Celebration High School

2016-17 Schoolwide Improvement Plan

Celebration High School

1809 CELEBRATION BLVD, 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)
High School 9-12	No	64%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	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,](#) 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:](#)

- 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 High 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 High School is a challenging and rigorous educational learning community that is dedicated to the preparation of students to be life-long learners and contributing members in a rapidly changing world.

b. Provide the school's vision statement.

Celebration High School will be number one in everything as a result of the focus work and effort of students, staff, and the entire school community

2. School Environment

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

Celebration High School has a very diverse population of students. Through activities in class, teachers and students have opportunities to learn about the cultures of each other. Building a culture of belonging provides the perfect opportunity for teachers to build relationships with students. All lessons are structured around opportunities that allow for discussion and the demonstration of interest in the individual student.

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

Through the use of Positive Behavior Support (PBIS), students and teachers are called upon to demonstrate the Five Pillars - Supportive, Tolerant, Organized, Respectful and Motivated at all times. These Five Pillars are front and center in all parts of the school day and guide the behavior expected at all times from students and staff.

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 PBIS team has developed a continuum of behaviors that can be teacher-managed and those that may require a minor infraction or referral depending on severity, duration, and/or frequency and have developed a flowchart that depicts the discipline process. The team have developed a list of consequences/
interventions that teachers use based on the behavior. All staff members have been trained and refreshed at PLC meetings throughout the year.

Upon observation of violation of an expectation, staff member reviews positive school expectations and rules with student. Based on data, if the team notices an increase in referrals during the school year, expectations and rules will be re-taught to all students during the class period.

The team will track student behaviors. Graphs of specific targeted behaviors, OSS, ISS, attendance will be reviewed weekly. The team will review climate surveys at the end of the school year.

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.

Through the school's Guidance Office, students are able to receive assistance with social-emotional needs - severe or significant emotional situations are referred to the school psychologist for further consideration. Through efforts of deans a mentoring program will continue to allow for mentoring opportunities for students. All teachers will monitor social and emotional needs of students and explore further opportunities for counseling as required.

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.

The school is utilizing the district's Early Warning System to provide data to identify students who have one or more variables that indicate a cause for concern. We will be looking at early warning indicates of attendance below 90%, one or more suspensions, course failure in ELA or Math, Level 1 on statewide assessments, and GPA of less than 2.0.

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	0	0	0	0	0	0	0	0	0	84	81	84	86	335
One or more suspensions	0	0	0	0	0	0	0	0	0	112	100	85	44	341
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	7	84	76	58	225
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	237	287	244	144	912
GPA Less Than 2	0	0	0	0	0	0	0	0	0	223	238	183	52	696

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	0	0	0	0	0	0	0	0	0	112	147	124	75	458

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

In order to work with students with attendance, behavior, and academic indicators, deans have been paired with guidance counselors . Deans will be calling students encouraging students to attend school. A dean has been assigned attendance. Chronically truant students are placed on attendance contracts. Behavior contracts are issued for students with persistent or repetitive behaviors. The Positive Behavior Support program is in place to set expectations and recognize positive target behaviors. Joint efforts between deans and guidance counselors provide an additional layer of support for these students. SURGE is part of the progressive discipline policy and allows for students to talk to counselors and attend to academic work in an environment outside of their normal class schedule. Students with academic indicators are placed in Intensive classes for support. Recommendation for Tier 3 interventions in MTSS is considered for those who are still not successful

in the Intensive classrooms. Students who have low GPAs or are behind in credits have the opportunity to work in the IMPACT (PLATO Lab) during the school day for credit recovery or to boost their grade point averages. MTSS Coach and Guidance counselors conduct indiviual and group sessions for students failing identified on the Early Warning System.

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

Celebration High School continues to have low parent involvement. In 2016 it increased it's parent involvement by 3% from 47% to 50%. Celebration High School will increase parent and community informational tools in 2017 to increase from 50% to 53% involvement. The school will continue to provide more informational modes to inform parents, students and community of up to date school news and events. Celebration High School will continue to have a Family In Transition Liaison within the school to provide much needed resources. Academic Intervention Team will review behavioral data to identify at-risk students as well as evaluate students' responses to the Behavior Education Program. Academic Intervention Team will also collect additional data on those students, and provide them with appropriately designed individualized interventions and will make contact with parents to ensure they are involved with the decision making process. Continued development and implementation of AVID in the 9th, 10th, 11th, and 12th grade. The district has a Parent Portal in the new Student Report system FOCUS to allow parents to sign on and check grades, behavior, and attendance in a real time environment.

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 continues to build a sustainable Business Partner Program with local and district business serving as partners for the school. The school has appointed a staff member to serve as the Business Partner Liaison for the purpose of securing partners and developing activities that would benefit the students and their achievement.

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
Rasmussen, Jonathan	Principal
Straker, Peter	Assistant Principal
Ponzoa, Yvette	Assistant Principal
Roman, Kelly	Assistant Principal
Munoz, Beltran	Dean
Harris, Demetrik	Dean
Holder, Susan	Dean
Harrison, Christine	Instructional Coach
Bates, Sue	School Counselor
Covell, Deana	School Counselor
Hernandez, Mary	School Counselor
Jacobs, Kathryn	School Counselor
Judge, Virginia	School Counselor
Keesling, Linda	Teacher, ESE
Luna, Lillibetts	Other
Miglionico, Jacqueline	School Counselor
Bisogno, Janet	Teacher, K-12
Jones, Laura	Teacher, K-12
George, Kelly	Dean
Peters, Jeffery	Dean

b. Duties

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

Team will meet bi weekly as a PLC to discuss interventions and assess data to determine how the core curriculum can be adjusted to meet the needs of all students. The team reconvenes as needed on a case by case basis. Team consists of teachers/staff with expertise in special areas. Each person plays a different role in order to achieve success.

MTSS Coordinator, is responsible for leading bi weekly meetings to discuss specific student and school- wide performance effectiveness. These student-centered meetings utilize academic and behavioral data to determine both area's levels of success and need. Guidance counselors, deans, social worker, school psychologist will focus on struggling students in need of behavior interventions and attendance issues. Literacy coach, and guidance counselors will focus on students struggling with academic interventions.

The whole MTSS team will address students in need of both social and academic interventions as well as work with ESE, and ESOL students that need specialized interventions.

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.

Student's receives MTSS services through Tier 1. The Intervention Assistance Team is comprised of the Principal, Assistant Principals, School Psychologist, Guidance Counselors, Literacy Coach, Positive Behavior Support (PBS) Designee, ELL Compliance Specialist, Deans, Social Worker, and ESE RLS coordinator.

The MTSS leadership team, consisting of the Principal, Assistant Principal, MTSS Coach, Counselors, Deans Grade Level Chairs. School Psychologist, Speech and Language Therapist, Reading Coach, and MTSS Coordinator meet weekly to dis-aggregate data and identify students who need services in Tier 2 and Tier 3.

ELA: Students with a Level 1 or Level 2 score in the FSA ELA are receiving Tier 2 intervention in Intensive Reading.

Math: The team will gather data from different sources, namely FSA EOC Algebra 1, Geometry, Algebra 2, and grades in common assessments, to determine students who are not making adequate progress in Math and need interventions through Tier 2.

Behavior: The team will identify students with challenging behaviors and use appropriate PBS strategies to modify these behaviors, including assigning Mentors), and keeping Behavior Contracts. Given the overwhelming number of students scoring below grade level. Our focus is to strengthen the instruction and interventions available through Tier 1. The MTSS team will work with grade level and academic PLC's to continually monitor interventions and form new interventions as needed.

Communication between these grade level and content level teams occurs through academic coaches, grade level chairs and deans and guidance counselors, collectively monitored by the MTSS coordinator. In addition, PLC meetings, school- wide faculty meetings, grade level meetings, instructional team meetings, department meetings, and Staff Development days will strengthen school-wide MTSS communication.

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as SURGE, IMPACT (PLATO) afterschool program, and summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Literacy Coach and District Specialists develop and lead programs based on Florida State Standards curriculum/behavior assessment and intervention approaches

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III
The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students. IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX
To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Susan Finnigan	Parent
Betsey Larson	Teacher
Leah Carius	Parent
Jonanthan Rasmussen	Principal
Pam Scrivani	Parent
Jeanne Kaepsell	Business/Community
Angel Mata-Ramirez	Student
Cayman Lanzone	Student
Parker Adams	Student
Sarah Cunningham	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

The SAC committee receives an update monthly on the school improvement plan and has the opportunity to provide input, ask questions, or offer guidance. This year's school improvement plan

and Climate Surveys was reviewed at the first SAC meeting of the year in August 2016. The school will solicit input on the results throughout the year for meeting the goals of the SIP and will revise the SIP if required for the current year.

b. Development of this school improvement plan

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan. The SAC reviews relevant data, identifies problem areas, develops improvement strategies, and monitors their implementation. Goals for the current year were generated by school team in alignment with the Differentiated Accountability Sustainability Plan. The plan was brought to the SAC committee for review, recommendations, and approval.

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

SAC funds will be used to support PBS and other initiatives related to the goals of the school as well to fund teacher requests. Current SAC fund balance is $1747.13.

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

Multicultural Day $500
STORM 101 Carnival $11,000
PBS $1,000
College and Career $2,000

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
Rasmussen, Jonathan	Principal
Roman, Kelly	Assistant Principal
Ponzoa, Yvette	Assistant Principal
Straker, Peter	Assistant Principal
Bowers, Barbara	Teacher, K-12
Bronson, Elizabeth	Teacher, K-12
Carpenter, Denise	Teacher, K-12
Larson, Betsey	Teacher, Career/Technical
Miglionico, Jacqueline	School Counselor
Sherman, Howard	Teacher, K-12
George, Kelly	Teacher, ESE
Carson, Nancy	Teacher, K-12
Collison, Rokaia	Teacher, K-12
Bisogno, Janet	Teacher, K-12
Jones, Laura	Teacher, K-12
Peters, Jeffery	Dean
Keesling, Linda	Other
Luna, Lillibetts	Other
Allen, Brenda	Instructional Media
Bundoc, Maria	Teacher, K-12

b. Duties

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

Developing and implementing vocabulary in every classroom. Analyzing data and focus on impact group. Implementing mini trainings (based on teacher requirements) as needed. The Literacy Leadership Team LTT reports of upcoming PD workshops that focus on literacy across subjects. In addition, PD during planning time that focuses on literacy is provided to the Literacy Leadership Team LLT and teachers. The Literacy Leadership Team at CHS meets once a month to discuss monitoring of student achievement data and working with teachers to improve academic instruction. The Literacy Leadership Team LLT develops school-wide reading initiatives that promote disciplinary literacy and a school culture of student readers as leaders, included but not limited to school-wide Battle of the Books, Book Clubs, and participation in Read Across America Day.

Every Teacher Contributes to Reading Improvement:

Teachers meet during their common planning time with the Literacy Coach to discuss lesson plans, and literacy strategies and goals for the school year. Every week, the Literacy Coach uses the coaching cycle and classroom modelling to show best practices in implementing literacy strategies.

The LLT will be focused on supporting the implementation of strategies across the school as well as the implementation of literacy strategies in all subject areas. The LLT will be a guiding force in planning and implementing professional development.

D. 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).

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

Celebration High School has adopted the most recent text books and instructional programs offered by our district. These resources were selected based on their tie to the Florida Standards and their instructional strengths. Teachers have received training in the proper use of the materials, including online resources, and will participate in ongoing professional development to support their instruction.

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

When recruiting, the Principal and Assistant Principals ask highly-qualified, effective teachers in the faculty to be part of the interviewing process. The Principal and Assistant Principals with input from the faculty involved in the interview process arrive at a decision together.

The questions asked during the interviews are tied to the 10 design questions addressing goals and routines, instructional practices, and strategies enacted on the spot, with an emphasis on identifying candidates' ability to work with our students' academic needs and behaviors, strong knowledge of content area, and belief that all students can learn.

To retain highly qualified teachers, the Principal and Assistant Principals provide teachers with leadership opportunities in various committees, are receptive of teachers' feedback, and promote Professional Development and a positive culture.

New teacher induction program which includes a New Teacher Orientation, appointment of a veteran teacher mentor, and periodic meetings/events to help teachers acclimate to the school. - all administrators and academic coach.

High functioning Professional Learning Communities, research-based instructional strategies, job embedded high quality professional development, development of teacher leaders

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

Teacher Mentoring Supervisor is in charge of the Teacher Mentoring Program for New Faculty Members. New faculty members are assigned a mentor who is highly qualified and highly effective, teaches the same subject and when possible the same grade level, and whose room is close in proximity.

Depending on new teachers' status, the supervisor will meet with the new teachers every other week (or more often if needed) to go over school procedures, grading, planning, instructional strategies, evaluation, portfolio, requirements, and other support teachers may need by following the District handbook.

An orientation meeting was held with the new teachers to provide them with information to assist them in their transition into their new positions. Teachers were provided with valuable resources, a review of the Teacher Handbook, important information regarding daily attendance, and were offered an introduction to many key personnel in the school.

Mentors will meet with mentees on a regular basis to provide guidance, offer assistance with teaching strategies and best practices, and answer day-to-day questions that might be specific to the school.

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.

Celebration High School has adopted the most recent text books and instructional programs offered by our district. These resources were selected based on their tie to the Florida Standards and their instructional strengths. Teachers have received training in the proper use of the materials, including online resources, and will participate in ongoing professional development to support their instruction.

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.

Differentiated instruction is a philosophy and an approach to teaching in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted, flexible instruction. Celebration High School believes that differentiated instruction begins with truly knowing the students, both as individual learners and as a community of learners. It is important to intentionally
create opportunities to learn about students' strengths, needs, interests, preferences and ways of learning. Learner profiles, interest inventories, and ongoing formal and informal assessment are essential at Celebration High School. This information helps for planning instruction that goes beyond general student needs to address the specific, identified needs of our students. Throughout the instructional cycle, the teachers continue to systematically study learner traits to understand what each student needs to succeed.

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:** 5,400 |

SURGE: Students in need of remediation, tutoring, enrichment, test makeup or homework help all academic subjects will be attending this program during 30 minute lunch periods.

Strategy Rationale

This allows the students to have individual attention for the subject they are having problems with. It also allows them to makeup work so they are on pace with the rest of the students in the class.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ponzoa, Yvette, yvette.ponzoa@osceolaschools.net

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

Data is collected by student attendance and grades in core academic subjects. Effectiveness of the program will be determined by analyzing formative assessments, summative assessments and grades of students.

| **Strategy:** Extended School Day |
| **Minutes added to school year:** 6,480 |

Students will have the opportunity to work on credit recovery in a PLATO lab after school two days per week, 3 hours each day for 18 weeks..

Strategy Rationale

Allows students who are behind and at risk of not graduating with their cohort a chance to recover credits at a faster rate then regular classroom sessions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ponzoa, Yvette, yvette.ponzoa@osceolaschools.net

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

The number of coursed successfully completed will be tracked and the contribution these credits make toward increasing on-time graduation rates will be monitored.

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. Â§ 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.

Student in 12th grade receive a variety of support as they prepare to transition to post-secondary education or the work environment. Through the efforts of our dedicated College and Career Counselor, students and parents are offered information on preparing for life beyond high school.

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.

Celebration High School promotes academic and career exploration through the Guidance Counselors.

All students explore career paths through 'My Carrer Shines' and have an account setup for 'My career Shines'. The school's Career and College Counselor works with students to assess areas of interest for college study and post-secondary options. Based on these explorations, students are able to make informed decisions about their academic course selections.

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

Celebration High School, through instructional strategies/actives and lesson study will apply real world problems to the courses to make them relevant to the students, for example: CTE programs, College Readiness Math and College Readiness Language Arts.

Celebration High School offers various elective classes that help students develop skills they need for their current classes, college, and future careers. 3D Animation Tech, Program Foundations,Gaming Foundation , Gaming Design, Digital Design, TV Productions, and Digital Art Design.

Digital Information Technology: This course has direct relevance to all subjects that students are taking. Microsoft Word, Excel, and Power Point so that they are capable of correctly completing all projects, reports, papers using the computer. Students learn soft business skills that are needed for their future careers and other core subjects such as filing, correct word choice, prioritizing specific work, etc. The course includes a career unit which involves creating a resume developing interview skills, which enhance students' public speaking skills. Public speaking is a skill needed to present assignments for all classes.

Personal Development and Career Preparation: This course focuses on preparing ESE students for responsibilities related to the workplace. Students develop self-awareness, career knowledge and exploration, employability skills, leadership, and lifelong learning skills. Students understand that preparing for the future requires knowledge and skills. There is a link between school and building foundational goals for the future. This is done through focusing on objectives that correlate transferable skills through academic training and a scope of family, school, and work concepts.

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

Celebration High School will focus on literacy in the content areas by implementing non-negotiable: 1. Instructional Strategies - EVERY teacher will develop and implement instructional strategies in all classes. Research based instructional strategies will be implemented. 2. Collaborative Pairs - EVERY teacher will utilize collaborative groups in their instruction so that each student is practicing literacy skills in each class.
The AVID strategies for college readiness will be employed throughout campus. Students will receive instruction in the Cornell note-taking system, critical reading skills such as annotating and

summarizing texts, and reflective writing. To improve the level of critical thinking and inquiry, students will participate in philosophical chairs and Socratic seminars.

We are challenging our students through rigorous curriculum in part by strengthening our AP courses and increasing enrollment in those advanced classes. Our students continue to have the option of attending Valencia College through the Dual Enrollment program.

Based on the High School Feedback Report the following has been implemented in order to increase the numbers in each of the defined areas by the state:
Increase in number of students participating in Advanced Placement courses
Increase in number of students passing at level 3 or better in Algebra I
Increase in number of students passing at level 3 or better in Geometry
Increase in number of students passing at level 3 or better in Biology.
Increase in number of students performing at a level 3 or better in ELA
Increase in number of students participating in Industry Certification courses

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.

Celebration High School has introduced Readiness classes for English and Math in the 12th grade. These classes prepare the students for the College PERT Test and introduces them to the rigor of a college course. The school has also added a College and Career Counselor who works with students on a daily basis. Finally each student will us 'My Career Shines' to explore post secondary education which will be monitored by the school counselors each year to ensure they are on track.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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 students will increase in ELA and Math proficiency if literacy proficiency is increased across all content areas and all levels school-wide.

G2.   Increase the number of students graduating college and career-ready.

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 students will increase in ELA and Math proficiency if literacy proficiency is increased across all content areas and all levels school-wide. `1a`

🔍 G085355

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	58.0
ELA/Reading Lowest 25% Gains	60.0
ELA/Reading Gains	60.0
FSA Mathematics Achievement	56.0
Math Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- There were inconsistencies with teachers' use of high complexity tasks that are aligned to the Florida State Standards.

- There are inconsistencies in regards to rigor from classroom to classroom, in all grade levels across all skill levels.

- There are variations of language acquisition and development across all grade levels and skill levels.

- There are inconsistencies in student attendance across all grade levels which is deplemental to student achievement.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- FOCUS, HERO (Plasco Technology), On-site training for MTSS by D. Harris, Incentives for mentoring Training for PBS, Classroom management PD, Pre-planning info on disciplinary procedures, Mendler Blog Study

- Support staff, literacy coach, district specialists, PLCs, Reading Plus, Khan Academy, Think Through Math, ESOL Programs PD (District/Onsite), Literacy Coach, Best practices from teachers shared in PLCs (OneDrive shared folder)

- Kelly Cotton – PLC Liaison, PLC PD onsite, test history in FOCUS, GradeCam Item specs, question banks, CPALMS, District specialists, Teacher-created common assessments

Plan to Monitor Progress Toward G1. `8`

Monitor all progress towards all students increasing literacy proficiency in all levels across all content areas school-wide.

Person Responsible
Jonathan Rasmussen

Schedule
Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion
Report Cards, Assessment Data, Grade Reports, State assessments

G2. Increase the number of students graduating college and career-ready. [1a]

🔑 G085356

Targets Supported [1b]

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0
High School Acceleration	60.0

Targeted Barriers to Achieving the Goal [3]

- There are students at all levels who lack the knowledge and a plan for graduation specified by the Florida Department of Education.

- There are students not on track to meet the requirements to graduate as determined by the Federal Graduation Formula.

- ALL students are not being exposed to rigourous courses and review programs to prepare them for college.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- My Florida Shines, FOCUS, Got Plans, Local Colleges and Military Representatives, ACT Prep Classes and Sign-Ups, FAFSA Assistance, College Week, Dual-Enrollment/AP Information, Curriculum Info Sessions, Guidance Booking Systems, AVID, Mentoring, School Website, Remind

- IMPACT, Zenith, FLVS, Mentoring, Mavericks, SURGE, FOCUS, Guidance, HERO, MTSS Graduation Coach, District Specialists

Plan to Monitor Progress Toward G2. [8]

Monitor overall progress towards increasing the number of students graduating college and career-ready.

Person Responsible

Jonathan Rasmussen

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Report Cards, Assessment Data, Grade Reports, Graduation Indicator Report, Graduation List. Acceleration Report

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 students will increase in ELA and Math proficiency if literacy proficiency is increased across all content areas and all levels school-wide. `1`

🔑 G085355

G1.B1 There were inconsistencies with teachers' use of high complexity tasks that are aligned to the Florida State Standards. `2`

🔑 B226958

G1.B1.S1 Teachers will implement the use of high complexity tasks and formative assessments in ELA, Reading, Social Studies, Science and Math classrooms which are aligned to the pacing guides, standards, benchmarks and the item specifications. `4`

🔑 S239447

Strategy Rationale

An improvement in high complexity tasks will increase student achievement.

Action Step 1 `5`

Teachers will focus lessons around rigorous tasks aligned with Benchmarks

Person Responsible

Kelly Roman

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Osceola Writes, Quarterly EOQs and ELA Assessments (district created), mini assessments, PLC collaboration, Lesson Plans.

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

Teachers lesson plans and classroom practices will be monitored for effective implementation

Person Responsible

Peter Straker

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans, classroom observations

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

District Reflective Visits

Person Responsible

Peter Straker

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G1.B1.S2 Administration, in collaboration with district personnel, will provide professional development to content teachers on utilizing high complexity tasks and rigorous assessments. 4

🔑 S239448

Strategy Rationale

Implementing Professional Development in all content area specific to rigorous tasks will increase student achievement.

Action Step 1 5

Teachers will receive professional development opportunities geared toward rigor in the classroom.

Person Responsible

Kelly Roman

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans, walk throughs, formal and informal observations.

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

Correct implementation of strategies within all classrooms

Person Responsible

Kelly Roman

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Walkthoughs,PLC's

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

District Reflective Visits

> **Person Responsible**
>
> Peter Straker
>
> **Schedule**
>
> Quarterly, from 8/10/2016 to 5/31/2017
>
> *Evidence of Completion*
>
> District Feedback

G1.B1.S3 Teachers will utilize higher order questioning strategies to promote critical, independent and creative thinking on a daily basis to increase students' understanding and retention of material. Allowing for student discourse within all the classrooms. `4`

🔧 S239449

> **Strategy Rationale**
>
> When higher order questioning is introduced into the classroom on a daily basis across all curriculum areas. Student achievement will increase.

Action Step 1 `5`

Teachers will receive training on implementing higher order thinking into their lesson plans.

> **Person Responsible**
>
> Kelly Roman
>
> **Schedule**
>
> Monthly, from 8/10/2016 to 5/31/2017
>
> *Evidence of Completion*
>
> Sign in information

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

Correct implementation of strategies to utilize rigorous higher order questioning and discourse within the classroom.

Person Responsible

Peter Straker

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom observations, PLCs notes and agendas, lesson plans

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

District Reflective Visits

Person Responsible

Peter Straker

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G1.B1.S4 Teachers will utilize the Lesson Study process to become proficient at developing higher order questions to enhance student discourse within the classroom during their PLCs. 4

🔑 S239450

Strategy Rationale

When PLCs use the lesson studies model with best practices achievement will be increased.

Action Step 1 5

Teachers will receive training on implementing higher order thinking into their lesson plans though Lesson Studies.

Person Responsible

Kelly Roman

Schedule

Every 6 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, walk throughs, formal and informal observations, PLC notes

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

Correct implementation of strategies to utilize rigorous higher order questioning

Person Responsible

Kelly Roman

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom observations, PLC notes and agendas, lesson plans

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

District Reflective Visits

Person Responsible

Peter Straker

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G1.B1.S5 Teachers will develop weekly common assessments in ELA 9th and 10th grade, Algebra 1, Geometry and Algebra 2 classes aligned to the rigor of the Florida Standards. Analyze and modify lessons when appropriate within their PLCs. `4`

🔧 S239451

Strategy Rationale

Teachers when using formative assessment to drive mastery of content will support student achievement.

Action Step 1 `5`

In Professional Learning Communities, teachers will collaborate on common assessments and reflect on student learning to modify as necessary.

Person Responsible

Peter Straker

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Notes, Lesson Plans, Mini Assessments, District Common Assessments

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

Monitoring of PLC's and alignment of assessments

Person Responsible

Peter Straker

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC's , assessment results and observations

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

District Reflective Visits

Person Responsible

Peter Straker

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G1.B1.S6 District and Literacy Coach will provide professional development focused on the use of small group, differentiated instruction that utilize differentiated higher-order thinking within the whole classroom. 4

🔑 S239452

Strategy Rationale

Implementing Professional Development in all content area specific to small group, differentiated instruction within all content areas will increase student achievement.

Action Step 1 5

Teachers will participate in instruction centered on differentiation and small group learning.

Person Responsible

Kelly Roman

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Walk throughs, formal and informal observations, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

PLC's and professional development opportunities will be monitored by administration.

Person Responsible

Kelly Roman

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Professional Develop Attendance, PLC Agenda and Minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 `7`

District Reflective Visits

Person Responsible

Peter Straker

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G1.B2 There are inconsistencies in regards to rigor from classroom to classroom, in all grade levels across all skill levels. `2`

🔑 B226959

G1.B2.S1 Administration, Literacy Coach and Literacy Team will facilitate data driven discussions during Professional Learning Communities (PLC) to incorporate best practices through collaborative structures when teaching the literacy benchmarks across all content areas. `4`

🔑 S239453

Strategy Rationale

The use of data driven discussions within PLCs to drive the curriculum within content areas will consistency increase student achievement.

Action Step 1 `5`

Teachers will utilize all phases of the "Gradual Release Instructional Model" including collaborative structures

Person Responsible

Kelly Roman

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC documentation, coaches log, lesson plan documentation, and classroom observation data.

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

Focused PLC time utilizing student data

Person Responsible

Kelly Roman

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data Notebooks, Agendas, Lesson Plans, Pacing Guides

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

District Reflective Visits

Person Responsible

Peter Straker

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G1.B2.S2 Literacy Coach will utilize the coaching cycle to model best practice in literacy through collaborative structures in all content areas. [4]

🔑 S239454

Strategy Rationale

The use of modelling best practices has been found to increase instructional strategies to increase student achievement.

Action Step 1 [5]

Teachers will utilize all phases of the guided practice including collaborative structures during PLCs.

Person Responsible

Kelly Roman

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Documentation, Coaches Log, Lesson Plan Documentation, Lesson Study Documentation and Classroom Observation Data.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 [6]

Monitor literacy proficiency progress across all content areas

Person Responsible

Kelly Roman

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Documentation, Coaches Log, Lesson Plan Documentation, and Classroom Observation Data.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

District Reflective Visits

Person Responsible

Peter Straker

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G1.B2.S3 Literacy Coach will develop a demonstration classroom which will serve as a model for the use of higher order questioning literacy strategies. `4`

🔧 S239455

Strategy Rationale

Developing demonstration classrooms has been shown to increase best practices and increase the teachers toolbox. Which leads to increased student achievement.

Action Step 1 `5`

Teachers will use the example of a model classroom to guide and drive rigorous instruction within the classroom at all levels and contents.

Person Responsible

Kelly Roman

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Walkthroughs, PLC Feedback.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Teachers will be monitored for correct implementation from the examples seen in the demonstration classroom.

Person Responsible

Kelly Roman

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Walk Throughs and Observations, Lesson Plans, PLC.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

District Reflective Visit

Person Responsible

Peter Straker

Schedule

Quarterly, from 8/10/2016 to 8/31/2016

Evidence of Completion

District Feedback.

G1.B2.S4 School based administrators will conduct classroom walkthroughs to ensure the implementation of higher order questioning strategies, pacing guides and student to- student discourse. In all classes. Administration will provide constructive feedback and provide support when necessary. 4

🔑 S239456

Strategy Rationale

Through observations and constructive feedback student achievement will increase.

Action Step 1 5

Development of consistent walkthroughs to identify correct classroom practices and teachers requiring additional support.

Person Responsible

Jonathan Rasmussen

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plan Documentation, and Classroom Observation Data.

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Implemented walkthrough plan to support the teachers.

Person Responsible

Jonathan Rasmussen

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Observation Tool.

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 `7`

District Reflective Visits

Person Responsible

Jonathan Rasmussen

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G1.B3 There are variations of language acquisition and development across all grade levels and skill levels. `2`

🔑 B226960

G1.B3.S1 The school will continue to utilize an ESOL teacher and ESOL paraprofessionals to differentiate instruction for all NES population. `4`

🔑 S239457

Strategy Rationale

Placing NES students within a sheltered enviroment has been shown to increase student achievement in language acquistition.

Action Step 1 `5`

Increased planning/communication between teachers and support staff

Person Responsible

Lillibetts Luna

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Notes, Walk-through Data, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Monitoring data from implementation of best practices between support and teachers in classrooms

Person Responsible

Yvette Ponzoa

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Notes, Walk-Through Data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

District Reflective Visit

Person Responsible

Peter Straker

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G1.B3.S2 Teachers within all content areas will make appropriate accommodations to the standards so that instruction is meaningful and rigorous to the ESOL student. 4

🔑 S239458

Strategy Rationale

The use of ESOL strategies within all content areas will had a positive effect on language acquistition for low level learners.

Action Step 1 5

Teachers will use PLCs to ensure accommodations are differentiated at a rigorous level and aligned to the Florida State Standards to ensure student success.

Person Responsible

Lillibetts Luna

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Notes, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Monitor curriculum delivery aligned to Florida State Standards for all students.

Person Responsible

Yvette Ponzoa

Schedule

Every 3 Weeks, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC Notes, Lesson Plans, Walk Thoughs

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

District Reflective Visit

Person Responsible

Yvette Ponzoa

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G1.B3.S3 Teachers within all content areas will utilize the PLC process to plan strategies to increase student's exposure to the English language. 4

🔑 S239459

Strategy Rationale

Collaboration during PLCs on best practices and classroom strategies focusing on english language have shown to increase student english language skills.

Action Step 1 5

Teachers will collaborate in PLCs to backward plan lessons for the unit based on rigorous ELA exposure.

Person Responsible

Peter Straker

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, PLCs observations.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Correct implementation of strategies to utilize rigorous ELA strategies in all content areas.

Person Responsible

Kelly Roman

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLCs, Lesson Plans, Walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

District Reflective Visit

Person Responsible

Jonathan Rasmussen

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback.

G1.B4 There are inconsistencies in student attendance across all grade levels which is deplemental to student achievement. 2

🔑 B226961

G1.B4.S1 MTSS Coach and MTSS team will meet bi weekly to address student attendance and target 'At Risk' students and utilize the problem solving process to develop appropriate interventions and progress monitoring systems. 4

🔑 S239460

Strategy Rationale

Having a dedicated team to develop interventions for At Risk students has been found to increase student attendance and motivation.

Action Step 1 5

MTSS Coach will use monitoring tools and graphs, multiple student data sources (i.e. attendance, failing grades, discipline, GPA and credits to target At Risk students.

Person Responsible

Demetrik Harris

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

MTSS notes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor attendance data and other data points of identified At Risk students

Person Responsible

Yvette Ponzoa

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

MTSS Meeting Notes.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

District Reflective Visits

Person Responsible

Yvette Ponzoa

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G2. Increase the number of students graduating college and career-ready. `1`
🔑 G085356

G2.B1 There are students at all levels who lack the knowledge and a plan for graduation specified by the Florida Department of Education. `2`
🔑 B226962

G2.B1.S1 Guidance will conduct classroom visits, small group meetings, and one-on-one meetings to educate all students on graduation requirements. `4`
🔑 S239461

Strategy Rationale

To keep students on track for graduation and to be college and career-ready.

Action Step 1 `5`

Guidance team will conduct classroom visits in all grade levels to inform students of graduation requirements and monitor the of students in regards to meeting graduation requirements.

Person Responsible

Jacqueline Miglionico

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Guidance Counselor Logs, Guidance Classroom Visit Schedules

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Monitor schedules of classroom visits, group meetings, and one-on-ones and completion

Person Responsible

Yvette Ponzoa

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Guidance Counselor Logs, Graduation Indicator Report, Early Warning System Report

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 [7]

District Reflective Visit

Person Responsible

Yvette Ponzoa

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G2.B1.S2 Guidance Team will conduct monthly meetings to review graphed data on the targeted students and make decisions regarding students' progress towards graduation. 4

🔍 S239462

Strategy Rationale

Targeting At Risk students early has shown to be very affective for ensuring they meet graduation requirements.

Action Step 1 5

Guidance will identify At-Risk students for graduation and schedule meetings with student and parent.

Person Responsible

Jacqueline Miglionico

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Guidance Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor meetings and check student progression to meet graduation requirements.

Person Responsible

Yvette Ponzoa

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Graduation Indicator Report, Meeting Notes, Guidance Logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

District Reflective Visit

Person Responsible

Yvette Ponzoa

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G2.B2 There are students not on track to meet the requirements to graduate as determined by the Federal Graduation Formula. `2`

🔑 B226963

G2.B2.S1 MTSS Coach and Guidance Team will conduct a needs assessment of targeted students to specifically identify their problems and utilize the problem solving process to develop appropriate interventions and progress monitoring systems. `4`

🔑 S239463

Strategy Rationale

Gathering specific student information will allow for correct analysis and appropriate intervention plan.

Action Step 1 `5`

MTSS and Guidance Teams will identify the group of students in need of interventions and provide needed interventions and progress monitoring to these students using multiple student data sources (i.e. attendance, failing grades, discipline, gpa, credits, and state assessments).

Person Responsible

Demetrik Harris

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

MTSS Coach, Guidance Counselor Logs, Graduation Rate, Grade Audit Reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor of targeted students and strategies implemented within and outside the classroom.

> **Person Responsible**
>
> Yvette Ponzoa
>
> **Schedule**
>
> Weekly, from 8/10/2016 to 5/31/2017
>
> ***Evidence of Completion***
>
> MTSS Coach Log, Guidance Counselor Logs, Classroom Walk-Thoughs, Graduation Indicator Report, Early Warning System Report

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

District Reflective Visit

> **Person Responsible**
>
> Yvette Ponzoa
>
> **Schedule**
>
> Quarterly, from 8/10/2016 to 5/31/2017
>
> ***Evidence of Completion***
>
> District Feedback

G2.B2.S2 MTSS Coach and Team will assist teachers with the provision of prescriptive interventions for targeted students, including determining intervention integrity and progress monitoring. [4]

🔑 S239464

Strategy Rationale

Specific prescriptive class teacher interventions for At Risk students and correct progress monitoring by all has shown to increase student graduation success.

Action Step 1 [5]

MTSS Coach will meet with At Risk students teacher's to explain intervention and recording progress.

Person Responsible

Demetrik Harris

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

HERO, Graduation Indicator Report, At-Risk List, Early Warning System Report

Plan to Monitor Fidelity of Implementation of G2.B2.S2 [6]

Monitor of targeted students, classroom strategies and progress reports

Person Responsible

Yvette Ponzoa

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

HERO, At-Risk List, Walk-Thoughs, Graduation Indicator Report, Early Warning System Report

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

District Reflective Visit

Person Responsible

Yvette Ponzoa

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G2.B2.S3 Guidance and the MTSS Coach will meet with MTSS Coaches from feeder middle schools to identify incoming ninth grade students who may be at-risk for poor performance. `4`

🔑 S239465

Strategy Rationale

Early identification of At Risk students has been shown to be a positive strategy for successful graduation.

Action Step 1 `5`

MTSS Coach and Guidance will contact feeder middle schools to setup 8th grade level meetings to identify incoming At Risk students.

Person Responsible

Demetrik Harris

Schedule

Semiannually, from 8/10/2016 to 5/31/2017

Evidence of Completion

MTSS Coach log

Plan to Monitor Fidelity of Implementation of G2.B2.S3 `6`

Monitor the schedule of visits and the agenda for the meetings.

Person Responsible

Yvette Ponzoa

Schedule

Semiannually, from 8/10/2016 to 5/31/2017

Evidence of Completion

Feeder School Schedule, Agenda, Incoming Freshmen At Risk Student Lists.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

District Reflective Visit

Person Responsible

Yvette Ponzoa

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G2.B2.S4 Guidance and the MTSS Coach will meet with at risk students for graduation and parent in the first quarter. To develop an individual graduation plan for the student and a monitoring strategy for parent 4

🔑 S239466

Strategy Rationale

Communication with At Risk students and parents will ensure accountabiliy and support for the family.

Action Step 1 5

Guidance will identify At-Risk students for graduation and schedule meetings with student and parent.

Person Responsible

Jacqueline Miglionico

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Guidance meeting notes and schedules

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Use monitoring tools and graphs, multiple student data sources (i.e. attendance, failing grades, discipline, GPA and credits.

Person Responsible

Yvette Ponzoa

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Graduation Indicator Report, Guidance Logs, Early Warning System Report

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 `7`

District Reflective Visit

Person Responsible

Yvette Ponzoa

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G2.B3 ALL students are not being exposed to rigourous courses and review programs to prepare them for college. `2`

🔍 B226964

G2.B3.S1 Advanced Placement Administrator and Guidance will continue to increase student enrollment in Advanced Placement courses. With the use of The College Board PSAT results, The College Board AP Predictor Program and introducing new AP courses not previously offered by the school. `4`

🔍 S239467

Strategy Rationale

When students are exposed to college level courses. They will be better prepared for post secondary education.

Action Step 1 `5`

Advanced Placement Administrator, API and Guidance will analyze the College Board AP Predictor Report and use the reports recommendations to schedule students into courses and introduce new courses if appicable.

Person Responsible

Peter Straker

Schedule

On 5/31/2017

Evidence of Completion

Master Schedule, Student Schedules.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

College Board AP Predictor will be cross checked with student schedules and Master Schedule.

Person Responsible

Yvette Ponzoa

Schedule

Annually, from 8/10/2016 to 5/31/2017

Evidence of Completion

College Board AP Predictor Report and Student Schedules

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

District Reflective Visits

Person Responsible

Peter Straker

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback.

G2.B3.S2 The use of Khan Academy will be implemented in all ELA classrooms to prepare students for the SAT and ACT. 4

🔑 S239468

Strategy Rationale

When all students are exposed to high level online review they are better prepared for extrance level college exams.

Action Step 1 5

All ELA teachers will develop a plan to use centers within their classroom which has Khan as part of the rotation.

Person Responsible

Kelly Roman

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Khan Usage Report, Walkthroughs.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Monitor classroom centers and usage of Khan .

Person Responsible

Kelly Roman

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson Plans, Khan Usage Report, Walk- Thoughs

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

District Reflective Visits

Person Responsible

Kelly Roman

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G2.B3.S3 Administration will review all onsite CTE courses and ensure that all students could receive Industry Certification at the end of the course of study. `4`

🔑 S239469

Strategy Rationale

When students are exposed to Career and Technical courses that are attached to a Industrial Certification they are better prepared for post secondary careers.

Action Step 1 `5`

Analysis of onsite CTE courses and Industry Certification being offered within the courses will be conducted at the beginning of the year and end of the year. Adjustments will be made if necessary to ensure increased student participation in CTE courses and IC exams.

Person Responsible

Yvette Ponzoa

Schedule

Annually, from 8/10/2016 to 5/31/2017

Evidence of Completion

Master Schedule,CTE Courses, IC Exams

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Monitor student enrollment and IC completion within the CTE courses

Person Responsible

Yvette Ponzoa

Schedule

Biweekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

IC Certification, Student Schedules, Master Schedule.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

District Reflective Visit

Person Responsible

Yvette Ponzoa

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G2.B3.S4 School Principal and Assistant Superintendent of High School Curriculum will investigate increasing Dual Enrollment offsite by the use of district transportation. 4

🔍 S239470

Strategy Rationale

CLHS is located in the West of Osceola School District which is far removed from the local Community College for those without their own transportation.

Action Step 1 5

Principal and Assistant Superintendent will meet to discuss options on increasing DE enrollment off campus

Person Responsible

Jonathan Rasmussen

Schedule

On 5/31/2017

Evidence of Completion

Principal Notes, Calendar

Plan to Monitor Fidelity of Implementation of G2.B3.S4 6

Monitor DE course student enrollment

Person Responsible

Yvette Ponzoa

Schedule

Every 2 Months, from 8/10/2016 to 5/31/2017

Evidence of Completion

DE Enrollment

Plan to Monitor Effectiveness of Implementation of G2.B3.S4 `7`

District Reflective Visit

Person Responsible

Yvette Ponzoa

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G2.B3.S5 Guidance Administrator and DE Counselor will work on targeting students who qualify to attend Valencia in their Junior and Senior year. `4`

🔧 S239471

Strategy Rationale

Giving students different types of post secondary opportunities will ensure all students will have the opportunity to work on college courses.

Action Step 1 `5`

Guidance will identify prospective DE students and will meet and guide them though the admissions process.

Person Responsible

Deana Covell

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Guidance notes.

Plan to Monitor Fidelity of Implementation of G2.B3.S5 `6`

API will monitor identified DE students and their process for admittance to Valencia

Person Responsible

Yvette Ponzoa

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Coaches Log, Student Schedules, DE Enrollment

Plan to Monitor Effectiveness of Implementation of G2.B3.S5 `7`

District Reflective Visit

Person Responsible

Yvette Ponzoa

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

District Feedback

G2.B3.S6 IB Coordinator and IB Guidance Counselor will work with district and guidance from feeder middle schools to identify 6th, 7th and 8th grade students who would be successful within the IB Program. 4

🔑 S239472

Strategy Rationale

Early identification of students will help to increase student numbers within the IB Program.

Action Step 1 5

IB Counsilor will contact feeder middle schools to setup 6th, 7th, and 8th grade level meetings to discuss IB protential students. On completion of the meetings the IB Coordinator and Counsilor will contact students and parents for informational meetings at the middle school.

Person Responsible

Kathryn Jacobs

Schedule

Annually, from 8/10/2016 to 5/31/2017

Evidence of Completion

IB Counsilor calander. Protential Pre IB student lists. Pre IB enrollment forms

Plan to Monitor Fidelity of Implementation of G2.B3.S6 6

IB coordinator will verifiy schedule meeting times, will be present at feeder meetings and monitor informational parent and student meetings

Person Responsible

Jacqueline Miglionico

Schedule

Annually, from 8/10/2016 to 5/31/2017

Evidence of Completion

IB Counsilors notes, Meeting agenda. Pre IB Lists, Pre IB Enrollment Forms

Plan to Monitor Effectiveness of Implementation of G2.B3.S6 `7`

IB Department will monitor IB enrollment in the incoming freshmen class.

Person Responsible

Yvette Ponzoa

Schedule

Monthly, from 1/1/2017 to 5/31/2017

Evidence of Completion

Pre IB Enrollment Forms, Student Schedules.

G2.B3.S7 IB Administrator and IB Coordinator will work with feeder middle schools on providing opportunities for middle school content area teachers to experience high school IB classes. This will allow them to increase their knowledge on the level of work required for students in the IB Program. `4`

🔍 S239473

Strategy Rationale

Increasing knowledge of teachers in lower grade levels will help prepare students for the rigor of the IB program.

Action Step 1 `5`

IB Coordinator will shedule a meeting with feeder middle schools admininstration to setup job shadowing opportunities for middle school content area teachers with Pre IB and IB teachers.

Person Responsible

Jacqueline Miglionico

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

IB Coordinator's Calendar

Plan to Monitor Fidelity of Implementation of G2.B3.S7 `6`

IB Administrator will monitor middle school job shadowing schedule.

Person Responsible

Yvette Ponzoa

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

IB Administrators notes, Job Shadowing Schedule, Teacher feedback

Plan to Monitor Effectiveness of Implementation of G2.B3.S7 `7`

A feedback survey will be given on completion of job shadowing experience for middle school and high school teachers.

Person Responsible

Yvette Ponzoa

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Completed Feedback Forms

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.B2.S3.MA1 M317546	District Reflective Visit	Straker, Peter	8/10/2016	District Feedback.	8/31/2016 quarterly
G1.MA1 M317558	Monitor all progress towards all students increasing literacy proficiency in all levels across all...	Rasmussen, Jonathan	8/10/2016	Report Cards, Assessment Data, Grade Reports, State assessments	5/31/2017 quarterly
G2.MA1 M317585	Monitor overall progress towards increasing the number of students graduating college and...	Rasmussen, Jonathan	8/10/2016	Report Cards, Assessment Data, Grade Reports, Graduation Indicator Report, Graduation List. Acceleration Report	5/31/2017 quarterly
G1.B1.S1.MA1 M317530	District Reflective Visits	Straker, Peter	8/10/2016	District Feedback	5/31/2017 quarterly
G1.B1.S1.MA1 M317531	Teachers lesson plans and classroom practices will be monitored for effective implementation	Straker, Peter	8/10/2016	Lesson plans, classroom observations	5/31/2017 weekly
G1.B1.S1.A1 A310081	Teachers will focus lessons around rigorous tasks aligned with Benchmarks	Roman, Kelly	8/10/2016	Osceola Writes, Quarterly EOQs and ELA Assessments (district created), mini assessments, PLC collaboration, Lesson Plans.	5/31/2017 daily
G1.B2.S1.MA1 M317542	District Reflective Visits	Straker, Peter	8/10/2016	District Feedback	5/31/2017 quarterly
G1.B2.S1.MA1 M317543	Focused PLC time utilizing student data	Roman, Kelly	8/10/2016	Data Notebooks, Agendas, Lesson Plans, Pacing Guides	5/31/2017 weekly
G1.B2.S1.A1 A310087	Teachers will utilize all phases of the "Gradual Release Instructional Model" including...	Roman, Kelly	8/10/2016	PLC documentation, coaches log, lesson plan documentation, and classroom observation data.	5/31/2017 weekly
G1.B3.S1.MA1 M317550	District Reflective Visit	Straker, Peter	8/10/2016	District Feedback	5/31/2017 biweekly
G1.B3.S1.MA1 M317551	Monitoring data from implementation of best practices between support and teachers in classrooms	Ponzoa, Yvette	8/10/2016	PLC Notes, Walk-Through Data	5/31/2017 biweekly
G1.B3.S1.A1 A310091	Increased planning/communication between teachers and support staff	Luna, Lillibetts	8/10/2016	PLC Notes, Walk-through Data, lesson plans	5/31/2017 weekly
G1.B4.S1.MA1 M317556	District Reflective Visits	Ponzoa, Yvette	8/10/2016	District Feedback	5/31/2017 quarterly
G1.B4.S1.MA1 M317557	Monitor attendance data and other data points of identified At Risk students	Ponzoa, Yvette	8/10/2016	MTSS Meeting Notes.	5/31/2017 biweekly
G1.B4.S1.A1 A310094	MTSS Coach will use monitoring tools and graphs, multiple student data sources (i.e. attendance,...	Harris, Demetrik	8/10/2016	MTSS notes	5/31/2017 biweekly
G2.B1.S1.MA1 M317559	District Reflective Visit	Ponzoa, Yvette	8/10/2016	District Feedback	5/31/2017 monthly
G2.B1.S1.MA1 M317560	Monitor schedules of classroom visits, group meetings, and one-on-ones and completion	Ponzoa, Yvette	8/10/2016	Guidance Counselor Logs, Graduation Indicator Report, Early Warning System Report	5/31/2017 monthly
G2.B1.S1.A1 A310095	Guidance team will conduct classroom visits in all grade levels to inform students of graduation...	Miglionico, Jacqueline	8/10/2016	Guidance Counselor Logs, Guidance Classroom Visit Schedules	5/31/2017 monthly
G2.B2.S1.MA1 M317563	District Reflective Visit	Ponzoa, Yvette	8/10/2016	District Feedback	5/31/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1 M317564	Monitor of targeted students and strategies implemented within and outside the classroom.	Ponzoa, Yvette	8/10/2016	MTSS Coach Log, Guidance Counselor Logs, Classroom Walk-Thoughs, Graduation Indicator Report, Early Warning System Report	5/31/2017 weekly
G2.B2.S1.A1 A310097	MTSS and Guidance Teams will identify the group of students in need of interventions and provide...	Harris, Demetrik	8/10/2016	MTSS Coach, Guidance Counselor Logs, Graduation Rate, Grade Audit Reports	5/31/2017 monthly
G2.B3.S1.MA1 M317571	District Reflective Visits	Straker, Peter	8/10/2016	District Feedback.	5/31/2017 quarterly
G2.B3.S1.MA1 M317572	College Board AP Predictor will be cross checked with student schedules and Master Schedule.	Ponzoa, Yvette	8/10/2016	College Board AP Predictor Report and Student Schedules	5/31/2017 annually
G2.B3.S1.A1 A310101	Advanced Placement Administrator, API and Guidance will analyze the College Board AP Predictor...	Straker, Peter	8/10/2016	Master Schedule, Student Schedules.	5/31/2017 one-time
G1.B1.S2.MA1 M317532	District Reflective Visits	Straker, Peter	8/10/2016	District Feedback	5/31/2017 quarterly
G1.B1.S2.MA1 M317533	Correct implementation of strategies within all classrooms	Roman, Kelly	8/10/2016	Lesson Plans, Walkthoughs,PLC's	5/31/2017 weekly
G1.B1.S2.A1 A310082	Teachers will receive professional development opportunities geared toward rigor in the classroom.	Roman, Kelly	8/10/2016	Lesson plans, walk throughs, formal and informal observations.	5/31/2017 quarterly
G1.B2.S2.MA1 M317544	District Reflective Visits	Straker, Peter	8/10/2016	District Feedback	5/31/2017 biweekly
G1.B2.S2.MA1 M317545	Monitor literacy proficiency progress across all content areas	Roman, Kelly	8/10/2016	PLC Documentation, Coaches Log, Lesson Plan Documentation, and Classroom Observation Data.	5/31/2017 quarterly
G1.B2.S2.A1 A310088	Teachers will utilize all phases of the guided practice including collaborative structures during...	Roman, Kelly	8/10/2016	PLC Documentation, Coaches Log, Lesson Plan Documentation, Lesson Study Documentation and Classroom Observation Data.	5/31/2017 monthly
G1.B3.S2.MA1 M317552	District Reflective Visit	Ponzoa, Yvette	8/10/2016	District Feedback	5/31/2017 quarterly
G1.B3.S2.MA1 M317553	Monitor curriculum delivery aligned to Florida State Standards for all students.	Ponzoa, Yvette	8/10/2016	PLC Notes, Lesson Plans, Walk Thoughs	5/31/2017 every-3-weeks
G1.B3.S2.A1 A310092	Teachers will use PLCs to ensure accommodations are differentiated at a rigorous level and aligned...	Luna, Lillibetts	8/10/2016	PLC Notes, Lesson Plans	5/31/2017 quarterly
G2.B1.S2.MA1 M317561	District Reflective Visit	Ponzoa, Yvette	8/10/2016	District Feedback	5/31/2017 quarterly
G2.B1.S2.MA1 M317562	Monitor meetings and check student progression to meet graduation requirements.	Ponzoa, Yvette	8/10/2016	Graduation Indicator Report, Meeting Notes, Guidance Logs	5/31/2017 monthly
G2.B1.S2.A1 A310096	Guidance will identify At-Risk students for graduation and schedule meetings with student and...	Miglionico, Jacqueline	8/10/2016	Guidance Logs	5/31/2017 weekly
G2.B2.S2.MA1 M317565	District Reflective Visit	Ponzoa, Yvette	8/10/2016	District Feedback	5/31/2017 quarterly
G2.B2.S2.MA1 M317566	Monitor of targeted students, classroom strategies and progress reports	Ponzoa, Yvette	8/10/2016	HERO, At-Risk List, Walk-Thoughs, Graduation Indicator Report, Early Warning System Report	5/31/2017 weekly
G2.B2.S2.A1 A310098	MTSS Coach will meet with At Risk students teacher's to explain intervention and recording progress.	Harris, Demetrik	8/10/2016	HERO, Graduation Indicator Report, At-Risk List, Early Warning System Report	5/31/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.MA1 M317573	District Reflective Visits	Roman, Kelly	8/10/2016	District Feedback	5/31/2017 quarterly
G2.B3.S2.MA1 M317574	Monitor classroom centers and usage of Khan .	Roman, Kelly	8/10/2016	Lesson Plans, Khan Usage Report, Walk- Thoughs	5/31/2017 weekly
G2.B3.S2.A1 A310102	All ELA teachers will develop a plan to use centers within their classroom which has Khan as part...	Roman, Kelly	8/10/2016	Lesson Plans, Khan Usage Report, Walkthroughs.	5/31/2017 weekly
G1.B1.S3.MA1 M317534	District Reflective Visits	Straker, Peter	8/10/2016	District Feedback	5/31/2017 quarterly
G1.B1.S3.MA1 M317535	Correct implementation of strategies to utilize rigorous higher order questioning and discourse...	Straker, Peter	8/10/2016	Classroom observations, PLCs notes and agendas, lesson plans	5/31/2017 biweekly
G1.B1.S3.A1 A310083	Teachers will receive training on implementing higher order thinking into their lesson plans.	Roman, Kelly	8/10/2016	Sign in information	5/31/2017 monthly
G1.B2.S3.MA1 M317547	Teachers will be monitored for correct implementation from the examples seen in the demonstration...	Roman, Kelly	8/10/2016	Walk Throughs and Observations, Lesson Plans, PLC.	5/31/2017 biweekly
G1.B2.S3.A1 A310089	Teachers will use the example of a model classroom to guide and drive rigorous instruction within...	Roman, Kelly	8/10/2016	Lesson Plans, Walkthroughs, PLC Feedback.	5/31/2017 quarterly
G1.B3.S3.MA1 M317554	District Reflective Visit	Rasmussen, Jonathan	8/10/2016	District Feedback.	5/31/2017 quarterly
G1.B3.S3.MA1 M317555	Correct implementation of strategies to utilize rigorous ELA strategies in all content areas.	Roman, Kelly	8/10/2016	PLCs, Lesson Plans, Walkthroughs.	5/31/2017 weekly
G1.B3.S3.A1 A310093	Teachers will collaborate in PLCs to backward plan lessons for the unit based on rigorous ELA...	Straker, Peter	8/10/2016	Lesson Plans, PLCs observations.	5/31/2017 weekly
G2.B2.S3.MA1 M317567	District Reflective Visit	Ponzoa, Yvette	8/10/2016	District Feedback	5/31/2017 quarterly
G2.B2.S3.MA1 M317568	Monitor the schedule of visits and the agenda for the meetings.	Ponzoa, Yvette	8/10/2016	Feeder School Schedule, Agenda, Incoming Freshmen At Risk Student Lists.	5/31/2017 semiannually
G2.B2.S3.A1 A310099	MTSS Coach and Guidance will contact feeder middle schools to setup 8th grade level meetings to...	Harris, Demetrik	8/10/2016	MTSS Coach log	5/31/2017 semiannually
G2.B3.S3.MA1 M317575	District Reflective Visit	Ponzoa, Yvette	8/10/2016	District Feedback	5/31/2017 quarterly
G2.B3.S3.MA1 M317576	Monitor student enrollment and IC completion within the CTE courses	Ponzoa, Yvette	8/10/2016	IC Certification, Student Schedules, Master Schedule.	5/31/2017 biweekly
G2.B3.S3.A1 A310103	Analysis of onsite CTE courses and Industry Certification being offered within the courses will be...	Ponzoa, Yvette	8/10/2016	Master Schedule,CTE Courses, IC Exams	5/31/2017 annually
G1.B1.S4.MA1 M317536	District Reflective Visits	Straker, Peter	8/10/2016	District Feedback	5/31/2017 quarterly
G1.B1.S4.MA1 M317537	Correct implementation of strategies to utilize rigorous higher order questioning	Roman, Kelly	8/10/2016	Classroom observations, PLC notes and agendas, lesson plans	5/31/2017 quarterly
G1.B1.S4.A1 A310084	Teachers will receive training on implementing higher order thinking into their lesson plans though...	Roman, Kelly	8/10/2016	Lesson Plans, walk throughs, formal and informal observations, PLC notes	5/31/2017 every-6-weeks
G1.B2.S4.MA1 M317548	District Reflective Visits	Rasmussen, Jonathan	8/10/2016	District Feedback	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S4.MA1 🔑 M317549	Implemented walkthrough plan to support the teachers.	Rasmussen, Jonathan	8/10/2016	District Observation Tool.	5/31/2017 weekly
G1.B2.S4.A1 🔑 A310090	Development of consistent walkthroughs to identify correct classroom practices and teachers...	Rasmussen, Jonathan	8/10/2016	Lesson Plan Documentation, and Classroom Observation Data.	5/31/2017 weekly
G2.B2.S4.MA1 🔑 M317569	District Reflective Visit	Ponzoa, Yvette	8/10/2016	District Feedback	5/31/2017 quarterly
G2.B2.S4.MA1 🔑 M317570	Use monitoring tools and graphs, multiple student data sources (i.e. attendance, failing grades,...	Ponzoa, Yvette	8/10/2016	Graduation Indicator Report, Guidance Logs, Early Warning System Report	5/31/2017 monthly
G2.B2.S4.A1 🔑 A310100	Guidance will identify At-Risk students for graduation and schedule meetings with student and...	Miglionico, Jacqueline	8/10/2016	Guidance meeting notes and schedules	5/31/2017 monthly
G2.B3.S4.MA1 🔑 M317577	District Reflective Visit	Ponzoa, Yvette	8/10/2016	District Feedback	5/31/2017 quarterly
G2.B3.S4.MA1 🔑 M317578	Monitor DE course student enrollment	Ponzoa, Yvette	8/10/2016	DE Enrollment	5/31/2017 every-2-months
G2.B3.S4.A1 🔑 A310104	Principal and Assistant Superintendent will meet to discuss options on increasing DE enrollment off...	Rasmussen, Jonathan	8/10/2016	Principal Notes, Calendar	5/31/2017 one-time
G1.B1.S5.MA1 🔑 M317538	District Reflective Visits	Straker, Peter	8/10/2016	District Feedback	5/31/2017 quarterly
G1.B1.S5.MA1 🔑 M317539	Monitoring of PLC's and alignment of assessments	Straker, Peter	8/10/2016	PLC's , assessment results and observations	5/31/2017 every-3-weeks
G1.B1.S5.A1 🔑 A310085	In Professional Learning Communities, teachers will collaborate on common assessments and reflect...	Straker, Peter	8/10/2016	PLC Notes, Lesson Plans, Mini Assessments, District Common Assessments	5/31/2017 biweekly
G2.B3.S5.MA1 🔑 M317579	District Reflective Visit	Ponzoa, Yvette	8/10/2016	District Feedback	5/31/2017 quarterly
G2.B3.S5.MA1 🔑 M317580	API will monitor identified DE students and their process for admittance to Valencia	Ponzoa, Yvette	8/10/2016	Coaches Log, Student Schedules, DE Enrollment	5/31/2017 monthly
G2.B3.S5.A1 🔑 A310105	Guidance will identify prospective DE students and will meet and guide them though the admissions...	Covell, Deana	8/10/2016	Guidance notes.	5/31/2017 monthly
G1.B1.S6.MA1 🔑 M317540	District Reflective Visits	Straker, Peter	8/10/2016	District Feedback	5/31/2017 quarterly
G1.B1.S6.MA1 🔑 M317541	PLC's and professional development opportunities will be monitored by administration.	Roman, Kelly	8/10/2016	Professional Develop Attendance, PLC Agenda and Minutes	5/31/2017 monthly
G1.B1.S6.A1 🔑 A310086	Teachers will participate in instruction centered on differentiation and small group learning.	Roman, Kelly	8/10/2016	Walk throughs, formal and informal observations, Lesson Plans	5/31/2017 monthly
G2.B3.S6.MA1 🔑 M317581	IB Department will monitor IB enrollment in the incoming freshmen class.	Ponzoa, Yvette	1/1/2017	Pre IB Enrollment Forms, Student Schedules.	5/31/2017 monthly
G2.B3.S6.MA1 🔑 M317582	IB coordinator will verifiy schedule meeting times, will be present at feeder meetings and monitor...	Miglionico, Jacqueline	8/10/2016	IB Counsilors notes, Meeting agenda. Pre IB Lists, Pre IB Enrollment Forms	5/31/2017 annually
G2.B3.S6.A1 🔑 A310106	IB Counsilor will contact feeder middle schools to setup 6th, 7th, and 8th grade level meetings to...	Jacobs, Kathryn	8/10/2016	IB Counsilor calander. Protential Pre IB student lists. Pre IB enrollment forms	5/31/2017 annually
G2.B3.S7.MA1 🔑 M317583	A feedback survey will be given on completion of job shadowing experience for middle school and...	Ponzoa, Yvette	8/10/2016	Completed Feedback Forms	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S7.MA1 🔍 M317584	IB Administrator will monitor middle school job shadowing schedule.	Ponzoa, Yvette	8/31/2016	IB Administrators notes, Job Shadowing Schedule, Teacher feedback	5/31/2017 monthly
G2.B3.S7.A1 🔍 A310107	IB Coordinator will shedule a meeting with feeder middle schools admininstration to setup job...	Miglionico, Jacqueline	8/10/2016	IB Coordinator's Calendar	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. All students will increase in ELA and Math proficiency if literacy proficiency is increased across all content areas and all levels school-wide.

G1.B1 There were inconsistencies with teachers' use of high complexity tasks that are aligned to the Florida State Standards.

G1.B1.S1 Teachers will implement the use of high complexity tasks and formative assessments in ELA, Reading, Social Studies, Science and Math classrooms which are aligned to the pacing guides, standards, benchmarks and the item specifications.

PD Opportunity 1

Teachers will focus lessons around rigorous tasks aligned with Benchmarks

Facilitator

District Curriculum Specialists Math and Reading, Social Studies, Science and ELA

Participants

Algebra 1, Algebra 2, Geometry, Intensive Math, Biology, US History, ELA and Reading

Schedule

Daily, from 8/10/2016 to 5/31/2017

G1.B1.S2 Administration, in collaboration with district personnel, will provide professional development to content teachers on utilizing high complexity tasks and rigorous assessments.

PD Opportunity 1

Teachers will receive professional development opportunities geared toward rigor in the classroom.

Facilitator

District Curriculum Specialists

Participants

All content areas

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

G1.B1.S3 Teachers will utilize higher order questioning strategies to promote critical, independent and creative thinking on a daily basis to increase students' understanding and retention of material. Allowing for student discourse within all the classrooms.

PD Opportunity 1

Teachers will receive training on implementing higher order thinking into their lesson plans.

Facilitator

Kelly Myers Assistant Principal

Participants

All content areas

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G1.B1.S4 Teachers will utilize the Lesson Study process to become proficient at developing higher order questions to enhance student discourse within the classroom during their PLCs.

PD Opportunity 1

Teachers will receive training on implementing higher order thinking into their lesson plans though Lesson Studies.

Facilitator

District Specilist

Participants

All content areas

Schedule

Every 6 Weeks, from 8/10/2016 to 5/31/2017

G1.B1.S6 District and Literacy Coach will provide professional development focused on the use of small group, differentiated instruction that utilize differentiated higher-order thinking within the whole classroom.

PD Opportunity 1

Teachers will participate in instruction centered on differentiation and small group learning.

Facilitator

District Curriculum Specialists, Kelly Myers Assistant Principal

Participants

All Content Areas.

Schedule

Monthly, from 8/10/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will focus lessons around rigorous tasks aligned with Benchmarks	$0.00
2	G1.B1.S2.A1	Teachers will receive professional development opportunities geared toward rigor in the classroom.	$0.00
3	G1.B1.S3.A1	Teachers will receive training on implementing higher order thinking into their lesson plans.	$0.00
4	G1.B1.S4.A1	Teachers will receive training on implementing higher order thinking into their lesson plans though Lesson Studies.	$0.00
5	G1.B1.S5.A1	In Professional Learning Communities, teachers will collaborate on common assessments and reflect on student learning to modify as necessary.	$0.00
6	G1.B1.S6.A1	Teachers will participate in instruction centered on differentiation and small group learning.	$0.00
7	G1.B2.S1.A1	Teachers will utilize all phases of the "Gradual Release Instructional Model" including collaborative structures	$0.00
8	G1.B2.S2.A1	Teachers will utilize all phases of the guided practice including collaborative structures during PLCs.	$0.00
9	G1.B2.S3.A1	Teachers will use the example of a model classroom to guide and drive rigorous instruction within the classroom at all levels and contents.	$0.00
10	G1.B2.S4.A1	Development of consistent walkthroughs to identify correct classroom practices and teachers requiring additional support.	$0.00
11	G1.B3.S1.A1	Increased planning/communication between teachers and support staff	$0.00
12	G1.B3.S2.A1	Teachers will use PLCs to ensure accommodations are differentiated at a rigorous level and aligned to the Florida State Standards to ensure student success.	$0.00
13	G1.B3.S3.A1	Teachers will collaborate in PLCs to backward plan lessons for the unit based on rigorous ELA exposure.	$0.00
14	G1.B4.S1.A1	MTSS Coach will use monitoring tools and graphs, multiple student data sources (i.e. attendance, failing grades, discipline, GPA and credits to target At Risk students.	$0.00
15	G2.B1.S1.A1	Guidance team will conduct classroom visits in all grade levels to inform students of graduation requirements and monitor the of students in regards to meeting graduation requirements.	$0.00
16	G2.B1.S2.A1	Guidance will identify At-Risk students for graduation and schedule meetings with student and parent.	$0.00
17	G2.B2.S1.A1	MTSS and Guidance Teams will identify the group of students in need of interventions and provide needed interventions and progress monitoring to these students using multiple student data sources (i.e. attendance, failing grades, discipline, gpa, credits, and state assessments).	$0.00
18	G2.B2.S2.A1	MTSS Coach will meet with At Risk students teacher's to explain intervention and recording progress.	$0.00

19	G2.B2.S3.A1	MTSS Coach and Guidance will contact feeder middle schools to setup 8th grade level meetings to identify incoming At Risk students.	$0.00
20	G2.B2.S4.A1	Guidance will identify At-Risk students for graduation and schedule meetings with student and parent.	$0.00
21	G2.B3.S1.A1	Advanced Placement Administrator, API and Guidance will analyze the College Board AP Predictor Report and use the reports recommendations to schedule students into courses and introduce new courses if appicable.	$0.00
22	G2.B3.S2.A1	All ELA teachers will develop a plan to use centers within their classroom which has Khan as part of the rotation.	$0.00
23	G2.B3.S3.A1	Analysis of onsite CTE courses and Industry Certification being offered within the courses will be conducted at the beginning of the year and end of the year. Adjustments will be made if necessary to ensure increased student participation in CTE courses and IC exams.	$0.00
24	G2.B3.S4.A1	Principal and Assistant Superintendent will meet to discuss options on increasing DE enrollment off campus	$0.00
25	G2.B3.S5.A1	Guidance will identify prospective DE students and will meet and guide them though the admissions process.	$0.00
26	G2.B3.S6.A1	IB Counsilor will contact feeder middle schools to setup 6th, 7th, and 8th grade level meetings to discuss IB protential students. On completion of the meetings the IB Coordinator and Counsilor will contact students and parents for informational meetings at the middle school.	$0.00
27	G2.B3.S7.A1	IB Coordinator will shedule a meeting with feeder middle schools admininstration to setup job shadowing opportunities for middle school content area teachers with Pre IB and IB teachers.	$0.00
		Total:	$0.00