

The School Board of Highlands County

Sebring High School



2019-20 Schoolwide Improvement Plan

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Sebring High School

3514 KENILWORTH BLVD, Sebring, FL 33870

<http://www.highlands.k12.fl.us/~shs/>

Demographics

Principal: Kimberly Ervin A

Start Date for this Principal: 8/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (49%) 2016-17: C (45%) 2015-16: C (45%) 2014-15: B (55%)
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)
High School PK, 9-12	Yes	64%
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	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In four years at Sebring High School, our students will obtain a quality education in a nurturing environment that prepares them for success in college and career. Our students will be encouraged to become productive citizens and life-long learners.

Provide the school's vision statement.

Students Are Here to Succeed

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
Ervin, Kimberly	Principal	
Eshelman, Ilene	Assistant Principal	
Delgado, Jenn	Instructional Coach	
Giordano, Julie	Teacher, K-12	
Khang, Pang	School Counselor	
Mann, Angie	Instructional Coach	
Wolfe, Rhoda	Teacher, K-12	
Sherley, Laura	Assistant Principal	
Barnett, Julie	Teacher, K-12	
Colbert, Mark	Teacher, K-12	
McLeod, Cynthia	Teacher, K-12	
Van der kaay, Ruth	Teacher, K-12	
DeWitt, Jennifer	Teacher, Adult	
Caton, Pat	Teacher, K-12	
Noethlich, Annie	Instructional Technology	
Holder, David	Assistant Principal	

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	0	0	0	0	468	394	383	302	1547
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	94	79	70	59	302
One or more suspensions	0	0	0	0	0	0	0	0	0	0	14	15	11	6	46
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	163	99	80	68	410
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	149	104	88	65	406

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	153	99	73	56	381	

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	36	39	13	9	97	
Students retained two or more times	0	0	0	0	0	0	0	0	0	20	23	14	12	69	

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

68

Date this data was collected or last updated

Thursday 9/5/2019

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	64	48	29	46	187
One or more suspensions	0	0	0	0	0	0	0	0	0	173	119	81	3	376
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	230	109	92	87	518
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	139	67	38	16	260

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	164	78	60	9	311

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	0	0	0	64	48	29	46	187
One or more suspensions	0	0	0	0	0	0	0	0	0	173	119	81	3	376
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	230	109	92	87	518
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	139	67	38	16	260

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	164	78	60	9	311

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	52%	44%	56%	49%	43%	53%
ELA Learning Gains	51%	46%	51%	41%	42%	49%
ELA Lowest 25th Percentile	38%	35%	42%	25%	33%	41%
Math Achievement	42%	45%	51%	42%	42%	49%
Math Learning Gains	29%	44%	48%	34%	36%	44%
Math Lowest 25th Percentile	26%	44%	45%	25%	31%	39%
Science Achievement	58%	56%	68%	57%	48%	65%
Social Studies Achievement	59%	65%	73%	61%	61%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	468 (0)	394 (0)	383 (0)	302 (0)	1547 (0)
Attendance below 90 percent	94 (64)	79 (48)	70 (29)	59 (46)	302 (187)
One or more suspensions	14 (173)	15 (119)	11 (81)	6 (3)	46 (376)
Course failure in ELA or Math	163 (230)	99 (109)	80 (92)	68 (87)	410 (518)
Level 1 on statewide assessment	149 (139)	104 (67)	88 (38)	65 (16)	406 (260)

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 data 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
09	2019	53%	46%	7%	55%	-2%
	2018	48%	40%	8%	53%	-5%
Same Grade Comparison		5%				
Cohort Comparison						
10	2019	50%	43%	7%	53%	-3%
	2018	53%	50%	3%	53%	0%
Same Grade Comparison		-3%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	54%	1%	67%	-12%
2018	57%	54%	3%	65%	-8%
Compare		-2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	63%	-5%	70%	-12%
2018	63%	63%	0%	68%	-5%
Compare		-5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	52%	-22%	61%	-31%
2018	32%	53%	-21%	62%	-30%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	55%	-7%	57%	-9%
2018	53%	56%	-3%	56%	-3%
Compare		-5%			

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	18	40	38	40	39	38	26	31		59	14
ELL	8	33		30			20			73	21
ASN	87	60		45			73			100	83
BLK	31	38	30	26	27	31	33	40		81	30
HSP	47	49	38	36	18	16	55	53		77	35
MUL	52	50		53	36			36		69	
WHT	58	54	43	49	35	27	64	66		79	63
FRL	39	45	37	35	27	24	47	51		78	37
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	26	40	32	24	25		26	63		40	14
ELL	20	54								64	
ASN	94	77		100	67		100	83		82	
BLK	33	46	40	24	26	13	43	51		65	19
HSP	43	42	30	42	36	26	49	65		78	45
MUL	50	52		50	30		40			80	25
WHT	56	49	37	53	37	28	63	68		76	54
FRL	42	46	36	40	34	23	50	60		71	37
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	19	14	11	26	30	35	23	34		35	22
ELL	13	25	18	6	15		27	18			
ASN	85	75		77	57		84	88			
BLK	31	29	18	21	18	19	27	43		47	39
HSP	44	35	14	39	34	22	50	53		69	45
MUL	57	55		59	58					81	46
WHT	52	43	33	46	35	30	63	65		72	51
FRL	40	33	20	36	31	26	49	54		61	43

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	52
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	34
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	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
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	43

Hispanic Students	
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	49
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	54
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.

Our students performed the lowest on the Algebra 1 EOC with only 30% of our students scoring a level 3 or higher. This is a -22 % difference from the district average and a -31% difference from the state average. Last year we had an Algebra 1 teacher leave during pre-school week and we had to have several teachers take on an Algebra 1 sections to cover the loss. Some of these teachers had not taught Algebra 1 in several years. This year we have been able to schedule all of our Algebra classes with two teachers who have a strong background in Algebra I. This also makes it easier for them to collaborate and plan with each other. We have also scheduled our lowest quartile Algebra 1 students in math study hall periods with math teachers who can provide them with extra assistance.

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

Both our Geometry and US History EOC results showed a decline of 5 percentage points from the previous school year. One of our two geometry teachers was out from January through May of last year and there was a substitute teacher filling in. This could have been a contributing factor to the decline in this subject area. All of our US History teachers were the same last year and are veteran teachers with this subject area. It will be important to make sure these teachers review the standards for their course, use progress monitoring data to plan for instruction, and use time to collaborate with each other.

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 Algebra 1 EOC data component had the greatest gap when compared to the state average (-31%) in 2019. This is a trend with our Algebra 1 student performance with a gap of -30% when compared to the state average in 2018. In 2018-19, we had a teacher leave during pre-school week. His classes were absorbed by other math teachers, some of whom had not taught Algebra 1 in many years.

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

Our 9th grade ELA scores showed the most improvement. We were able to close the gap between our school and the state's average from -5% to -2%. Our teachers focused on using content aligned to the standards and using research based instructional strategies. Our students were given many opportunities to read on-grade-level text and complete assignments aligned to the rigor of the standards. This year we have only two teachers teaching Algebra 1.

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

Looking at our EWS data, course failures in 9th grade English and Math are a definite area of concern. Additionally, the number of suspensions in 9th grade are higher than any other grade level. We have added an Algebra 1A course to our master schedule that focuses on students who may not be ready for Algebra 1. We also have scheduled all of 9th grade level 1 and 2 ELA students in an intensive reading class to give them extra support. Students have a 90 minute study hall twice per week where they can go and see their teachers for additional assistance.

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

1. Improve the percentage of students scoring proficient on the Algebra 1 EOC.
2. Reduce the number of students failing English and Math courses in 9th grade.
3. Improve the percentage of students in the lowest 25th percentile making learning gains in reading and math.
4. Increase the percentage of students in all subgroups that are taking College and Career Acceleration Courses
5. Increase the percentage of all students making learning gains in math.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improving Algebra 1 Proficiency Rates
Rationale	Students who score at or above proficiency on the Algebra 1 EOC are more likely to be successful in the course and earn required course credit. This course provides the foundation that students need to be successful in higher level math courses. Scoring proficient on the Algebra 1 EOC is a graduation requirement.
State the measurable outcome the school plans to achieve	Increase the percentage of students scoring proficient on the Algebra 1 EOC from 30% to 40%.
Person responsible for monitoring outcome	Kimberly Ervin (ervink@highlands.k12.fl.us)
Evidence-based Strategy	Use data to identify students that may need to be in an Algebra 1A math course to address skill gaps. Follow the district's Algebra 1 instructional map. Administer and analyze iReady Algebra 1 data to inform instruction and identify remediation that is needed. Provide students with additional support in study hall.
Rationale for Evidence-based Strategy	Students who have significant skill gaps may need additional time to master pre-algebra and algebra content. Algebra 1A will give them the time they need. Following the district's instructional map ensures that our teachers are on pace to cover the concepts students will see on the Algebra 1 EOC. Students who are taking Algebra 1 and who are part of our learning gains calculation will be in a math study hall to receive additional assistance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify students for Algebra 1A. 2. Identify students for Algebra 1 study halls. 3. Administer and analyze iReady progress monitoring assessment and data. 4. Provide teachers time to review data and make changes to their instruction plans. 5. Teachers will follow the district's instructional plan for Alg 1, Alg 1A, and Alg 1B. 6. Teachers will use specialized curriculum in math study halls.
Person Responsible	Kimberly Ervin (ervink@highlands.k12.fl.us)

#2	
Title	Increase pass rates for 9th grade English and Math Courses
Rationale	Students who pass 9th grade English and Math are more likely to be on track for graduation and less likely to drop out of school.
State the measurable outcome the school plans to achieve	Increase percentage of students passing English 1 and 9th grade math courses by 10%.
Person responsible for monitoring outcome	Ilene Eshelman (eshelmai@highlands.k12.fl.us)
Evidence-based Strategy	Identify incoming 9th graders who are at-risk for course failure based on teacher recommendations and FSA data. Provide these students with supports such as Algebra 1A, math study halls, intensive reading, etc. Use available data to progress monitor course failure rates at progress report, and report card times.
Rationale for Evidence-based Strategy	By taking Algebra 1A, students have a longer time to master the content for Algebra 1. Students will receive additional math support in study halls. Students that receive additional support in an intensive reading class will improve their overall ELA skills. If teachers are aware of their course failure rates, they can provide additional assistance to students that need it.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify at-risk students who need to be in an Algebra 1A class. 2. Identify at-risk students who need to be in an intensive reading class. 3. Review course failure data at progress report and report card time and share with teachers. 4. Adjust interventions for students based on course data.
Person Responsible	Ilene Eshelman (eshelmai@highlands.k12.fl.us)

#3	
Title	Increase the percentage of students in the lowest 25th percentile making learning gains
Rationale	Many of our subgroups that have achievement gaps are scoring in the lowest 25th percentile on state assessments. If we can improve the percentage of students in the lowest 25th percentile who make learning gains, our subgroup data will improve.
State the measurable outcome the school plans to achieve	Increase the percentage of students in the lowest 25th percentile making learning gains in math from 26% to 31%. Increase the percentage of students in the lowest 25th percentile making learning gains in ELA from 38% to 45%.
Person responsible for monitoring outcome	Kimberly Ervin (ervink@highlands.k12.fl.us)
Evidence-based Strategy	Teachers following district instructional plans for Algebra 1 and Geometry. Identifying students that need to take Algebra 1A and Informal Geometry before taking Algebra 1 and Geometry. Teachers collaborating to share best practices and to review progress monitoring data.
Rationale for Evidence-based Strategy	Slowing down the pace of the Algebra 1 content and Geometry content in classes like Algebra 1A and Informal Geometry will give students additional time they need to master foundational skills for both classes. Teachers improve their instruction and share best practices when they are given time to collaborate with each other.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify students in the lowest 25th percentile for ELA and Math. 2. Identify students that need to be in Algebra 1A and or Informal Geometry. 3. Identify the students that need to be in Intensive Reading. 4. Ensure that interventions are implemented. 5. Monitor student progress monitoring data.
Person Responsible	Kimberly Ervin (ervink@highlands.k12.fl.us)

#4	
Title	Increase the percentage of black, ELL, and SWD taking College and Career Acceleration Courses
Rationale	Students who enroll and pass assessment in college and career acceleration courses are better prepared for college and careers.
State the measurable outcome the school plans to achieve	Increase the percentage of students in each subgroup (ELL, SWD, Black) who take and earn college credit or an industry certification by 5%.
Person responsible for monitoring outcome	Kimberly Ervin (ervink@highlands.k12.fl.us)
Evidence-based Strategy	Identify students who are interested in taking industry certification pathway courses. Identify students who are interested in taking DE, IB, or AP courses. Students will receive information about the requirements for participating in DE, IB, or AP courses and industry certification pathways that are available. Interest inventories, counselors speaking to students, using data to identify students, course requests.
Rationale for Evidence-based Strategy	Students may not be aware that they qualify for DE courses. Advertising the programs that we offer at SHS will guarantee students are aware that they qualify for DE Courses.
Action Step	
Description	<ol style="list-style-type: none"> 1. List CTE pathways in Program of Studies. 2. Review EOC data to identify students that may be successful in DE, IB, or AP Courses. 3. Advertise CTE Pathways and accelerated course options. 4. Actively recruit students to take AP, IB, DE, and CTE courses.
Person Responsible	Ilene Eshelman (eshelmai@highlands.k12.fl.us)

#5	
Title	Increase the percentage of students making learning gains in math.
Rationale	If students are making learning gains then they are showing improvement from one year to the next and teachers are teaching effectively.
State the measurable outcome the school plans to achieve	Increase the percentage of students making learning gains in math from 29% to 34%.
Person responsible for monitoring outcome	Kimberly Ervin (ervink@highlands.k12.fl.us)
Evidence-based Strategy	Placing students that are part of our learning gains denominator for Algebra 1 and Geometry in specialized study halls with Algebra 1 and Geometry teachers to receive additional support. Check to make sure that teachers are following district curriculum maps and that they are providing effective instruction to students.
Rationale for Evidence-based Strategy	Providing students with extra support in Algebra 1 and Geometry will help them master content and standards. Following district curriculum maps for Algebra 1 and Geometry will ensure that teachers are covering the content aligned to the standards and using all available resources.
Action Step	
Description	<ol style="list-style-type: none"> 1. Determine students who are in our denominator for Algebra 1 and Geometry learning gains. 2. Identify teachers who will provide extra support to students in study hall. 3. Determine materials that teachers will use for remediation. 4. Extra assistance will be provided.
Person Responsible	Kimberly Ervin (ervink@highlands.k12.fl.us)

#6	
Title	Reduce the percentage of students receiving 1 or more suspensions
Rationale	When students are in ISS or out of school for OSS, they are missing valuable instruction.
State the measurable outcome the school plans to achieve	Reduce the number of students receiving one or more ISS or OSS suspensions by 10%.
Person responsible for monitoring outcome	Laura Sherley (sherleyl@highlands.k12.fl.us)
Evidence-based Strategy	Code of Conduct review with students. Teachers calling parents if students receive a detention prior to giving a student ISS or OSS. Deans implementing preventative strategies by being in the hallways and visible around campus. Deans conferencing with students. Use of Threat Assessment team and mental health counselors.
Rationale for Evidence-based Strategy	If students are aware of school rules and the consequences, they are less likely to break them. When teachers and staff involve parents, they are able to support the school and help us reduce the number of discipline incidents that result in ISS and OSS. Referring students to the Threat Assessment team and to our mental health counselors provides an opportunity to intervene with students and support them before their behavior results in ISS or OSS.
Action Step	
Description	<ol style="list-style-type: none"> 1. Code of Conduct 2. Cell Phone Policy 3. Change in Study Hall Policy to reduce transitions. 4. Referrals to mental health counsleors 5. Use of Threat Assessment team 6. Deans being visible
Person Responsible	Laura Sherley (sherleyl@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, Â§ 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.

Sebring High School utilizes numerous parent and stakeholder advisory groups to include the School Advisory Committee, Highlands International Baccalaureate Advanced Academic Partnership, academic, extra- and co-curricular parent support groups (e.g., band boosters).

A system of regular communications with parents and stakeholders is maintained via the Blackboard Connect system, progress reports/report cards, School Attendance Review Committee, teacher websites, teacher emails, school website, parent nights, college nights, college resource room, Skyward Parent Portal (online, web-based recording of grades and attendance with 24/7 access by staff, students, and parents), and Facebook.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

With the establishment of the MTSS team of teachers and administrators, the integration of their work with the guidance staff and the SLT, the social-emotional needs of students is being monitored and addressed as issues are identified. Utilizing the services of the social workers and student services and the local agencies (e.g., Youth and Family Alternatives), the school is working to support and assist in a timely manner. Procedures are in place for administrators, guidance counselors, and teachers to refer students to outside agencies for services. District mental health counselors visit SHS weekly to meet with students. The school's Threat Assessment team meets to discuss students who have had issues on campus and provide them with support. Students will be receiving a minimum of five hours of social-emotional instruction on topics identified by state law.

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

SHS hosts various orientation events for incoming ninth grade students and parents. The first event each year is the annual middle school visit to the high school during the school day. The purpose of the visit is to have students see the daily operation of the elective classes so they can choose an area of interest for their elective areas. This visit also involves the opportunity to interact with high school students representing various academic areas, elective and extra curricular programs. In addition to the student visit, the parents and students attend an evening event so the parents can seek information and understand the interest of their child and be involved in the scheduling and activity decision making.

Other high school program areas also conduct orientation sessions for students and parents in the areas of ESE, IB, FFA, Career and Tech, Highlands Career Institute, etc.

In addition, college nights are held on a regular basis to assist students and parents make decisions about colleges, programs, and financial aide.

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.

Title I Part C Migrant

Provides services to migrant students and their families. The primary goal of the program is to improve academic performance of migrant students, provide health and guidance services to them.

Title I Part D

Provides services to children who are delinquent/neglected. Students are referred by mental health specialists, guidance counselors, or school social workers.

Title II

Provides for teacher professional development and supports all teachers/paraprofessionals to be highly qualified. SHS teachers take part in PD offered by the district, through their PLCs, and colleagues in their departments.

Title III

Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies and parent involvement/education.

Title X Homeless

Student Services coordinates with Title I, Part A to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Our teachers/guidance counselors work with our district's homeless liaison/school social workers to connect students and their families to community resources.

Violence Prevention

The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling. SHS's Positive Action Club addresses these issues with students.

Nutrition

Food Service Department facilitates grant funding to provide fresh fruit and vegetables in schools. They In addition, they provide services in summer for breakfast and lunches at various school and community locations.

Career/Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Title VI supports the operations of the Career Academy by providing PD/resources for progress monitoring.

Job Training

A partnership with the city provides students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

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

Upon entering Sebring High School, students are given several options to choose their academic paths. The first choice is to graduate in 3 years on the college bound or career options, or the same in 4 years. Recommendations from prior year teachers as to the level of academic class the student should enroll are used as guides for student placement. Assessment data is also reviewed along with student interest and plans for post high school.

In the spring of each year students are given a Program of Studies containing the class offerings for the

next year. A counselor will provide an academic history for each student and meet with each student to discuss interest and options. Students seek parent input and submit final choices to the counselor.

In the fall of each year counselors begin with the twelfth grade students and review their academic histories and present schedule to make sure they meet graduation requirements. Following the seniors, counselor work down to their ninth grade students. Counselors are assigned students alphabetically so they have the opportunity to know the student and family very well before they leave our school.

With the addition of a part-time college coach and a full-time graduation coach, SHS is dedicated to student, staff, and parent education regarding the requirements for graduation along with regular and timely feedback regarding student progress toward meeting those requirements. In addition, the school and district have connected with resources such as FLCAN, college university systems, and other resources that supply this school community with college/post-secondary opportunities for every student.

Part V: Budget

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

1	III.A.	Areas of Focus: Improving Algebra 1 Proficiency Rates	\$0.00
2	III.A.	Areas of Focus: Increase pass rates for 9th grade English and Math Courses	\$0.00
3	III.A.	Areas of Focus: Increase the percentage of students in the lowest 25th percentile making learning gains	\$0.00
4	III.A.	Areas of Focus: Increase the percentage of black, ELL, and SWD taking College and Career Acceleration Courses	\$0.00
5	III.A.	Areas of Focus: Increase the percentage of students making learning gains in math.	\$0.00
6	III.A.	Areas of Focus: Reduce the percentage of students receiving 1 or more suspensions	\$0.00
Total:			\$0.00