on SAT
- MLSS Self-Assessment: Structured Literacy scores were low, and Establishing a Culture for Learning scored low.
- Students need credit recovery and are not recovering enough credits to graduate from our school.
- Students are not completing classes because they are not present.
- More than 95% of English Learners (ELs) are not meeting annual growth targets. Not all staff and EL students know what WIDA language assessment scores mean.

Goals: In alignment with the long-term goal to reduce the percentage of students not earning a diploma within four years by half over 10 years, the four-year cohort graduation rate at Freedom HS will increase from 8.8% during the 2022-2023 school year to 17.9% during the 2024-2025 school year.

Desired Outcome: 100% of all teachers will support progress monitoring in advisory looking at attendance and course progress bi-weekly as measured by attendance tracking rate and daily attendance rate. 100% of all teachers will support progress monitoring in advisory looking at attendance and course progress bi-weekly as measured by attendance tracking rate and daily attendance rate.

90 day plan actions:

- PD on attendance and 90 Day plan
- Hire, train, and utilize a family liaison to serve on the attendance team, support families with attendance, provide resources, and support a positive school culture
- Hire and utilize a math interventionist to support students in math skills and math core classes to support course completion
- Attendance team meets twice a month to discuss students that need intervention and whole school attendance initiatives
- SREB support to look at promising practices from Instructional review and next steps within each department
- SREB and accreditation walkthroughs looking at student engagement

## **School Progress**

### **Graduation Rates**

#### **4-Year**

Cohort of 2020 – 30.9%

Cohort of 2021 – 31.4%

Cohort of 2022 – 13 %

Cohort of 2023 – 8.8%

### **5-Year**

Cohort of 2019 – 41.9%

Cohort of 2020 – 54 %

Cohort of 2021 – 45%

### **6-Year**

Cohort of 2019 – 69.8%

Cohort of 2020 – 65%

### **Actions to achieve goals**

The attendance committee has bimonthly meetings for attendance. The month's first meeting is to monitor individual student attendance and identify appropriate interventions. The second meeting will monitor school trends and provide support. The school can continue to monitor whether this support is frequent enough to be effective. Students also monitor their attendance through advisory. They have hired a family liaison to assist with attendance interventions.

The school recognizes that magnet schools often struggle with a sense of belonging, and they realize they need to focus on strengthening the connection between staff and the school community by using engagement strategies. Teachers were offered professional development on these strategies. The school also believes intentional lesson planning can increase the engagement and use of scaffolding. The school monitors Sense of Belonging and Self-Efficacy through student surveys.

Freedom is monitoring progress towards graduation. Kids look at their data every two weeks in an advisory. They do a quarterly spreadsheet to track credits and points toward course completion. Students can earn 18 points towards course completion, and must earn a minimum of 13 points and pass the final to complete the course.

The school has hired a math interventionist this year. The iexcel diagnostic assessment is administered to all students at the beginning of the year. Interventions have been assigned to fill identified gaps online and through support in the math classes by the interventionist.

### **Monitoring**

- By Middle of Year (MOY), the expectation is that observation data should reflect 100% of teachers using engagement strategies 85% of the time. The principal expects to see this lead to an increase of 10% in the data around Belonging and Self-Efficacy from End of Year last year to the assessment given in October.
- By MOY, the principal expects to see an increase in attendance due to attendance monitoring and interventions and the use of engagement strategies. They expect average daily attendance to increase from the current rate of 76.6% to 81.6%.
- As Freedom rolls out the use of the universal lesson plans by MOY the expectation is that lesson plans observed through formal and informal walkthroughs and evaluations will use the school template 100% of the time if approved by the Instructional Council.

- Through the attendance initiatives, course completion for all courses is expected to rise 10%.
- Through the targeted math intervention program, we expect to see 80% of students in math intervention will complete their assigned math course.