

The School Board of Highlands County

Sebring High School



2022-23 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: 8/1/2017

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (53%) 2018-19: C (49%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Highlands County School Board.

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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School PK, 9-12</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">54%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

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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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Ervin, Kimberly	Principal	
Mann, Angie	Instructional Coach	Science Teacher and Science Coach
Caton, Pat	Math Coach	Math Teacher and Math Coach
Ridgeway, Donald	Assistant Principal	
Delgado, Jenn	Other	
DeWitt, Jennifer	Teacher, K-12	AVID Classroom Teacher
Barnett, Julie	Teacher, K-12	
Giordano, Julie	Teacher, K-12	
Sherley, Laura	Assistant Principal	
Khang, Pang	School Counselor	
Wolfe, Rhoda	Teacher, K-12	
Stapleton, Rory	Assistant Principal	
Van der kaay, Ruth	Teacher, K-12	
Westergom, Jennifer	Teacher, K-12	
Noethlich, Annie	Instructional Technology	

Demographic Information

Principal start date

Tuesday 8/1/2017, Kimberly Ervin A

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,779

Identify the number of instructional staff who left the school during the 2021-22 school year.

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	543	484	398	359	1784
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	203	153	157	133	646
One or more suspensions	0	0	0	0	0	0	0	0	0	148	174	126	91	539
Course failure in ELA	0	0	0	0	0	0	0	0	0	106	188	96	92	482
Course failure in Math	0	0	0	0	0	0	0	0	0	90	112	86	94	382
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	164	111	95	78	448
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	134	86	67	30	317
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	164	111	95	78	448

Using the table above, complete the table below with the number of students by current grade level who have 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	204	214	154	131	703

Using current year data, complete the table below with the number of students identified as being "retained.":

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	30	26	16	4	76
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	30	13	9	66

Date this data was collected or last updated

Tuesday 8/30/2022

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
Number of students enrolled	0	0	0	0	0	0	0	0	0	525	416	397	315	1653
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	137	115	90	124	466
One or more suspensions	0	0	0	0	0	0	0	0	0	14	27	14	9	64
Course failure in ELA	0	0	0	0	0	0	0	0	0	112	134	108	61	415
Course failure in Math	0	0	0	0	0	0	0	0	0	108	42	33	27	210
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	109	86	69	50	314
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	93	72	43	37	245
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	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	185	131	114	77	507

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	44	17	9	0	70
Students retained two or more times	0	0	0	0	0	0	0	0	0	26	13	9	4	52

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
Number of students enrolled	0	0	0	0	0	0	0	0	0	525	416	397	315	1653
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	137	115	90	124	466
One or more suspensions	0	0	0	0	0	0	0	0	0	14	27	14	9	64
Course failure in ELA	0	0	0	0	0	0	0	0	0	112	134	108	61	415
Course failure in Math	0	0	0	0	0	0	0	0	0	108	42	33	27	210
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	109	86	69	50	314
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	93	72	43	37	245
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	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	185	131	114	77	507

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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	44	17	9	0	70
Students retained two or more times	0	0	0	0	0	0	0	0	0	26	13	9	4	52

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	43%	51%				52%	44%	56%
ELA Learning Gains	52%						51%	46%	51%
ELA Lowest 25th Percentile	34%						38%	35%	42%
Math Achievement	46%	32%	38%				42%	45%	51%
Math Learning Gains	50%						29%	44%	48%
Math Lowest 25th Percentile	52%						26%	44%	45%
Science Achievement	55%	41%	40%				58%	56%	68%
Social Studies Achievement	50%	46%	48%				59%	65%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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
2022					
2019	55%	54%	1%	67%	-12%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	63%	-5%	70%	-12%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	52%	-22%	61%	-31%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	55%	-7%	57%	-9%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	32	29	40	62	59	26	30		80	14
ELL	21	41	32	24	55	45	38	10		87	
ASN	84	84		93	64		87			100	78
BLK	36	47	35	29	48	48	31	23		88	20
HSP	41	44	25	44	49	51	45	42		86	35
MUL	54	59		39	47		67	58			
WHT	57	56	40	49	49	61	64	60		84	65
FRL	41	47	30	41	49	48	46	44		82	39
2021 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 2019-20	C & C Accel 2019-20
SWD	16	32	31	9	18	17	17	21		62	10
ELL	14	47	38	6	15		23			85	18
ASN	77	58								100	93
BLK	25	40	39	8	14	13	21	27		84	27
HSP	41	36	22	27	21	16	51	34		79	44
MUL	67	71		27						73	
WHT	55	49	38	40	22	18	57	52		81	56
FRL	38	39	30	25	21	19	40	38		77	37
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our SWD, Black students, Hispanic students and low socio economic students consistently lag behind our white students in the area of College and Career Acceleration.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Students in the lowest quartile for ELA show the greatest need for interventions.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include high absenteeism during the 19-20 and 20-21 school years due to COVID, lack of pacing guide, and inconsistent instruction across all classrooms. New actions include district-wide pacing guide and curriculum map with resources attached, PLCs for teachers to collaborate, and all level 1 and 2 students receiving interventions in an Intensive Reading class. Focused on seniors to help them meet concordant score for graduation through the ACT and SAT.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improvement was seen in math. All students went from 31% proficiency to 46% proficiency . Learning gains for all students went from 20% to 50% and learning gains for the lowest quartile went from 18% to 52% proficiency .

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors included collaboration between algebra 1 and geometry teachers during regular PLC meetings. Quality classroom instruction. Common formative assessments used to guide instruction and remediation. Assessments closely aligned to standards being taught and monitored based on student proficiency.

What strategies will need to be implemented in order to accelerate learning?

Common formative assessments, following district pacing guide, continued PLCs where teachers address critical question of what they will do when students know the material.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Math Connections meetings, PLCs with subject area teachers, PD provided by the district.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

New textbooks and online interventions for students. Tutoring for math students, continued PLCs, students scheduling time to see their math teachers during study hall for additional assistance. District has provided additional licenses for Success Maker for Algebra 1 students as a diagnostic tool.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

For two consecutive years our state assessment data shows that students in the lowest quartile are not making learning gains at the same rate as all tested students. In 2021 35% of students in the ELA lowest quartile made learning gains while 44% of all students made learning gains. In 2022 34% of students in the ELA lowest quartile made learning gains while 52% of all students tested made learning gains.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the learning gains of students in the lowest quartile from 34% to 44%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

F.A.S.T progress monitoring 3 times per year
 Formative assessments identified by teachers in PLCs
 Achieve 3000 progress monitoring - Lexile adjustment once a month
 Achieve 3000 Level Set 3 times per year
 AIMS Web to determine the impact of tier 2 and 3 interventions
 Updates during monthly Stocktake meetings
 Vocabulary Surge bi-weekly monitoring in reading classes

Person responsible for monitoring outcome:

Kimberly Ervin (ervink@highlands.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Achieve 3000
 Implement instruction aligned to the new Foundational B.E.S.T standards
 Teachers collaborating in PLCs
 Students in lowest quartile receiving tier 3 support in intensive reading class
 Vocabulary Surge

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Achieve 3000 is research based and adaptive
 The Foundational Standards address the science of reading and skills that struggling readers must continue to develop
 Equitable instruction, support for new teachers, opportunities to share best practices, common formative assessments.
 Instruction in the reading classes focusing on phonics, vocabulary, comprehension, and oral reading fluency

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Merge reading and English into one department in order to build capacity and provide extra support for students.

Person Responsible

Stefanie Dolak (dolaks@highlands.k12.fl.us)

Schedule and hold weekly PLCs in reading and English

Person Responsible Stefanie Dolak (dolaks@highlands.k12.fl.us)

Identify and schedule students in intensive reading intervention.

Person Responsible Kimberly Ervin (ervink@highlands.k12.fl.us)

Test to determine a baseline in order to measure growth.

Person Responsible Stefanie Dolak (dolaks@highlands.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

This is the first year that we have seen significant growth in overall math proficiency, overall learning gains in math, and math learning gains for students in the lowest quartile. We want to continue to focus on this area to sustain the growth and to continue to improve.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase overall math proficiency from 46% to 51%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teacher identified common formative assessments
 Progress Monitoring 3 times per year
 Unit tests
 Quizzes
 Checks for Understanding during lessons

Person responsible for monitoring outcome:

Donald Ridgeway (ridgewad@highlands.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

PLCs
 Common Formative Assessments
 Standards Aligned Curriculum
 High Quality Instruction
 PD for teachers

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teachers have scheduled time for collaboration and planning
 Teachers using common formative assessments to measure student mastery of skills
 Using standards aligned curriculum will prepare students for EOCs
 High quality instruction has been shown to increase students achievement
 On-going professional development for teachers has been shown to support high quality instruction in the classroom

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Time for PLCs

Person Responsible

Donald Ridgeway (ridgewad@highlands.k12.fl.us)

Monitor use of new standards aligned curriculum

Person Responsible

Donald Ridgeway (ridgewad@highlands.k12.fl.us)

Create tutoring plan for math

Person Responsible

Donald Ridgeway (ridgewad@highlands.k12.fl.us)

#3. Positive Culture and Environment specifically relating to Attendance

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

64% of our students attended school 90% or more of the time during the 21-22 SY. If students are in school, they are receiving instruction and will not fall behind with their school work.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the number of students attending school 90% or more of the time from 64% to 69%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monthly SARC meetings
 Monitor daily attendance rates

Person responsible for monitoring outcome:

Laura Sherley (sherleyl@highlands.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Phone calls home to parents when students are out
 Monthly SARC meetings
 Home visits by social workers
 Follow district attendance procedures
 Create attendance committee

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Parents need to be part of the solution and we need them to help make sure their child is at school. SARC meetings allow us to meet with the student and their parent to discuss attendance concerns and create a plan to monitor individual student attendance. An attendance committee will serve to identify school-wide supports and rewards for students who attend school 90% or more of the time.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Schedule monthly SARC meetings
Person Responsible Laura Sherley (sherleyl@highlands.k12.fl.us)

Create attendance committee
Person Responsible Laura Sherley (sherleyl@highlands.k12.fl.us)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

55% of our students scored a level 3 or above on the 2021-2022 Biology EOC. This is an improvement from the 2020-2021 school year (51%), but still below what our students have achieved in the past. We want to continue to make this an area of focus for our school.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the percentage of students scoring a level 3 or above on the Biology EOC from 55% to 60%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring assessments
 Student performance on common formative assessments

Person responsible for monitoring outcome:

Donald Ridgeway (ridgewad@highlands.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

PLCs
 Hands-on labs
 Use of Standards aligned curriculum
 High quality instruction.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Standards aligned curriculum map keeps teachers on pace to cover important concepts by the end of the school year and focuses instruction around key standards in the Biology curriculum.

Teachers planning together ensures equity across classrooms and provides support for all teachers.

Providing immediate feedback to teachers allows them to make adjustments to instructions and assignments in a timely manner.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Planning weekly PLC for Biology teachers

Person Responsible Angie Mann (manna@highlands.k12.fl.us)

Reviewing and sharing data from formative assessments and biology progress monitoring assessments.

Person Responsible Angie Mann (manna@highlands.k12.fl.us)

Science coach will conduct walk-throughs using the Science IPG and enter results online to see trends across classrooms.

Person Responsible Angie Mann (manna@highlands.k12.fl.us)

#5. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed. Proficiency on the US History EOC increase from 40% in 20-21 to 50% in 21-22. However, this is still below what our students have achieved in the past and we want to continue to improve in this area.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Increase proficiency on the US History EOC from 50% to 55%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. Progress monitoring 3 times per year.
Formative assessment data from classroom teachers.

Person responsible for monitoring outcome:

Julie Giordano (giordanj@highlands.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Weekly PLCs to plan and collaborate and develop common formative assessments.
Social Studies IPG classroom walk throughs
Use formative assessment data to determine mastery of standards and the need for reteaching.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. Planning together will allow teachers to share best practices and ensure equity between classrooms. Providing feedback around the components of the IPG will help teachers improve instruction, engagement and rigor. The use of common formative assessments will allow teachers to have discussion around the same assessment data.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Literacy coach scheduling walk throughs using the IPGs

Person Responsible Stefanie Dolak (dolaks@highlands.k12.fl.us)

Teachers will decide on a time each week to collaborate using the PLC model.

Person Responsible Laura Sherley (sherleyl@highlands.k12.fl.us)

During the PLC teachers will agree upon formative assessment questions and keep a log of their meetings.

Person Responsible Stefanie Dolak (dolaks@highlands.k12.fl.us)

Specifically analyzing our progress monitoring data for our sub pops. We will use this data to determine if we are closing the gaps for these sub gaps

Person Responsible [no one identified]

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increasing the percentage of black, hispanic, SWD, and low socio economic students participating in AP, IB, DE, and Industry certification courses will better prepare them for college and careers.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the number of black students in C&C courses from 20% to 25%, increase the percentage of Hispanic students participating in C&C courses from 35% to 40%, increase the percentage of SWD in C&C courses from 14% to 19%, and increase the percentage of low socio economic students participating in C&C courses from 39% to 44%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring the enrollment of focus area students in each course - specifically looking for increases in sub group participation. Monitoring the pass rate and industry certification for sub pop students in C&C courses. Monitoring grades in these courses for sub pop students.

Person responsible for monitoring outcome:

Rory Stapleton (stapletr@highlands.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Promoting the benefits of participating in C&C courses.
 Providing supports for Sub Pop to be successful in C&C courses.
 Increase awareness of teachers of the importance to recruit and support sub pop students in their C&C courses.
 Professional Learning Communities for CTE teachers

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By specifically advertising to sub pop students, enrollment will increase. By providing sub pop students with tutoring and extra support, they will be successful in C&C courses. By monitoring their progress in C&C courses, we can make sure that they are on track to be successful.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Specifically seek out students in sub pops to participate in C&C courses.

Person Responsible Rory Stapleton (stapletr@highlands.k12.fl.us)

Provide tutoring or elective class that will support sub pop students' participation in C&C courses.

Person Responsible Rory Stapleton (stapletr@highlands.k12.fl.us)

Hold meetings for sub pop students aside from others to focus on their participation and unique needs to participate in C&C courses.

Person Responsible Rory Stapleton (stapletr@highlands.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Sebring High School utilizes numerous parent and stakeholder advisory groups to include the School Advisory Committee, Highlands International Baccalaureate Advanced Academic Partnership, Student Government, academic, extra- and co-curricular parent support groups (e.g., band boosters). We have over 30 clubs and organizations for students to be part of and hold a club "rush" day for students to get more information and join.

A system of regular communications with parents, students, teachers, school board members, and other community 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.

Sebring High School welcomes parent and community volunteers. We have many community members that serve as mentors to our students. We have an excellent relationship with our local state college and businesses that allow our students to intern with them.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Administration ensures that opportunities for student, teacher, parent, and community members are in place.

SAC Committee ensures that parents, students, teachers, and community members have an opportunity to provide input into decisions made by the school.

Student Government ensures that student voices are heard and that they have input into school decisions. They also bring concerns to the attention of administrators.

Staff members build relationships with students and are many times the first to recognize if a student needs extra support or help.

Club sponsors support student groups on our campus that address student interests.

Guidance counselors and mental health therapists support our students by providing them the emotional support that they need.

College Coach provides support to students with their plans for after high school.