Sebring Middle School

2019-20 Schoolwide Improvement Plan

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Sebring Middle School

500 E CENTER AVE, Sebring, FL 33870

http://www.highlands.k12.fl.us/~sms/

Demographics

Principal: Angie Spencer

Start Date for this Principal: 8/25/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (53%) 2016-17: B (58%) 2015-16: C (52%) 2014-15: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Highlands County School Board on 10/8/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	71%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide quality instruction and real-world learning experiences that will allow our students to succeed in middle school, be prepared for rigorous high school courses, and become productive citizens.

Provide the school's vision statement.

Philosophy and Vision – One Team, One Family, One Streak-Together We Make a Difference!

Members of the Sebring Middle School community will provide a safe nurturing environment in which open communication, respect, and trust are cornerstones for learning and development. The diversity of people will be valued through acceptance and individuality. Recognizing the middle school student as a complex individual, the staff will create a sensitive and caring atmosphere – incorporating humor and compassion. As a staff, we believe that Routines + Relationships lead to Real Learning. The community will act as a mutual resource and support the development of each student's full potential.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
West, Shawn	Principal	
Spencer, Angie	Assistant Principal	
Johnson, Gayle	Instructional Coach	
Porter, Angie	Teacher, K-12	
Lakes, Linda	Teacher, K-12	
Warren, Shawna	Teacher, K-12	
Tucker, Susie	Instructional Coach	
Ridgeway, Donald	Dean	
Douberley, Kim	Instructional Technology	
Gose, Christi	Teacher, K-12	
Smith, Lisa	Teacher, K-12	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	287	264	249	0	0	0	0	800
Attendance below 90 percent	0	0	0	0	0	0	25	25	23	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	2	2	3	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	60	52	50	0	0	0	0	162
Level 1 on statewide assessment	0	0	0	0	0	0	117	88	91	0	0	0	0	296

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	32	21	65	0	0	0	0	118

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	9	14	5	0	0	0	0	28

FTE units allocated to school (total number of teacher units)
39

Date this data was collected or last updated
Sunday 8/25/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	53	63	60	0	0	0	0	176
One or more suspensions	0	0	0	0	0	0	50	56	66	0	0	0	0	172
Course failure in ELA or Math	0	0	0	0	0	0	86	118	77	0	0	0	0	281
Level 1 on statewide assessment	0	0	0	0	0	0	47	58	52	0	0	0	0	157

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	62	78	76	0	0	0	0	216

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	45%	54%	55%	46%	52%
ELA Learning Gains	48%	47%	54%	57%	50%	54%
ELA Lowest 25th Percentile	32%	36%	47%	42%	37%	44%
Math Achievement	59%	52%	58%	68%	51%	56%
Math Learning Gains	52%	52%	57%	70%	53%	57%
Math Lowest 25th Percentile	39%	40%	51%	58%	47%	50%
Science Achievement	43%	42%	51%	40%	37%	50%
Social Studies Achievement	56%	63%	72%	60%	58%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	287 (0)	264 (0)	249 (0)	800 (0)
Attendance below 90 percent	25 (0)	25 (0)	23 (0)	73 (0)
One or more suspensions	2 (0)	2 (0)	3 (0)	7 (0)
Course failure in ELA or Math	60 (0)	52 (0)	50 (0)	162 (0)
Level 1 on statewide assessment	117 (0)	88 (0)	91 (0)	296 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the sedata has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	47%	44%	3%	54%	-7%
	2018	54%	44%	10%	52%	2%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	44%	40%	4%	52%	-8%
	2018	43%	39%	4%	51%	-8%
Same Grade Comparison		1%				
Cohort Comparison		-10%				
08	2019	50%	46%	4%	56%	-6%
	2018	58%	53%	5%	58%	0%
Same Grade Comparison		-8%				
Cohort Comparison		7%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	55%	44%	11%	55%	0%
	2018	54%	44%	10%	52%	2%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	56%	49%	7%	54%	2%
	2018	56%	48%	8%	54%	2%
Same Grade Comparison		0%				
Cohort Comparison		2%				
08	2019	35%	44%	-9%	46%	-11%
	2018	46%	36%	10%	45%	1%
Same Grade Comparison		-11%				
Cohort Comparison		-21%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	43%	41%	2%	48%	-5%
	2018	48%	43%	5%	50%	-2%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	67%	-67%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	60%	-7%	71%	-18%
2018	52%	54%	-2%	71%	-19%
Compare		1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	52%	40%	61%	31%
2018	100%	53%	47%	62%	38%
Compare		-8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	55%	35%	57%	33%
2018	100%	56%	44%	56%	44%
Compare		-10%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	32	33	24	41	38	6	27			
ELL	7	27	28	28	32	32	9				
BLK	26	37	29	36	37	23	13	40			
HSP	43	46	37	53	48	40	36	58	59		
MUL	42	57		58	45						
WHT	56	51	26	66	58	48	52	58	62		
FRL	40	43	30	52	48	35	34	51	53		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	33	27	23	34	23	26	26			
ELL	20	40	50	40	46	35		25			
BLK	31	40	46	34	45	43	15	37	90		
HSP	46	47	34	60	59	37	40	47	64		
MUL	40	37		70	68						
WHT	60	53	37	69	57	49	59	59	74		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	47	46	36	57	55	42	38	48	64		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	36	26	41	51	34	14	29			
ELL	16	46	50	39	63	59		33			
ASN	100			100							
BLK	24	36	42	38	65	59	3	38			
HSP	51	60	42	60	62	53	31	45	72		
MUL	63	58		74	69						
WHT	61	59	44	77	73	61	50	70	74		
FRL	45	52	39	59	67	54	30	49	57		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The learning gains of our lowest 25% in English/Language Arts (ELA) were the lowest performing area for our school. This is the second year there has been a decline in the learning gains of the lowest 25% in ELA. One of the contributing factors was our master schedule. In making decisions regarding advanced academics, our other classes were left overcrowded. It created a situation where the students who needed the most support were in some of the largest classes with not enough support.

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

Our Science achievement scores fell 6% from 49% in 2018 to 43% in 2019. This was the first year with a new science curriculum series which can contribute to a decline in scores. Also, this is not the same cohort of students and the overall reading proficiency of this cohort of students was lower than the previous year's group. As we know, reading proficiency has a profound impact on other content areas.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our greatest gap when compared to the state averages was in Social Studies Achievement. The main factor contributing to this gap is the unfortunate circumstance of having 4 different teachers (3 long term subs) in one of the civics section during the 18-19 school year.

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

While Civics achievement is our largest gap when compared with the state average, it is the only area we showed improvement in. Our school continued to evaluate and prioritize our civics curriculum and standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In looking at the EWS data, two areas of concern are discipline incidents and retentions. For many students, both of these areas, of course, are an issue and certainly related. We would like to lessen the number of suspensions and therefore, the number of retentions.

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

1. Learning Gains of the Lowest 25% in ELA
2. Learning Gains of the Lowest 25% in Math
3. Overall Learning Gains in both ELA and Math
4. Science Achievement
5. Discipline

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Learning Gains of the Lowest 25% in ELA
Rationale	The percentage of students in our lowest 25% making learning gains in English/Language Arts decreased to 32% for the 2018-2019 school year. This was a decrease of 5 percentage points. It is also the lowest area for our school.
State the measurable outcome the school plans to achieve	By the end of the 19-20 school year as measured by FSA, our percentage of the lowest 25% making gains in ELA will increase from 32% to 40%.
Person responsible for monitoring outcome	Gayle Johnson (johnsong@highlands.k12.fl.us)
Evidence-based Strategy	For all of our students, our focus will be instruction grounded in the PLC process and the Instructional Planning Guide (IPG) for ELA which is a tool for planning effective literacy instruction. All students will receive standards-based grade level curriculum in a 60 minute ELA class. All teachers will use common planning twice a week and one 1/2 day planning time per month to plan instruction using the PLC process and the IPG. In addition to the core curriculum, our students with disabilities have daily (6th grade) or every other day (7th and 8th grade) support from a ESE-certified support facilitator in their ELA class. Also, our lowest performing students will receive reading instruction with a focus on phonics, fluency, and comprehension in an additional 60-minute class every day. Our students with disabilities will also focus on those same foundational skills in their learning strategies class.
Rationale for Evidence-based Strategy	The PLC process, the IPG, and effective reading instruction are grounded in and supported by research as well as being district-wide intiatives.

Action Step

Description	1. Common Planning using IPG and PLC process. 2. Common Assessments 3. Support for ESE and ELL students by support facilitators and ELL para in ELA classes. 4. Small group instruction in Reading Support classes 5. Data-tracking of struggling students
Person Responsible	Gayle Johnson (johnsong@highlands.k12.fl.us)

#2	
Title	Learning Gains of the Lowest 25% in Math
Rationale	The percentage of our lowest 25% making gains in math decreased from 44% to 39%.

State the measurable outcome the school plans to achieve	By the end of the 19-20 school year as measured by FSA, we will increase the percentage of the lowest 25% making learning gains in math to 44%.
Person responsible for monitoring outcome	Susie Tucker (tuckers@highlands.k12.fl.us)
Evidence-based Strategy	For all of our students, our focus will be instruction grounded in the PLC process and the Instructional Planning Guide (IPG) for Math which is a tool for planning effective mathematics instruction. All students will receive standards-based grade level curriculum in a 60 minute math class. All teachers will use common planning twice a week and one 1/2 day planning time per month to plan instruction using the PLC process and the IPG. In addition to the core curriculum, our students with disabilities have daily (6th grade) or every other day (7th and 8th grade) support from a ESE-certified support facilitator in their math class. Also, our lowest performing students will receive reading instruction with a focus on gaps in their knowledge of skills and concepts in an additional 60-minute class every day. Our students with disabilities will also focus on those same skills and concepts in their learning strategies class.
Rationale for Evidence-based Strategy	The PLC process, the IPG, and effective reading instruction are grounded in and supported by research as well as being district-wide intiatives.

Action Step	
Description	1. Common Planning using IPG and PLC process. 2. Common Assessments 3. Use of MyPath to close skill gaps 4. Small group instruction in Math Support classes 5. Data-tracking of struggling students
Person Responsible	Susie Tucker (tuckers@highlands.k12.fl.us)

#3	
Title	Science Achievement
Rationale	Our 8th grade science scores decreased by 6% this school year. This is below state average.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, the percentage of students scoring at the proficient level will increase from 43% to 47%.
Person responsible for monitoring outcome	Angie Porter (portera@highlands.k12.fl.us)
Evidence-based Strategy	Common planning using the Instructional Pacing Guide (IPG), using the 5E model to drive daily instruction, and four driving questions for professional learning communities.
Rationale for Evidence-based Strategy	The IPG, 5E model, and the PLC process are district-wide, research-based strategies implemented across the district. Science teachers and lead science teachers have been provided professional development led by the the district resource teacher for science in order to implement the 5E model as well as the literacy components contained in the IPG.

Action Step	
Description	Science teachers will develop SMART goals within their team and action steps to include reading and writing in the content. Observations and feedback using the IPG planning tool. Data chats with teachers after progress monitoring assessment. Professional development on reading in the content area and proper use of SNOTs strategy. Then, teachers will use standard based articles weekly with this strategy. Plan to Monitor Effectiveness: Administration will be in attendance at PLC meetings. Teachers will complete a reflective sheet at each ½ PLC that outlines the topics of discussion and the next steps in lesson delivery and adjustment. Data will be gathered from the observations using the IPG.
Person Responsible	Angie Porter (portera@highlands.k12.fl.us)

#4	
Title	Civics Achievement
Rationale	While our civics achievement scores did improve slightly from the previous year, the level of proficiency is still well below the state average.

State the measurable outcome the school plans to achieve	SMS will increase the percentage of students achieving proficiency on the Civics EOC to 60%.
Person responsible for monitoring outcome	Linda Lakes (lakesl@highlands.k12.fl.us)
Evidence-based Strategy	Our entire social studies department, including the civics teachers, will be continuing using the Professional Learning Communities (PLC) process. This involves 1/2 day planning times once a month as well as common planning time twice a week in the morning. It centers on the 4 Big Questions of the PLC process. The primary focus at this point in the process is identifying the most essential standards/content to teach and common assessments to help identify mastery. In addition, the civics teachers will work with a former civics teacher who consistently achieved a high rate of proficiency and focus on informational text reading in the content area.
Rationale for Evidence-based Strategy	The PLC process is a district-wide implementation across all content areas. In addition, the focus on essential standards and literacy in the content areas is essential to increasing proficiency in civics.

Action Step	
Description	1. Identify Essential Standards. 2. Use common planning to identify essential civics content. 3. Use common assessments to drive instruction.
Person Responsible	Linda Lakes (lakesl@highlands.k12.fl.us)

#5	
Title	Discipline
Rationale	Over the past few years our rate of behavior incidents has increased. During the 18-19 school year, 22% of our students had 1 or more behavior incidents that led to a suspension.

State the measurable outcome the school plans to achieve	We will decrease the percentage of students receiving 1 or more behavior incident resulting in a suspension to 18%.
Person responsible for monitoring outcome	Donald Ridgeway (ridgewod@highlands.k12.fl.us)
Evidence-based Strategy	Positive School wide Behavior Expectations: This school year we have implemented school wide behavior expectations and a reward system. Show Your Blue! is our school wide expectations motto: Be Respectful, Level-Headed, Understanding, and Give Your Best Effort. These expectations are being implemented and enforced in all classrooms, the cafeteria, and across the school environment. There is also a reward system with Show Your Blue tickets that students may earn and then use for a variety of rewards.
Rationale for Evidence-based Strategy	Tier 1 supports of positive behavioral interventions and supports (PBIS) consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. It had become clear to the leadership team at SMS that it was important for us to "reset" and reteach our behavior expectations school wide.

Action Step	
Description	1. Development of School wide Behavior Expectations 2. Staff Professional Development on Classroom Management 3. Focus on routines and relationships during the 1st weeks of school, continuing throughout the school year. 4. Restorative Practices transformation team focusing on fine-tuning expectations and developing the reward system for Show Your Blue tickets. 5. Mentor Program for students with high referral rates.
Person Responsible	Donald Ridgeway (ridgewod@highlands.k12.fl.us)

#6	
Title	Attendance
Rationale	If students are not in school, they cannot learn. Regular attendance in school is vital to student's success. There is often a correlation between number of absences and failure rate for many struggling students.
State the measurable outcome the school plans to achieve	We will decrease the percentage of students who missed 10% or more of instructional time from 22% to 18%.
Person responsible for monitoring outcome	Angie Spencer (spencera@highlands.k12.fl.us)
Evidence-based Strategy	SMS will use our mentor program to mentor students who are chronically absent. We will also meet with students and parents who are in danger of reaching a certain level of days missed in order to problem-solve and develop a plan for improved school attendance.
Rationale for Evidence-based Strategy	Research has shown that mentor programs have a positive effect on improving attendance rates of students who are chronically absent.
Action Step	
Description	1. Monitor absenteeism 2. Meet with parents, students, and school social work to formulate a plan. 3. Connect students with a mentor.
Person Responsible	Angie Spencer (spencera@highlands.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

SMS builds positive relationships with families by giving all stakeholder groups (staff, parents, students, and the community) a voice in the school based decision making process.
During morning and lunch announcements the mission and vision are communicated to students and staff.

At SMS we believe in parental involvement and open communication. We have several measures in place to reinforce the open communication policy: SMS webpage, access to Remind (via text message), SMS FaceBook page, a marquis in front of the school, and Blackboard Connect. Teachers also utilize the Remind text messaging system to provide parents and students class-specific information and announcements.

To increase family involvement, several family events are held throughout the school year.

Each of these venues keep parents informed about their child's education. Specifically, at SMS teachers make contact via phone, pinnacle notes, and hand written notes in planners to inform parents of progress or potential concerns. Parent Conference days in 2019-2020 school year are designated for Wednesday mornings.

Parents also have access to Skyward, an electronic grade-book. From Skyward, parents can see accurate grade information from a computer or smart phone with internet access.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Sebring Middle School maintains several programs and practices to nurture and safeguard the social and emotional well-being of our students. A climate of care and respect is created and sustained through easily accessible counseling services, school wide programs, preventative programming, crisis management, and the support of mentoring relationships. Addressing our student's needs on an individual level is practiced in many ways.We maintain an "open door" policy in our guidance department which encourages and allows our students to come to the guidance offices during the school day. The guidance area is welcoming and is located in an easily accessible area of the school. Our staff follows a simple, one step referral procedure to ensure that students' requests to speak to a guidance counselor are addressed. The administration has established that the guidance counselors' primary purpose is to address the ever changing needs of our students in that at least 80% of the guidance counselor's time be dedicated to direct services to students, teachers, and parents. We also initiate parent/teacher conferences based on teacher referrals, attendance, and/or grade concerns.

School wide guidance programs are developed to bring focus to chronic or current social issues such as bullying, drug abuse, and the importance of community involvement. Our programs are evaluated through student engagement and feedback of staff, students, and parents. Our climate of caring is reinforced by our tradition of helping families in need, whether it be a temporary family crisis or holiday need. Families are identified by teachers, community, or self-referred. These types of interpersonal relationships and group efforts instill in our school community the integral components of mutual of caring and respect which nurtures the social and emotional safety and well-being of our students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Incoming sixth graders come with their current 5th grade class for a visit during school hours. Students attend an assembly where current SMS students familiarize fifth grader on academic, behavioral, and attendance expectations. During this time, chorus and jazz band give brief performances. After the assembly, members of NJHS and Student Government escort the fifth graders on a tour of the campus.

Transitioning ninth graders have the opportunity to participate in similar activities offered by Sebring High School (SHS). In addition, SHS guidance counselors make several visits to SMS to discuss academic opportunities and program choices, such as the International Baccalaureate (IB) programme and Highlands Career Institute. Counselors also help students design their schedules and respond to any unanswered questions regarding high school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Success with the general content that students are expected to learn in reading, math, and science is measured through the gathering of data that includes scores on daily assignments, scores on classroom tests, scores on progress monitoring assessments (iReady, Performance Matters), and state-wide tests (FSA and FCAT 2.0). When a student performs below the level expected for his grade placement, as shown by low grades, low scores on progress monitoring assessments that indicate skill deficits, and below grade level performances on the FCAT, that data is used to define the student's problem, to analyze why the problem is occurring, and to determine how much support that student needs, based on a comparison of his current level of performance to the level of performance that is expected for students to advance to the next grade level. Using data, rather than relying solely on adult perceptions and judgment, allows for objective decisions on the allocations of support personnel to implement small group or individual interventions.

These funds provide assistance to all school districts, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities.
The activities support and assist students to become academically successful and in some case English proficient.
Student services coordinates with Title I, to provide resources for students and identifies homeless families under the McKinney-Vento Act, to eliminate barriers for a free and and appropriate education.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students in 6th-8th grade participate in electives which they select based on individual interests. These courses include: Band, Chorus, Art, Ag Science, Theatre, Computer Applications, or Physical Education.

The AVID (Advancement Via Individual Determination) elective teachers, AVID content area teachers, Gifted consult, and Guidance Counselors collaborate to provide opportunities for parents and students to attend an orientation, AVID night, Science Fair, and Advanced Academics night that describes the courses and programs available for students to focus on college and career readiness. Additionally, AVID students were selected through an application process and placed in an AVID elective class where students are taught how to self-monitor and self-develop goals for their future.

We have also added a Leadership Elective this school year using the Mawi Leadership curriculum. This along with the leadership opportunities provided through our extra-curricular clubs such as FFA and Student Government give our students leadership opportunities that will serve them as they move closer to both their college and career experiences.

Part V: Budget

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

1	III.A.	Areas of Focus: Learning Gains of the Lowest 25% in ELA	$0.00
2	III.A.	Areas of Focus: Learning Gains of the Lowest 25% in Math	$0.00
3	III.A.	Areas of Focus: Science Achievement	$0.00

4	III.A.	Areas of Focus: Civics Achievement	$0.00
5	III.A.	Areas of Focus: Discipline	$0.00
6	III.A.	Areas of Focus: Attendance	$0.00
		Total:	$0.00