School District of Osceola County, FL

Celebration School

2016-17 Schoolwide Improvement Plan

Celebration School

510 CAMPUS ST, Celebration, FL 34747

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	26%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Osceola 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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](section) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](rule)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Celebration School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Celebration K-8 School will educate each student to his/her highest potential.

b. Provide the school's vision statement.

Celebration K-8 School will be a nationally recognized, top performing school in the state. (#1)

2. School Environment

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

The population at Celebration K-8 School is quite diverse. There are currently 358 students whose primary language is one other than English. These students represent about 30 different languages. Teachers, staff, and administration review the enrollment documentation and work to connect each student with a native speaker to welcome them to the school. Teachers utilize ESOL strategies to engage students into the culture of the classroom. Students are provided with a heritage language dictionary to ensure they can access the language of instruction and to facility communication.

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

PRIDE Expectations schoolwide (teachers, staff and students) --classroom, hallway, cafeteria, etc.

c. 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.

The expectations and rules: PBIS Expectations: PRIDE-Preparation, Respect, Integrity, Dedication, Effort. PBIS PRIDE Expectations will be located in every classroom, in the media center, hallway, cafeteria, gym, and playground. Consistent common rules will be established for each location. Posters, "PRIDE" located around the school, newsletters, school website, Pride Portfolio and announcements.
Expectations and Rules will be taught at the beginning of the year by teachers. Teachers will also develop Classroom Pride expectations that are specific to their environment for example, a science class may have specific expectations in regards to safety due the experiments they do in class. All expectations will be reinforced daily on a consistent basis by all staff. Student led morning announcements with short reminders of PRIDE expectations. New students will be oriented to expectations, rules, PRIDE dollar, by leadership team.
The school's reward/incentive program and procedures for reinforcing positive behavioral expectations: Students will receive school cash (i.e., PRIDE dollars) for exhibiting positive behavioral expectations and following rules. Positive, specific verbal praise such as, "You have shown responsibility by throwing your trash away" will also be used. Each staff member is encouraged to distribute at least 10 PRIDE dollars per week to students who require behavioral change, students who always or most often follow expectations and rules, and to any students who follow expectations and rules in the classroom, hallway, cafeteria, special areas, etc. With the PRIDE dollars, students will be able to purchase rewards. In the Cafeteria elementary students will participate in the Cafeteria

Pride Dojo program in which their class earns points for appropriate behavior in the cafeteria each day. The points will be used to achieve rewards for the class.

Upon observation of violation of an expectation, staff member reviews positive school expectations and rules with student. If violation continues, minor infractions will be written. 3 minor infractions become a referral. Based on data, if the team notices an increase in referrals, expectations and rules will be re-taught to all students via announcements.

The team will develop a continuum of behaviors that can be teacher-managed and those that may require a referral depending on severity, duration, and/or frequency and will develop a flowchart that depicts the discipline process. The team will develop a list of consequences/interventions that teachers will use based on the behavior. All staff members will be trained at preplanning and follow up will occur, as needed. An introduction and rollout for all staff will occur during pre-planning with follow-up throughout the year as needed based on data and on development of new intervention plans. Follow-up training by team members will occur during PLC's.

Graphs of specific targeted behaviors, OSS, ISS, attendance (refer to question 2 for areas being monitored) will be reviewed monthly in order to monitor the effectiveness of the program. The team will review climate surveys at the end of the school year.

Teachers and staff will be asked to model the same PRIDE expectations.

d. 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.

Twoschool Guidance Counselors provide classroom lessons/sessions to educate students on the services they can provide at any time during the year and how to utilize those services. They also conduct classroom lessons on topics such as Being a Good Friend, Bullying, College and Career Readiness, and more. They conduct small group or one on one counseling sessions as needed. Second Step curriculum is one of many resources utilized. Social Services referrals are made as needed. Homework help, community mentors, bookmark buddies and one-on-one tutoring services are provided for those in need. Families in Transition are provided with a multitude of resources and a point of contact person to coordinate all needs from food, clothing, supplies, transportation, to assistance and resources on how to get back in the workforce and becoming permanently housed. Teachers are trained in how to recognize and refer students with the above needs.

MTSS is utilized to identify students at risk.

3. 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).

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

MTSS process tracking all students
Attendance
Discipline
Failing grades
Level 1 ELA/Math

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

1. 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	11	9	10	9	8	12	12	12	14	0	0	0	0	97
One or more suspensions	2	5	4	3	3	0	1	4	5	0	0	0	0	27
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on statewide assessment	0	0	1	27	18	24	28	26	16	0	0	0	0	140

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	0	3	2	2	3	7	6	0	0	0	0	25

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

Attendance tracking, PRIDE schoolwide expectations and individual behavior plans, interventions

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

The school values parents and community as an integral role in the success of all programs. This is a true community based school that works in partnership with the Town Hall and many community based programs such as Parks and Rec, Little League, Rotary, Kiwanis, 34747 Cares, The Celebration Foundation, WINGS program for girls, Girl Scouts and Boy Scouts, Illuminate Church, The Celebration Athletic Foundation, local businesses, and parents to support one another. The School Advisory Council, Parent Teacher Association, PRIDE Parents, Bookmark Buddies, parent mentors and parent volunteers work together to elevate the school by providing time, support, fundraising, and supplemental programs to enrich the school experience beyond the normally funded programs. Budget constraints and staffing deficiencies are filled through this excellent partnership. Many parent information programs, Open house, Family Involvement nights for Math, Science, and Reading, and a multitude of enrichment experiences such as Math and Science Olympiads, STEM programs, etc are also opportunities for parents to maintain involvement to increase student progress. The school works at building positive relationships with families by organizing these events, inviting and recruiting parents to participate in the many opportunities to support their children and the school and by emphasizing the importance of the partnership to reach our vision and mission.

2. 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.

The school values parents and community as an integral role in the success of all programs. This is a true community based school that works in partnership with the Town Hall and many community based programs such as Parks and Rec, Little League, Rotary, Kiwanis, 34747 Cares, The Celebration Foundation, WINGS program for girls, Girl Scouts and Boy Scouts, Illuminate Church, The Celebration Athletic Foundation, local businesses, and parents to support one another. The School Advisory Council, Parent Teacher Association, PRIDE Parents, Bookmark Buddies, parent mentors and parent volunteers work together to elevate the school by providing time, support, fundraising events, donations, grants, and supplemental programs to enrich the school experience beyond the normally funded programs. Budget constraints and staffing deficiencies are filled through this excellent partnership.

Many parent information programs, Open house, Family Involvement nights for Math, Science, and Reading, and a multitude of enrichment experiences such as Math and Science Olympiads, STEM programs, etc are also opportunities for parents to maintain involvement to increase student progress. The school works at building positive relationships with families by organizing these events, inviting and recruiting parents to participate in the many opportunities to support their children and the school and by emphasizing the importance of the partnership to reach our vision and mission.

C. 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).

1. School Leadership Team

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

Name	Title
Ballone, Michael	Principal
Cassano, Cheryl	Assistant Principal
Manion, Kimberly	Assistant Principal
Carr, Jack	Instructional Coach
Kanner, Denise	Instructional Coach
Damers, Agustin	Dean
Pollzzie, Rose	School Counselor
Schad, Rhonda	Instructional Coach

b. Duties

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

Each member of the team takes as specific role in the following:
- offers trainings and facilitative support to teachers during PLCs in grade level or content areas during Wednesday meeting times and/or planning, as needed, for effective instructional strategies to meet high expectations of the Marzano Instructional Model and the Florida Standards
-monitoring all student progress and learning gains in their assigned subject areas K-8 based on ongoing formative assessments;
- provide resources and supports for subject areas assigned, share current education research with teachers, and distribute and train on usages of available resources.
- shared decision making is utilized in all Leadership meetings and PLCs to ensure complete

collaboration in all areas that will have an impact on student achievement and organizational effectiveness.
- Counselors maintain open and consistent communication with parents regarding interventions and progress monitoring.

2. 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.

Personnel-- All teachers are assigned to teaching assignments in which they are most effective based on previous year results and/or areas of certification; Paraprofessionals are carefully matched with students and groups in which they can produce the most supplemental support for ELL students and students who are identified at risk. 3 ESE/VE teachers are placed in CoTeach and Support Facilitation groupings based on areas of strength by content and grade level.
Instructional-- All administrators and instructional coaches serve as instructional leaders providing observational feedback to teachers based on Marzano Instructional Model and/or provide modeling and training on best practices and strategies. Instructional professional development is provided to all teachers for Core Connections writing, Math Solutions, and effective Professional Learning Communities.
Curricular-- New and up to date Curriculum resources are provided to align with district provided curriculum mapping of the new Florida Standards in all content areas. All resources also include additional supplemental material for intervention and acceleration opportunities. Where intervention and acceleration cannot be met in the regular class time, additional curriculum resources and time are provided through virtual options and before and after school opportunities. These also include computer based adaptive resources.
Extended learning opportunities are provided for students in grades 3-8. Students are identified through base line data, FCAT and FSA scores and formative assessments. Extended learning curriculum is tailored to the needs of the targeted students.
All courses K-8 have mandatory end of year assessments, either FSA, EOC, or EOY. Course content progress is monitored throughout the year, unit by unit to ensure adequate learning occurs. Lesson plans are maintained, monitored, and improved each week as the new standards become familiar to teachers in this first year of standards driven planning.

Leadership team meetings occur weekly or bi-weekly with the School Leadership Team members and facilitated by the School Principal/Administration.
MTSS team meetings occur monthly for K-2, 3-5, and 6-8; resulting in 3x per month for leadership members and once per month for each teacher. These meetings are facilitated by the MTSS coach, Rhonda Schad as well as the Instructional Coaches (Jack Carr-Literacy Coach, Denise Kanner-Math/ Science K-8). Teachers, administrators, school dean, and school counselors participate in these meetings to discuss not only the identified students in the MTSS T2 and T3, but also any/all students who may not be on the appropriate trajectory of growth.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
John Warner	Parent
Stacy Thompson	Parent
Vanessa Winter	Business/Community
Carl Fiore	Parent
Suellen Heskett	Parent
Tanja Coronado	Parent
Faith Kraemer	Parent
Amy Parrish	Parent
Michael Ballone	Principal
Rob Ericksen	Parent
Jenny Hammerle	Parent
Kim Manion	Education Support Employee
Deborah Wisneski	Parent
Mary Benson	Parent
Laure DeJeant	Parent
Melania Lavezzi	Parent
Cassie Buchheit	Parent
Suzanne Brown	Parent
Floriana Dangelo	Parent
Michael Meechin	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Evaluate all areas in the plan based on School Accountability data and surveys.

b. Development of this school improvement plan

Review, provide feedback previous year plan that needs updates on current plan

c. Preparation of the school's annual budget and plan

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

No funds

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Ballone, Michael	Principal
Cassano, Cheryl	Assistant Principal
Manion, Kimberly	Assistant Principal
Carr, Jack	Instructional Coach
Damers, Agustin	Dean
Pollzzie, Rose	School Counselor
Kanner, Denise	Instructional Coach
Schad, Rhonda	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Implementation of Standards driven curriculum with core resources and supplemental resources
Literacy Week activities K-8
Implementation of Florida Standards in Language Arts across curriculum areas
Implementation of a school-wide reading program

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

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

Common planning times built into master schedule
Professional Learning Communities focused on planning and instruction
Vertical articulation
Professional development opportunities embedded throughout the school year

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

1. Mentor new teachers - Person Responsible: Admin/Lead Team
2. Professional Learning Support - Person Responsible: Admin/Lead Team
3. Positive School Community - Person Responsible: Admin/Lead Team/PTA/SAC

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

Mentors: Jack Carr and Denise Kanner
Mentees Assigned: Amy Russo, Karen Kuers, Amy Wood, Tracey Model,
Rationale for Pairing: Grade level, experienced--teachers new to the school
Planned Mentoring Activities: preplanning orientation, PLC, new teacher mentoring, new to school mentoring, once a month meetings

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Utilizing CPalms electronic resource and district provided Curriculum maps for all core content areas based on Florida Standards.

New textbook resources, technology resources, and supplemental resources were purchased and/or accessed to match the Florida Standards.

Curriculum coaches and Leadership Team oversee implementation.

b. Instructional Strategies

1. 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.

i-Ready Reading and Math, and District Formative Assessments provided and administered school wide for baseline and ongoing progress monitoring. Results are reviewed by teachers, Leadership Team, and the MTSS team to make data driven instructional decisions for core instruction as well as interventions and extensions. All results are reviewed for learning at or above benchmark as well as learning gains over time. All students who are below benchmark are provided with supplemental interventions. All students who are high achieving are provided with extension and/or acceleration opportunities. All students who are not showing adequate learning gains between each progress monitoring assessment will be given differentiated instruction to ensure learning gains.

2. 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: Extended School Day

Minutes added to school year:

Provide enrichment opportunities for high achievers and tutoring/support for at risk.

Math and Science Olympiads, Odyssey of the Mind, Battle of the Books, Noetic Math, Algebra 1 club, TSA & SECME STEM Clubs, before and after school tutoring and mentoring programs

Immediate Intensive Interventions take place within the classroom with teachers and for Tier 2/3 students with paraprofessionals in small group intervention labs.

Student data is analyzed by teachers and MTSS team to determine areas needing extra support and practice, strategies implemented to work on weak areas, practice for students provided and analyzed for effectiveness, support offered on a one-on-one basis, assessments of students given to monitor growth/improvement, new strategies implemented based on continuing needs of students.

Data analyzed to determine students at risk, letters sent home to parents for targeted students to participate in extended learning opportunities, teachers selected based on certifications and experience in subject areas in need, before school tutoring for students whose parents provide permission to join program,

Strategy Rationale

Intervention and Enrichment

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Ballone, Michael, michael.ballone@osceolaschools.net

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

Assessments given in iReady, Penda and Teenbiz to progress monitor student growth and analyzed by level of improvement in weak areas. New strategies and interventions implemented based on needs determined from data.

2. Student Transition and Readiness

a. 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).

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

Summer parent informational meeting, summer orientation lunch for Kindergarten students, request and receive input from feeder preschools with beneficial student recommendations, staggered start for Kindergarten students with one half the class attending day one, the other half attending day two, all students attending day three.

8th grade students and parents attend information sessions on programs such as the International Baccalaureate Program and AVID Program offered at the high school. High School guidance counselors come to the middle school to meet with 8th graders for counseling and scheduling. Middle School Guidance Counselors work with 8th graders to help them transition to 9th grade.

b. College and Career Readiness

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

Students are met with on an individual basis from 5th-8th grade, conferencing on their course selections and strategic planning for high school relevant to their four year academic plan. 8th grade students receive on-going consultation through counselor classroom lessons regarding high school academic requirements as well as State University Systems admission requirements.

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

STEM- Engineering focus electives-Automation and Robotics, Design and Modeling, and Medical Detectives
High School Credit Classes - We offer multiple high school credit classes--Algebra 1, Geometry, Physical Science, Biology, Spanish 1, additional online options are made available for additional acceleration
Student and Parent transitional informational meetings regarding strategic planning
DUKE TIP - 7th grade students are identified to participate in taking the SAT/ACT
8th grade High School/College/Career Planning

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

Students and parents are invited to our DUKE TIP presentation which encourages students to take the SAT in 7th grade. Parent High School information night provides an overview of important county data of AP/IB enrollment, SAT requirements of Bright Futures Scholarship, & Parent Information night for elementary students regarding acceleration options and the impact of acceleration for high school planning.
.

4. 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.

-High school and College and Career Readiness programs throughout the year
-47% of 7th and 8th grade students are enrolled in high school credit courses to prepare for more rigorous high school coursework

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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. All teachers will implement quality and rigorous instruction aligned to the Florida Standards . This will have an impact to increase learning gains for all students.

G2. Middle School acceleration participation and achievement in high school level courses will increase.

Strategic Goals Detail

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

G1. All teachers will implement quality and rigorous instruction aligned to the Florida Standards . This will have an impact to increase learning gains for all students. 1a

🔍 G085334

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	76.0
Math Gains	82.0
Middle School Acceleration	75.0

Targeted Barriers to Achieving the Goal 3

- Breakdown in the PLC process to include creation of common formative assessments, analyzing data, and adapting instruction based on data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional and MTSS Coaches

- Curriculum time lines

- i-Ready

- School-led professional development focused on PLC process, deconstruction of standards to plan for instruction to the depth of the standards

- Development of a school-wide PBIS program

Plan to Monitor Progress Toward G1. 8

Progress Monitoring data, classroom observation data, lesson plans

Person Responsible
Michael Ballone

Schedule
Monthly, from 8/10/2016 to 5/12/2017

Evidence of Completion
MTSS notes, leadership team notes, walk through data, progress monitoring reports

G2. Middle School acceleration participation and achievement in high school level courses will increase. 1a

🔍 G085335

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	
Bio I EOC Pass	
Geometry EOC Pass Rate	

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

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. All teachers will implement quality and rigorous instruction aligned to the Florida Standards . This will have an impact to increase learning gains for all students. `1`

🔑 G085334

G1.B1 Breakdown in the PLC process to include creation of common formative assessments, analyzing data, and adapting instruction based on data. `2`

🔑 B226905

G1.B1.S1 Provide common planning periods for teacher collaboration `4`

🔑 S239375

Strategy Rationale

Common planning periods provide contract time for teachers to meet to plan, develop common formative assessments, analyze data, and inform instruction.

Action Step 1 `5`

Develop a master schedule that provides common planning by subject/grade level

Person Responsible

Kimberly Manion

Schedule

On 8/10/2016

Evidence of Completion

Finalized Master Schedule evidencing common planning periods

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monitoring creation of the Master Schedule

Person Responsible

Michael Ballone

Schedule

On 8/10/2016

Evidence of Completion

Completed Master Schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Leadership team attendance at PLC meetings

Person Responsible

Michael Ballone

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Common formative assessments, analysis of data, and lesson plans reflecting the adaptations to instruction necessary as a result of the data.

G1.B1.S2 School-wide expectation and structure for PLC process to be conducted weekly. 4

🔧 S239376

Strategy Rationale

Teacher collaboration increases professional practice and impacts student achievement.

Action Step 1 5

Leadership team will provide structure and expectations for PLCs to be held weekly.

Person Responsible

Michael Ballone

Schedule

Weekly, from 8/3/2016 to 5/12/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership attendance at weekly PLC meetings and monitoring of progress toward successful implementation of the PLC process.

Person Responsible

Michael Ballone

Schedule

Weekly, from 8/10/2016 to 5/12/2017

Evidence of Completion

PLC Quarterly task completion on to include evidence of each stage of the PLC process; observation of PLC meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Monitoring PLC quarterly tasks and implementation of the PLC process

Person Responsible

Michael Ballone

Schedule

Weekly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Common formative assessments, lesson plans indicating differentiation of instruction as a result of the data

G1.B1.S3 Provide professional development on deconstruction of standards and understanding the depth of knowledge tied to the standards. `4`

🔧 S239377

Strategy Rationale

Planning and delivery of instruction to the depth of the standards will not happen unless teachers are fully aware of the full intent of the standards.

Action Step 1 `5`

Develop and provide professional development on deconstruction of standards, depth of knowledge, and development of proficiency scales by standard.

Person Responsible

Rhonda Schad

Schedule

Quarterly, from 8/10/2016 to 5/12/2017

Evidence of Completion

PD artifacts, sign-n sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Classroom walk-throughs and review of lesson plans

Person Responsible

Michael Ballone

Schedule

Weekly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Data that indicates Instruction that supports the depth of the standards; evidence of proficiency scales posted and in use

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Monitoring for student achievement and growth

Person Responsible

Michael Ballone

Schedule

Weekly, from 8/10/2016 to 5/12/2017

Evidence of Completion

I-Ready data; common assessment data

G1.B1.S4 Leadership team will disaggregate classroom observation data and student achievement data to determine professional development needs and support implementation. 4

🔑 S239378

Strategy Rationale

Leadership support and feedback is necessary as teachers work through the PLC process to support and strengthen instruction.

Action Step 1 5

Leadership team will conduct reviews of MTSS/PLC data to drive decisions regarding professional development and support.

Person Responsible

Michael Ballone

Schedule

Monthly, from 8/12/2016 to 5/12/2017

Evidence of Completion

Data from progress monitoring and common formative assessments; leadership team notes

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Established monthly leadership team meetings to review data

Person Responsible

Schedule

Monthly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Monthly meeting notes and data analysis

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Design of professional development plan based on the data

Person Responsible

Michael Ballone

Schedule

Monthly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Professional development that supports data collected; lesson plans evidencing implementation of strategies.

G1.B1.S5 Properly identify students for middle school acceleration and provide a support network for accelerated students. `4`

🔍 S239379

Strategy Rationale

Closing the opportunity gap will provide support for high school readiness.

Action Step 1 `5`

Identify students for middle school acceleration

Person Responsible

Kimberly Manion

Schedule

On 8/10/2016

Evidence of Completion

All level 3, 4, and 5 middle school students scheduled into appropriate high school level courses.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 `6`

Monitoring of student achievement reports for accurate scheduling into accelerated courses

Person Responsible

Kimberly Manion

Schedule

On 8/10/2016

Evidence of Completion

Class rosters, student schedules, student participation in support sessions

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

Regular monitoring of student participation and performance in accelerated courses

Person Responsible

Michael Ballone

Schedule

Monthly, from 7/1/2016 to 5/12/2017

Evidence of Completion

Grade Book reports; progress monitoring data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M317382	Monitoring creation of the Master Schedule	Ballone, Michael	7/1/2016	Completed Master Schedule	8/10/2016 one-time
G1.B1.S1.A1 A309990	Develop a master schedule that provides common planning by subject/ grade level	Manion, Kimberly	7/1/2016	Finalized Master Schedule evidencing common planning periods	8/10/2016 one-time
G1.B1.S5.MA1 M317390	Monitoring of student achievement reports for accurate scheduling into accelerated courses	Manion, Kimberly	7/1/2016	Class rosters, student schedules, student participation in support sessions	8/10/2016 one-time
G1.B1.S5.A1 A309994	Identify students for middle school acceleration	Manion, Kimberly	7/1/2016	All level 3, 4, and 5 middle school students scheduled into appropriate high school level courses.	8/10/2016 one-time
G1.MA1 M317399	Progress Monitoring data, classroom observation data, lesson plans	Ballone, Michael	8/10/2016	MTSS notes, leadership team notes, walk through data, progress monitoring reports	5/12/2017 monthly
G1.B1.S2.MA1 M317383	Monitoring PLC quarterly tasks and implementation of the PLC process	Ballone, Michael	8/10/2016	Common formative assessments, lesson plans indicating differentiation of instruction as a result of the data	5/12/2017 weekly
G1.B1.S2.MA1 M317384	Leadership attendance at weekly PLC meetings and monitoring of progress toward successful...	Ballone, Michael	8/10/2016	PLC Quarterly task completion on to include evidence of each stage of the PLC process; observation of PLC meetings.	5/12/2017 weekly
G1.B1.S2.A1 A309991	Leadership team will provide structure and expectations for PLCs to be held weekly.	Ballone, Michael	8/3/2016		5/12/2017 weekly
G1.B1.S3.MA1 M317385	Monitoring for student achievement and growth	Ballone, Michael	8/10/2016	I-Ready data; common assessment data	5/12/2017 weekly
G1.B1.S3.MA1 M317386	Classroom walk-throughs and review of lesson plans	Ballone, Michael	8/10/2016	Data that indicates Instruction that supports the depth of the standards; evidence of proficiency scales posted and in use	5/12/2017 weekly
G1.B1.S3.A1 A309992	Develop and provide professional development on deconstruction of standards, depth of knowledge,...	Schad, Rhonda	8/10/2016	PD artifacts, sign-n sheets	5/12/2017 quarterly
G1.B1.S4.MA1 M317387	Design of professional development plan based on the data	Ballone, Michael	8/10/2016	Professional development that supports data collected; lesson plans evidencing implementation of strategies.	5/12/2017 monthly
G1.B1.S4.MA1 M317388	Established monthly leadership team meetings to review data		8/10/2016	Monthly meeting notes and data analysis	5/12/2017 monthly
G1.B1.S4.A1 A309993	Leadership team will conduct reviews of MTSS/PLC data to drive decisions regarding professional...	Ballone, Michael	8/12/2016	Data from progress monitoring and common formative assessments; leadership team notes	5/12/2017 monthly
G1.B1.S5.MA1 M317389	Regular monitoring of student participation and performance in accelerated courses	Ballone, Michael	7/1/2016	Grade Book reports; progress monitoring data	5/12/2017 monthly
G1.B1.S1.MA1 M317381	Leadership team attendance at PLC meetings	Ballone, Michael	8/22/2016	Common formative assessments, analysis of data, and lesson plans reflecting the adaptations to instruction necessary as a result of the data.	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. All teachers will implement quality and rigorous instruction aligned to the Florida Standards . This will have an impact to increase learning gains for all students.

G1.B1 Breakdown in the PLC process to include creation of common formative assessments, analyzing data, and adapting instruction based on data.

G1.B1.S2 School-wide expectation and structure for PLC process to be conducted weekly.

PD Opportunity 1

Leadership team will provide structure and expectations for PLCs to be held weekly.

Facilitator

Michael Ballone

Participants

All instructional staff and leadership team

Schedule

Weekly, from 8/3/2016 to 5/12/2017

G1.B1.S3 Provide professional development on deconstruction of standards and understanding the depth of knowledge tied to the standards.

PD Opportunity 1

Develop and provide professional development on deconstruction of standards, depth of knowledge, and development of proficiency scales by standard.

Facilitator

Rhonda Schad, Jack Carr, Denise Kanner

Participants

All Instructional staff

Schedule

Quarterly, from 8/10/2016 to 5/12/2017