

Sebring High School



2014-15 School Improvement Plan

Sebring High School

3514 KENILWORTH BLVD, Sebring, FL 33870

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

61%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

B

B

C

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	32

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Based on the work of Ruby Payne, "A Framework for Understanding Poverty," the staff has a foundational understanding of the diversity of the student body. In addition, instructional staff work diligently during classes to understand and know their students, as far as their ethnic backgrounds, the home situations in which they live, and the types of expectations that are placed upon them at home.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Utilizing staff and student leaders, the administration and resource will conduct expectation sessions each year with each grade group of students. Student leaders throughout the school conduct support opportunities for students who are in need of clothing or other resources. The Guidance staff works tirelessly to see students on a regular basis and address the crisis situations that may arise. Motivational and other sessions are provided throughout the year to build morale, spirit, unity, and address the concerns regarding respect, bullying, drugs and alcohol.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each year the staff is notified of any school-wide behavioral protocols that are expected to be included in classroom procedures. Each teacher, with student input, will develop classroom norms and practices for classroom procedures and routines and interactions between and among students. School wide expectations for dress, interactions, use of cell phones, etc. are reviewed each year by the classroom teachers and resource instructional staff.

The School Board of Highlands County Code of Student Conduct is the guide that establishes the base for all disciplinary action. The resource personnel responsible for implementing and following this Code are trained/updated annually, work closely with a designated administrator, and meet as a team to ensure agreement and consistency in the implementation of the school-wide norms for student conduct.

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 Progress Monitoring 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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Sebring High School uses a progress monitoring system of administrators, teachers, and support staff to regularly monitor student attendance, discipline, and academic progress. This group, or a portion of this group meets every other day to address any one or all of the above issues. Documentation of all data reviews, interventions, and meetings/conferences with parents and staff is documented using the A3 system. A Progress Monitoring Plan for individual students is initiated by one or all of the above early warning indicators. This plan can be viewed and reviewed by any staff member that may be interacting with a student.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	25	18	10	5	58
One or more suspensions	10	5	2	1	18
Course failure in ELA or Math	187	157	49	19	412
Level 1 on statewide assessment	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	25	18	10	5	58

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention strategies that may be used to improve academic performance can include but not limited to: schedule changes; enrolling in a credit recovery course that utilizes web-based curriculum or FLVS or other on line curricula that best meets the needs of the individual student; during school or after-school tutoring; meetings and referrals to counseling, social workers, guidance counselors, behavior specialists; parent contacts/conferences; contracts for improved attendance; regular progress monitoring; regular follow up with the student.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Sebring High School utilizes numerous parent 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 is maintained via the Blackboard Connect system, school marque, progress reports/report cards, School Attendance Review, teacher websites, teacher emails, school website, parent nights, college nights, college resource room, Pinnacle Grade Scholar (online, web-based recording of grades and attendance with 24/7 access by staff, students, and parents), Facebook, Instagram, and Remind 101.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

This school has an extensive group of parent, business, and community support resources that provide volunteers and financial resources for the school and its programs. The support ranges from the medical doctors and offices to the long-standing Sebring Firemen who have supported the school's efforts since 1937.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Lindsay, Anne	Principal
Eshelman, Ilene	Assistant Principal
Haley, Mike	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The purpose of the School Leadership Team is to lead the school in the curriculum and instructional work as well as the managing of the work. The school leaders will be divided into "Schools Within A School" to manage the work more efficiently. The primary focus of the curriculum instructional work is creating curriculum maps grounded in the course standards, the developing of instructional practices and activities that engage students in the content at a level of rigor that prepares all students for study at an advanced level, as well as being college and career ready. The SLT will work to support

teachers in the effective implementation of the designated curriculum, lesson planning, implementation of school-wide instructional procedures and practices, coordinating the identification of professional development and using data to understanding students academic performance and monitor student achievement.

The SLT will also manage the work by assisting staff with the development of Professional Growth Plans, determining the supply/material/textbooks necessary for the proper operation of the classroom and department.

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

All members of the MTSS Leadership Team serve on the Curriculum Leadership team except for the district-based social worker. The Curriculum Leadership Team is one of the major groups to provide input into the development of the SIP based on student performance data. Elements of the MTSS process are incorporated into the reading intervention strategies that are implemented at the school level when a student does not make adequate progress in reading.

Title I, Part A

N/A

Title I, Part C- Migrant

Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D

Provides services to children who are delinquent or neglected.

Title II

Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III

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

Title X- Homeless

Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs

District food service department facilitates grant funding to provide fresh fruit and vegetables in the elementary schools. In addition, they provide services in summer for breakfast and lunches at various school and community locations.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and 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 professional development and resources for progress monitoring. Continued industry certification program in Culinary and have added two industry certification programs in agriculture and business.

Job Training

A partnership with the city will provide 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.

Other

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Davida Austin	Parent
Kirsten Chambers	Parent
Lisa Collins	Business/Community
Michelle Devane	Business/Community
Ilene Eshelman	Principal
Kim Ervin	Principal
Brenda Powell-Broomfield	Parent
Marcy Everest	Parent
Mike Haley	Principal
Laura Hare	Parent
Melissa Horton	Parent
Andrew Hughes	Business/Community
Diane Juve	Business/Community
Donna Keith	Business/Community
Kaylon Johnson	Student
Jennifer Reed	Parent
Susan MaCool	Parent
Jennifer Koukos	Parent
Amberlee Rogers	Business/Community
David Solomon	Business/Community
Charlotte Wilson	Parent
Lisa Berish	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the second meeting of the SAC, the principal or designee will present the outcomes of the prior year school improvement plan, the expectations from the district and/or state for student achievement for the current year, and make recommendations regarding the essential elements of the current school improvement plan. The SAC will discuss, give input, and make suggestions for revisions or modifications to the plan. Once revised, the SAC membership will formally approve the plan.

Development of this school improvement plan

The first step of the development process is to review the required reporting elements and the goals of the school. The Curriculum Leadership Team, with input from their departmental members, the School Advisory Council will review the data elements and goals of the school, give input, make suggestions and recommendations for modifications. This process begins each year, with monthly updates provided to these groups regarding goal progress, and a final report provided to all groups when data elements are provided.

Discussions are held to address the potential causes regarding goal accomplishment and non accomplishment.

Preparation of the school's annual budget and plan

Annually, along with the school staff, the SAC will provide input and suggestions on the development of the annual school budget given the allocation provided to the school. The primary use of allocated funds is to support teachers in the classroom and meet the supply needs of the teacher and department.

Once the allocation is received, the SLT will make the initial recommendations and approve the use of the county funds. This recommendation is then taken to the SAC by the principal or designee to discuss and approve the use of funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There is no specific allocation of funds for school improvement. However, all county budget allocations and a large part of the internal account funds are directly correlated to the improvement of the school. The primary resources used for improvement are Discretionary Substitute, \$9,000; Equipment (Technology), \$14,000; Field Trip, \$15,000; Media, \$7,000; Science, \$2,800; Resource Days for Staff, \$13,000.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lindsay, Anne	Principal

Duties

Describe how the LLT promotes literacy within the school

WICOR is the basis for all instructional planning. This is a "built in" to the lesson planning template that is used school wide. WICOR is the research-based instructional cycle that builds student engagement in a rigorous curriculum. W-writing; I-inquiry; C-collaboration; O-organization; R-reading. The LLT, along with the SLT, serves to develop, create, share, and model relevant reading topics, content, and strategies throughout the curriculum.

The LLT serves in the role of instructional coaches when others want to see or have modeled an effective reading strategy.

2. Throughout the year, the LLT promotes literacy within the school through Read Like a Rockstar, requiring the implementation of Range of Reading and Level of Text Complexity from Reading Standards for Literacy in Science and Technical subjects 6-12 and History/Social Studies 6-12.

3. Implementing FastForward in all intensive reading classes and implement research-based reading structures in all intensive reading classes.

4. Conducting quarterly data chats with all students enrolled in intensive reading and all teachers in intensive reading. Establish goals for improvement and monitor progress.

5. Continuing the summer reading program for all grade levels with student eligibility for literacy reward cards during first nine weeks of 2013-14.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

During the school year, SHS implemented the Instructional Coaching model based on the research of Jim Knight. At this time, there are six(6) instructional coaches from six curricular areas: English, math, science, social studies, with 2 At Large coaches that can work across all curricular areas. In addition to these designated coaches, the SLT and other resource teachers including IB and ESE are trained in the IC protocols.

The IC's support teachers in the classroom, model instruction, conduct informal support sessions during instruction, and assist with the completion of management tasks.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Advertise for vacancies utilizing a web-based site that reaches the entire United States.
2. If possible, interview and hire teachers certified and highly qualified.
3. Continuously receive updates from the District Office on present status of teachers.
4. Selection of new hires must be approved by the Superintendent.
5. Work with teachers needing to complete PEC or ACT program.
6. Continuously advertise opportunities for teachers to attend classes, inservices, and workshops to continue their education or to recertify.
7. Use a "buddy system" at the school level to help new teachers adjust to the school and district.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A group of teachers in the school are certified clinical educator mentors. The primary purpose of the mentors is to serve as a curriculum and instruction support resource to the new teacher to the school, program, or curriculum. These teachers are required to attend an initial 2-day training and renewal training every five years. Each year that a new teacher is hired, he/she is paired with a mentor-trained coach in the same subject area or related subject area.

The mentor and teacher establish a routine and regular schedule for meeting and reviewing the expectations and implementing the protocols for the program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Each year each teacher for each course taught must utilize the CPALMS resource to access the course standards for each course taught. A copy of these standards are saved to their personal/web-based drive, printed to share with the assigned administrator, used in the planning of lesson units and daily lessons, and create formative and summative assessments.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Each teacher participates in Performance Matters training. The training provides the requisite knowledge an individual needs to access the data warehouse information that can be used to analyze past student performance on standardized assessments, predict student performance based on the same, and sort/group children for academic strengths and developmental needs. Each teacher consistently uses this information and discusses this information with an assigned administrator.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 28,900

After-school tutoring

Strategy Rationale

Provide additional opportunities for help or assistance with academic content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Grades are monitored and analyzed each grade reporting period (every 4 weeks). REcommendations to attend tutoring are made on a regular basis.

Strategy: Extended School Day

Minutes added to school year: 0

Provide in school credit recovery

Strategy Rationale

In order to support students staying on track to graduate, this option is available each semester and during the summer for seniors.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lindsay, Anne , lindsaye@highlands.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Grades, promotion, and performance on EOC. This information will be used to determine teacher assignments and program/curriculum evaluation.

Strategy: Extended School Day

Minutes added to school year: 8,100

4B Study Hall Tutoring and access to media, technology

Strategy Rationale

One period every other day is used for students to seek assistance/help, complete homework, complete make up, access the media or computer lab.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Haley, Mike, haleym@highlands.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Monitoring student grades via Pinnacle. It is then shared with the Progress Monitoring Team of Teachers to analyze and meet with students not attending or passing the class.

Strategy: Summer Program

Minutes added to school year: 5,400

Algebra 1 Bootcamp

Strategy Rationale

Provide an intense remediation of Algebra 1 concepts prior to retaking the Algebra I EOC

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Haley, Mike, haleym@highlands.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Performance MATters Baseline Formative Assessments and Algebra I EOC. Student performance is analyzed by the SLT to identify consistent curriculum strengths and needs.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.

College and Career Readiness

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.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Sebring High School offers vocational opportunities or classes in the areas of Business, Drafting, Industrial Arts, Culinary, Family Dynamics, ROTC, CDE, Internship, Externship, and ESE Job Placements. Standards in these classes, as well as State Standards found in all academic classes, addresses the connection of what they learn in a particular course and how it is relevant to a future job. Skills that are being taught in core academic classes are identified as necessary to complete applied and integrated courses as well as function in real world situations.

In addition to this, students from our school are given the option of attending the community college in our area where they can begin earning credits in specific vocational fields.

Many of the students participate in higher level academic classes to prepare themselves for post-secondary work through Honors, Advanced Placement, Dual Enrollment, and International Baccalaureate classes.

During November and American Education Week, Sebring High School will conduct Celebrate Your Future with a daily activities in each class related to planning today for their future beyond high school. Some of the strategies during this week will assist in recognizing the systemic nature of many of the courses that are taken during high school.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

This area is under construction.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

It is evident from the data that the strategies implemented since 2010 have resulted in more students graduating with a standard diploma or GED. In addition, math performance continues to be one of the highest areas of student success with reading still a developmental need area. The percent of students enrolling in remedial math at the college level has declined and the data is indicative of the same for reading. There is an increase in the percent of students completing a college preparatory program; but only a 3% increase in a three-year period. The school has increased by 12% the number of students completing an advanced academic course with 95% of all ninth and eleventh grade students completing the PSAT and 95% of tenth grade students taking the PLAN. There is an increase in the percent of students enrolling in a level of post-secondary education, and an increase in the percent of students earning a 2.0 GPA.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Improve the percent of students writing proficiently as measured by the FSA
- G2.** Improve the attendance rate of students in all grades.
- G3.** Improve the percent of students scoring 3 or higher on Biology EOC
- G4.** Improve the percent of students who promote and graduate on time (4 years).
- G5.** Improve math performance of students.
- G6.** Improve the reading performance of all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Improve the percent of students writing proficiently as measured by the FSA 1a

 G047844

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal 2

- Instructional Coaches
- Instructional Leadership

Targeted Barriers to Achieving the Goal 3

- Student Attendance
- New FSA standards and assessment.

Plan to Monitor Progress Toward G1. 8

Practice writing samples

Person Responsible

Ilene Eshelman


Schedule

Every 2 Months, from 9/1/2014 to 3/1/2015

Evidence of Completion

Writing samples and practice scoring.

G2. Improve the attendance rate of students in all grades. 1a

 G047843

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	15.0

Resources Available to Support the Goal 2

- Progress Monitoring Team

Targeted Barriers to Achieving the Goal 3

- Student/parent contact information is incorrect

G3. Improve the percent of students scoring 3 or higher on Biology EOC 1a

 G047842

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	60.0


Resources Available to Support the Goal 2

- Instructional Coaching

Targeted Barriers to Achieving the Goal 3

- Student Attendance
- Student engagement and rigor

G4. Improve the percent of students who promote and graduate on time (4 years). 1a

 G047840


Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0
College Readiness Reading	55.0
College Readiness Mathematics	70.0
4-Year Grad Rate (At-Risk)	50.0

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G5. Improve math performance of students. 1a

 G047838

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	60.0
Geometry EOC Pass Rate	50.0
Math Gains	60.0
Math Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- Progress Monitoring Team
- Math Instructional Coach

Targeted Barriers to Achieving the Goal 3

- Student Attendance
- Student Engagement and Rigor

G6. Improve the reading performance of all students. 1a

 G047835

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	60.0

Resources Available to Support the Goal 2

- Progress Monitoring Team
- Full-time Reading Instructional Coach

Targeted Barriers to Achieving the Goal 3

- Student Attendance
- Delivery of the CSI model with fidelity

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Improve the percent of students writing proficiently as measured by the FSA **1**

 G047844

G1.B2 New FSA standards and assessment. **2**

 B119175

G1.B2.S1 Based on the information available, teachers will work to increase expectations and understanding of the end of course assessment in English (reading/writing/language arts). **4**

 S132018

Strategy Rationale

Teachers must begin with the end in mind in order to align instruction and standards to expected student outcomes.

Action Step 1 **5**

Conduct ongoing training with English teachers to enhance knowledge of expectations of the content and level of performance required on the FSELA

Person Responsible

Schedule

Biweekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

The percent of students showing growth in expected reading and writing performance on sample FSELA

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Student samples will be scored, reviewed, shared.

Person Responsible

Schedule

Monthly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Summary data regarding student performance will be created and shared with administration.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Person Responsible


Schedule

Evidence of Completion


G2. Improve the attendance rate of students in all grades. 1

 G047843

G2.B1 Student/parent contact information is incorrect 2

 B119178

G2.B1.S1 As information is corrected, ensure that the student database is updated. 4

 S131987

Strategy Rationale

Must maintain as much correct information as possible.

Action Step 1 5

Using the PMT, update student/parent contact information.

Person Responsible

Schedule

Daily, from 8/20/2014 to 6/3/2015

Evidence of Completion

Parent contact information is corrected and the number of "bad phone" numbers is decreased when BlackBoard Connect is used for outreach and attendance.

Action Step 2 5

Use the BSR (social worker resource) and Youth and Family Alternatives Counselors

Person Responsible

Schedule

Daily, from 8/20/2014 to 6/3/2015


Evidence of Completion

Parent contact information is corrected and the number of "bad phone" numbers is decreased when BlackBoard Connect is used for outreach and attendance.


G6. Improve the reading performance of all students. **1**

 G047835

G6.B1 Student Attendance **2**

 B120197

G6.B1.S1 The Progress Monitoring Team will **4**

 S132000

Strategy Rationale

If students are in attendance, academic growth and achievement have a higher likelihood of occurring.

Action Step 1 **5**

The Progress Monitoring Team will

Person Responsible


Schedule

Daily, from 8/20/2014 to 6/3/2015

Evidence of Completion

Increase in student attendance.

G6.B2 Delivery of the CSI model with fidelity **2**

 B120198

G6.B2.S1 It is critical that the research-based instructional model for reading instruction be implemented with fidelity by all intensive reading teachers. **4**

 S132002

Strategy Rationale

The research has shown the use of this model to result in reading growth and gains.

Action Step 1 **5**

The reading teachers will implement the CSI instructional model with fidelity.

Person Responsible

Schedule

Daily, from 8/20/2014 to 6/3/2015

Evidence of Completion

Monitoring of student progress as measured by FAIR

Action Step 2 **5**

Content area teachers will implement the instructional strategies that will enhance student comprehension of the content and build vocabulary and apply this knowledge across the curriculum.

Person Responsible

Schedule

Biweekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Students are able to navigate complex text, summarize, and analyze.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Using the PMT, update student/parent contact information.		8/20/2014	Parent contact information is corrected and the number of "bad phone" numbers is decreased when BlackBoard Connect is used for outreach and attendance.	6/3/2015 daily

Highlands - 0221 - Sebring High School - 2014-15 SIP
Sebring High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.A1	The Progress Monitoring Team will		8/20/2014	Increase in student attendance.	6/3/2015 daily
G6.B2.S1.A1	The reading teachers will implement the CSI instructional model with fidelity.		8/20/2014	Monitoring of student progress as measured by FAIR	6/3/2015 daily
G1.B2.S1.A1	Conduct ongoing training with English teachers to enhance knowledge of expectations of the content and level of performance required on the FSELA		8/20/2014	The percent of students showing growth in expected reading and writing performance on sample FSELA	6/3/2015 biweekly
G2.B1.S1.A2	Use the BSR (social worker resource) and Youth and Family Alternatives Counselors		8/20/2014	Parent contact information is corrected and the number of "bad phone" numbers is decreased when BlackBoard Connect is used for outreach and attendance.	6/3/2015 daily
G6.B2.S1.A2	Content area teachers will implement the instructional strategies that will enhance student comprehension of the content and build vocabulary and apply this knowledge across the curriculum.		8/20/2014	Students are able to navigate complex text, summarize, and analyze.	6/3/2015 biweekly
G1.MA1	Practice writing samples	Eshelman, Ilene	9/1/2014	Writing samples and practice scoring.	3/1/2015 every-2-months
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Student samples will be scored, reviewed, shared.		8/20/2014	Summary data regarding student performance will be created and shared with administration.	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Improve the percent of students writing proficiently as measured by the FSA

G1.B2 New FSA standards and assessment.

G1.B2.S1 Based on the information available, teachers will work to increase expectations and understanding of the end of course assessment in English (reading/writing/language arts).

PD Opportunity 1

Conduct ongoing training with English teachers to enhance knowledge of expectations of the content and level of performance required on the FSELA

Facilitator

Kim Ervin; Holly Rapp; Adrienne Cochran; Brittany Leach

Participants

All teachers

Schedule

Biweekly, from 8/20/2014 to 6/3/2015

G6. Improve the reading performance of all students.

G6.B2 Delivery of the CSI model with fidelity

G6.B2.S1 It is critical that the research-based instructional model for reading instruction be implemented with fidelity by all intensive reading teachers.

PD Opportunity 1

The reading teachers will implement the CSI instructional model with fidelity.

Facilitator

Kim Ervin and Jenn Delgado

Participants

Intensive Reading Teachers

Schedule

Daily, from 8/20/2014 to 6/3/2015

PD Opportunity 2

Content area teachers will implement the instructional strategies that will enhance student comprehension of the content and build vocabulary and apply this knowledge across the curriculum.

Facilitator

Kim Ervin

Participants

Science, Social Studies, and English teachers.

Schedule

Biweekly, from 8/20/2014 to 6/3/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Improve the percent of students writing proficiently as measured by the FSA	3,000
Grand Total	3,000

Goal 1: Improve the percent of students writing proficiently as measured by the FSA

Description	Source	Total
B2.S1.A1 - Discretionary Subs	General Fund	3,000
Total Goal 1		3,000