

School District of Osceola County, FL

Celebration School



2017-18 Schoolwide Improvement Plan

Celebration School

510 CAMPUS ST, Celebration, FL 34747

www.osceolaschools.net

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--------------------------------------------------|------------------------|-------------------------------------------------------------------------------|
| Combination School KG-8 | No | 28% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 44% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A* | A |

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

| | |
|-------------------------------------------------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 8 |
| Effective Leadership | 9 |
| Public and Collaborative Teaching | 12 |
| Ambitious Instruction and Learning | 13 |
| 8-Step Planning and Problem Solving Implementation | 17 |
| Goals Summary | 17 |
| Goals Detail | 17 |
| Action Plan for Improvement | 21 |
| Appendix 1: Implementation Timeline | 30 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 32 |
| Professional Development Opportunities | 32 |
| Technical Assistance Items | 34 |
| Appendix 3: Budget to Support Goals | 34 |

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Celebration School

| DA Region and RED | DA Category and Turnaround Status |
|--------------------------------------------|-----------------------------------|
| Central - Lucinda Thompson | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

The population at Celebration K-8 School is quite diverse. There are currently 241 students whose primary language is one other than English. These students represent about 30 different languages. Teachers, staff, and administration review the enrollment documentation and work to connect each student with a native speaker to welcome them to the school. Teachers utilize ESOL strategies to engage students into the culture of the classroom. Students are provided with a heritage language dictionary to ensure they can access the language of instruction and to facilitate communication.

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

PRIDE Expectations schoolwide (teachers, staff and students) --classroom, hallway, cafeteria. The entire school staff including front desk personnel, custodians, teachers and assistants supervise students both before and after school on a rotating basis. Supervisory staff is highly visible both before during and after lunch. Students are supervised during class changes. Staff consistently model PRIDE expectations during interactions with students. The SRO is highly visible during lunch and at various locations throughout the day. Survey results from Advanced Ed show that "Feeling Safe at School" is one of the highest indicators in our student responses.

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

The expectations and rules: PBIS Expectations: PRIDE-Preparation, Respect, Integrity, Dedication, Effort. PBIS PRIDE Expectations are located in every classroom, in the media center, hallway, cafeteria, gym, and playground. Consistent common rules are established for each location. Posters, "PRIDE" located around the school, newsletters, school website, Pride Portfolio and announcements.

Expectations and Rules have been taught at the beginning of the year by teachers. Teachers have also developed Classroom Pride expectations that are specific to their environment for example, a science class may have specific expectations in regards to safety due the experiments they do in class. All expectations will be reinforced daily on a consistent basis by all staff. Student led morning announcements with short reminders of PRIDE expectations. New students will be oriented to expectations, rules, PRIDE dollar, by leadership team.

The school's reward/incentive program and procedures for reinforcing positive behavioral expectations: Students will receive school cash (i.e., PRIDE dollars) for exhibiting positive behavioral

expectations and following rules. Positive, specific verbal praise such as, "You have shown responsibility by throwing your trash away" will also be used. Each staff member is encouraged to distribute at least 10 PRIDE dollars per week to students who require behavioral change, students who always or most often follow expectations and rules, and to any students who follow expectations and rules in the classroom, hallway, cafeteria, special areas, etc. With the PRIDE dollars, students will be able to purchase rewards. In the Cafeteria elementary students will participate in the Cafeteria Pride Dojo program in which their class earns points for appropriate behavior in the cafeteria each day. The points will be used to achieve rewards for the class.

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

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

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

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|----|----|----|----|----|----|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 9 | 3 | 8 | 16 | 18 | 10 | 9 | 10 | 16 | 0 | 0 | 0 | 0 | 99 | |
| One or more suspensions | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 2 | 20 | 24 | 29 | 27 | 29 | 0 | 0 | 0 | 0 | 131 | |

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 | 1 | 0 | 2 | 2 | 5 | 2 | 4 | 6 | 0 | 0 | 0 | 0 | 22 | |

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

Attendance tracking, PRIDE school-wide expectations and individual behavior plans, interventions, extended learning opportunities

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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

The school works at building positive relationships with families by organizing these events, inviting and recruiting parents to participate in the many opportunities to support their children and the school and by emphasizing the importance of the partnership to reach our vision and mission.

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

Celebration K8 has a designated Business Partner Coordinator that works on our behalf to solicit business partners. Our coordinator keeps in direct communication between our business partners and the district. Celebration K8 business partners are offered sponsorships and are notified of those opportunities both online and face-to-face. Information for becoming a business partner is located in our front lobby. Partnerships include: Chik Filet, Pizza Press, Carraba's, Illuminate Church, Joe's Crab Shack, Bucca Di Beppo, Fun Spot, Ripley's Believe it or Not, Bahamas Buck shaved Ice and Pack and Ship. Business Partner sponsored activities include; student recognition ceremonies, spirit nights, and staff appreciation lunches.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|------------------|---------------------|
| Manion, Kimberly | Principal |
| Cassano, Cheryl | Assistant Principal |
| Carr, Jack | Instructional Coach |
| Kanner, Denise | Instructional Coach |
| Pollzzie, Rose | School Counselor |
| Schad, Rhonda | Instructional Coach |
| Petrek, Susan | Assistant Principal |
| Smith, Leroy | Dean |

b. Duties

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

Each member of the team takes as specific role in the following:

- offers trainings and facilitative support to teachers during PLCs in grade level or content areas during Wednesday meeting times and/or planning, as needed, for effective instructional strategies to meet high expectations of the Marzano Instructional Model and the Florida Standards
- monitoring all student progress and learning gains in their assigned subject areas K-8 based on ongoing formative assessments;
- provide resources and supports for subject areas assigned, share current education research with teachers, and distribute and train on usages of available resources.
- shared decision making is utilized in all Leadership meetings and PLCs to ensure complete collaboration in all areas that will have an impact on student achievement and organizational effectiveness.
- Counselors maintain open and consistent communication with parents regarding interventions and progress monitoring.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Personnel-- All teachers are assigned to teaching assignments in which they are most effective based on previous year results and/or areas of certification; Paraprofessionals are carefully matched with students and groups in which they can produce the most supplemental support for ELL students and students who are identified at risk. 3 ESE/VE teachers are placed in CoTeach and Support Facilitation groupings based on areas of strength by content and grade level.

Instructional-- All administrators and instructional coaches serve as instructional leaders providing observational feedback to teachers based on Marzano Instructional Model and/or provide modeling and training on best practices and strategies. Instructional professional development is provided to all teachers for Core Connections writing, Math Solutions, and effective Professional Learning Communities.

Curricular-- New and up to date Curriculum resources are provided to align with district provided curriculum mapping of the new Florida Standards in all content areas. All resources also include additional supplemental material for intervention and acceleration opportunities. Where intervention and acceleration cannot be met in the regular class time, additional curriculum resources and time are provided through virtual options and before and after school opportunities. These also include computer based adaptive resources.

Extended learning opportunities are provided for students in grades 3-8. Students are identified through base line data, FCAT and FSA scores and formative assessments. Extended learning curriculum is tailored to the needs of the targeted students.

All courses K-8 have mandatory end of year assessments, either FSA, EOC, or EOY. Course content progress is monitored throughout the year, unit by unit to ensure adequate learning occurs. Lesson plans are maintained, monitored, and improved each week as the new standards become familiar to teachers in this first year of standards driven planning.

Leadership team meetings occur weekly or bi-weekly with the School Leadership Team members and facilitated by the School Principal/Administration.

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

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Celebration SAC evaluates all areas in the plan based on School Accountability data and surveys.

b. Development of this school improvement plan

This school improvement plan was begun at the Administrators Academy where the old plan was reviewed, data discussed and direction of the new plan begun. The Principal then met with the SAC team for collaboration in the preparation of the 17/18 SIP.

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

The school advisory council assists in this process by ensuring that student achievement data is considered in the preparation of the budget and that the final budget is reflective of the goals in Celebration K8's School Improvement Plan.

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

SAC Funds are used on programs and projects selected by the SAC.

Student Achievement:

IReady Florida Curriculum Support Math and ELA: These materials enhance the iReady

implementation. \$1412.00

PENDA Science/Math Content licenses/ Curriculum Cloud based Digital Tool \$2100.00

Incentives for PRIDE PBIS Behavior Program 1264.04

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 |
|------------------|---------------------|
| Manion, Kimberly | Principal |
| Cassano, Cheryl | Assistant Principal |
| Carr, Jack | Instructional Coach |
| Pollzzie, Rose | School Counselor |
| Kanner, Denise | Instructional Coach |
| Schad, Rhonda | Instructional Media |
| Petrek, Susan | Assistant Principal |
| Smith, Leroy | Dean |

b. Duties

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Common planning times built into master schedule
Professional Learning Communities focused on planning and instruction
Vertical articulation
Professional development opportunities embedded throughout the school year for example Kagan Training and AVID Strategies implementation

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

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

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

Mentors: Denise Kanner

Mentees Assigned: Angela Plaisted, Cali Martell

Rationale for Pairing: Grade level, experienced--teachers new to the school

Planned Mentoring Activities: preplanning orientation, PLC, new teacher mentoring, new to school mentoring, once a month meetings

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

We refer to CPalms electronic resource, Mastery Connect Florida Standards and district provided Curriculum maps to guide all instruction

New Florida specific Standards based textbook resources, technology resources, and supplemental resources are purchased as needed

Curriculum coaches and Leadership Team oversee Florida Standards implementation.

b. Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 8,880

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

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

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

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

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

Strategy Rationale

Intervention and Enrichment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Schad, Rhonda, rhonda.schad@osceolaschools.net

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

Assessments given in iReady, and Achieve 3000 to progress monitor student growth and analyzed by level of improvement in weak areas. New strategies and interventions implemented based on needs determined from data.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

all students attending day three.

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

b. College and Career Readiness

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

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

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

STEM- Project Lead the Way Curriculum: Engineering focus electives-Automation and Robotics, Design and Modeling, and Medical Detectives Digital Tool Certificates offered
Information Technology Course: Digital Tool Certificates and SPARKS certification offered
High School Credit Classes - We offer multiple high school credit classes--Algebra 1, Geometry, Physical Science, Biology, Spanish 1, additional online options are made available for additional acceleration

Student and Parent transitional informational meetings regarding strategic planning

DUKE TIP - 7th grade students are identified to participate in taking the SAT/ACT

8th grade High School/College/Career Planning,

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

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

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

-High school and College and Career Readiness programs throughout the year

-47% of 7th and 8th grade students are enrolled in high school credit courses to prepare for more rigorous high school coursework

AVID College and Career Curriculum Middle School

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** If all teachers work in high-functioning collaborative teams to plan and implement data-driven, differentiated, standards based instruction, then this will ensure high achievement and learning gains for all students.
- G2.** If all staff consistently implements positive behavior interventions, then we will have a positive impact on instructional time and increase student learning.

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. If all teachers work in high-functioning collaborative teams to plan and implement data-driven, differentiated, standards based instruction, then this will ensure high achievement and learning gains for all students. **1a**

 G095442

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------------------|---------------|
| FSA ELA Achievement | 85.0 |
| FSA ELA Achievement - SWD | 35.0 |
| FSA ELA Achievement - ELL | 35.0 |
| ELA/Reading Gains | 77.0 |
| ELA/Reading Lowest 25% Gains | 65.0 |
| FSA Mathematics Achievement | 89.0 |
| FSA Math Achievement - SWD | 40.0 |
| FSA Math Achievement - ELL | 63.0 |
| Math Gains | 80.0 |
| Math Lowest 25% Gains | 72.0 |
| Statewide Science Assessment Achievement | 87.0 |
| Civics EOC Pass | 95.0 |

Targeted Barriers to Achieving the Goal **3**

- Wide range of teacher understanding of standards.

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

- Instructional and MTSS Coaches
- District timelines and Curriculum resources
- School-led professional development focused on PLC process, deconstruction of standards to plan for instruction to the depth of the standards
- MTSS Process for monitoring progress of all students
- I-Ready computer diagnostic tests/ progress monitoring/learning paths
- Online textbook teacher resources
- Achieve 3000 online learning paths
- Standards based textbooks for each content area
- District Departments; ESE, ELL, Curriculum

Plan to Monitor Progress Toward G1. 8

Administrators and instructional coaches will attend PD Sessions, monitor lesson plans, and conduct CWT's for evidence of PD to practice.

Person Responsible

Kimberly Manion

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD Calendar, agendas, sign-in sheets, CWT data

Plan to Monitor Progress Toward G1. 8

Administrators and instructional coaches will attend PLC meetings, monitor lesson plans, and conduct CWT's for evidence of collaboration, standards based planning/instruction/assessment

Person Responsible

Kimberly Manion

Schedule

On 5/25/2018

Evidence of Completion

Calendar of meeting dates, meeting agendas, and notes, lesson plans, common assessment data

Plan to Monitor Progress Toward G1. 8

School data will be reviewed and adjustments to PD, modeling, and/or support will be made

Person Responsible

Kimberly Manion

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

School wide data, data trackers, student reports from I-Ready and Achieve 3000

G2. If all staff consistently implements positive behavior interventions, then we will have a positive impact on instructional time and increase student learning. 1a

G095443

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| Discipline incidents | 70.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of consistency with implementation of PBIS program across the school

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Resource Teacher
- Dean and Guidance counselors
- MTSS Process monitoring progress of all students
- Behavior intervention programs such as Second Step
- Behavior Intervention Groups
- School RCS and Resource Teachers
- SRO

Plan to Monitor Progress Toward G2. 8

Leadership Team will attend PD Sessions, monitor classroom routines, and conduct CWT's for evidence of PD to practice, routines procedures, and implementation of PBIS.

Person Responsible

Kimberly Manion

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD Calendar, PBIS Action Plan, PBIS data, CWT Behavior Plans, CWT data

Plan to Monitor Progress Toward G2. 8

School PBIS data will be reviewed and adjustments to PD, modeling, and/or support will be made.

Person Responsible

Kimberly Manion

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

School wide behavior data, PBIS Action Plan, Data Trackers, Behaviors Plans

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

 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers work in high-functioning collaborative teams to plan and implement data-driven, differentiated, standards based instruction, then this will ensure high achievement and learning gains for all students. 1

 G095442

G1.B1 Wide range of teacher understanding of standards. 2

 B256972

G1.B1.S1 Instructional Coaches with the help of district personnel will provide quarterly trainings for all teachers on planning, designing, and implementing standards based instruction, differentiation, and assessment. 4

 S271868

Strategy Rationale

Increased PD on standards and assessment will have a positive impact on teacher knowledge, implementing standards-based instruction and student achievement.

Action Step 1 5

Develop and deliver a quarterly PD Plan which addresses standards, differentiation, and assessment for the school year.

Person Responsible

Jack Carr

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Professional Development Calendar, Training Agendas, Sign-In Sheets

Action Step 2 5

Analyze lesson plans and conduct CWT's looking for standards based, differentiated instruction and assessment

Person Responsible

Kimberly Manion

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Lesson plans, notes, common assessment data, CWT data, Learning Targets Posted

Action Step 3 5

Monitor the academic progress of all students throughout the school year

Person Responsible

Rhonda Schad

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

School wide data, data trackers, student reports from iReady and Achieve 3000

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

Instructional coaches will work with administration to develop and deliver quarterly PD

Person Responsible

Jack Carr

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

CK8 Professional Development Calendar, PD Sign In Sheets, PD Agendas

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

Instructional Coaches will work with PLC's to plan, deliver, and assess standards-based differentiated instruction

Person Responsible

Denise Kanner

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Calendar of meeting dates, meeting agendas and notes, lesson plans, common assessment data, CWT data

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

School data will be reviewed and adjustments to Professional development, modeling, and/or support will be made

Person Responsible

Rhonda Schad

Schedule

Every 2 Months, from 8/3/2017 to 5/25/2018

Evidence of Completion

Revised Professional Development Calendars, Revised support plans, Agendas

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

Administrators and instructional coaches will attend PD sessions, monitor lesson plans, and conduct CWT's for evidence of PD to practice.

Person Responsible

Kimberly Manion

Schedule

On 5/25/2018

Evidence of Completion

PD Calendar, Agendas, sign in sheets, CWT data

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

Administrators and instructional coaches will attend PLC meetings, monitor lesson plans, and conduct CWT's for evidence of collaboration and standards-based planning/instruction/assessment

Person Responsible

Kimberly Manion

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Calendar of meeting dates, meeting agendas and notes, lesson plans, common assessment data

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

School data will be reviewed and adjustments to PD, modeling, and/or support will be made

Person Responsible

Kimberly Manion

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

School wide data, data trackers, student reports from iReady and Achieve 3000

G2. If all staff consistently implements positive behavior interventions, then we will have a positive impact on instructional time and increase student learning. 1

G095443

G2.B1 Lack of consistency with implementation of PBIS program across the school 2

B256979

G2.B1.S1 Reteach and train teachers/staff/students on the PBIS System at Celebration K8. 4

S271869

Strategy Rationale

Increased training will increase the number of teachers/staff/students that are consistent in their use of PBIS strategies/behaviors and the number of ISS and OSS will decrease

Action Step 1 5

Develop and deliver quarterly PBIS training for the school year

Person Responsible

Leroy Smith

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PBIS calendar, PBIS Plan

Action Step 2 5

Model the PBIS system with teachers and staff

Person Responsible

Leroy Smith

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PBIS Plan, PBIS data

Action Step 3 5

Collaborate with teachers to develop strong routines that reinforce PRIDE expectations

Person Responsible

Leroy Smith

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Lesson plans, notes, assessment data, PBIS Posters, PRIDE Expectations, Token Economy

Action Step 4 5

Monitor the behavior data of all students throughout the school year

Person Responsible

Leroy Smith

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

School wide discipline data, behavior plans, charts

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

The dean and guidance counselors will work with administration to develop and deliver quarterly PD for PBIS

Person Responsible

Leroy Smith

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD Calendar, PBIS data

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

Dean and guidance counselors will work with teachers/staff to design and implement strong routines and procedures

Person Responsible

Leroy Smith

Schedule

On 5/25/2018

Evidence of Completion

Meeting notes, classroom behavior plans, PBIS Plan

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

School data will be reviewed and adjustments to PD, and support will be given

Person Responsible

Kimberly Manion

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

School wide behavior data, data trackers, behavior plans

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

Leadership will attend PD sessions, monitor classroom routines, and conduct CWT's for evidence of PD to practice, routines and procedures, and implementation of PBIS

Person Responsible

Kimberly Manion

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

PD Calendar, PBIS data, Behavior Plans, CWT Data, PBIS Action Plan

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

School data will be reviewed and adjustments to PD, modeling, and/or support will be made

Person Responsible

Kimberly Manion



















Schedule

On 5/25/2018






Evidence of Completion

School wide behavior data, data trackers, behavior plans

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------|-------------------------------|------------------------------------------------------------------------------------------------------|--------------------------|
| 2018 | | | | | |
| G1.MA1  M390151 | Administrators and instructional coaches will attend PD Sessions, monitor lesson plans, and conduct... | Manion, Kimberly | 8/3/2017 | PD Calendar, agendas, sign-in sheets, CWT data | 5/25/2018 weekly |
| G1.MA2  M390152 | Administrators and instructional coaches will attend PLC meetings, monitor lesson plans, and... | Manion, Kimberly | 8/3/2017 | Calendar of meeting dates, meeting agendas, and notes, lesson plans, common assessment data | 5/25/2018 one-time |
| G1.MA3  M390153 | School data will be reviewed and adjustments to PD, modeling, and/or support will be made | Manion, Kimberly | 8/3/2017 | School wide data, data trackers, student reports from I-Ready and Achieve 3000 | 5/25/2018 monthly |
| G2.MA1  M390159 | Leadership Team will attend PD Sessions, monitor classroom routines, and conduct CWT's for evidence... | Manion, Kimberly | 8/3/2017 | PD Calendar, PBIS Action Plan, PBIS data, CWT Behavior Plans, CWT data | 5/25/2018 weekly |
| G2.MA2  M390160 | School PBIS data will be reviewed and adjustments to PD, modeling, and/or support will be made. | Manion, Kimberly | 8/3/2017 | School wide behavior data, PBIS Action Plan, Data Trackers, Behaviors Plans | 5/25/2018 weekly |
| G1.B1.S1.MA1  M390145 | Administrators and instructional coaches will attend PD sessions, monitor lesson plans, and conduct... | Manion, Kimberly | 8/3/2017 | PD Calendar, Agendas, sign in sheets, CWT data | 5/25/2018 one-time |
| G1.B1.S1.MA5  M390146 | Administrators and instructional coaches will attend PLC meetings, monitor lesson plans, and... | Manion, Kimberly | 8/3/2017 | Calendar of meeting dates, meeting agendas and notes, lesson plans, common assessment data | 5/25/2018 weekly |
| G1.B1.S1.MA6  M390147 | School data will be reviewed and adjustments to PD, modeling, and/or support will be made | Manion, Kimberly | 8/3/2017 | School wide data, data trackers, student reports from iReady and Achieve 3000 | 5/25/2018 monthly |
| G1.B1.S1.MA1  M390148 | Instructional coaches will work with administration to develop and deliver quarterly PD | Carr, Jack | 8/3/2017 | CK8 Professional Development Calendar, PD Sign In Sheets, PD Agendas | 5/25/2018 quarterly |
| G1.B1.S1.MA2  M390149 | Instructional Coaches will work with PLC's to plan, deliver, and assess standards-based... | Kanner, Denise | 8/3/2017 | Calendar of meeting dates, meeting agendas and notes, lesson plans, common assessment data, CWT data | 5/25/2018 weekly |
| G1.B1.S1.MA3  M390150 | School data will be reviewed and adjustments to Professional development, modeling, and/or support... | Schad, Rhonda | 8/3/2017 | Revised Professional Development Calendars, Revised support plans, Agendas | 5/25/2018 every-2-months |
| G1.B1.S1.A1  A364577 | Develop and deliver a quarterly PD Plan which addresses standards, differentiation, and assessment... | Carr, Jack | 8/3/2017 | Professional Development Calendar, Training Agendas, Sign-In Sheets | 5/25/2018 quarterly |
| G1.B1.S1.A2  A364578 | Analyze lesson plans and conduct CWT's looking for standards based, differentiated instruction and... | Manion, Kimberly | 8/3/2017 | Lesson plans, notes, common assessment data, CWT data, Learning Targets Posted | 5/25/2018 monthly |
| G1.B1.S1.A3  A364579 | Monitor the academic progress of all students throughout the school year | Schad, Rhonda | 8/3/2017 | School wide data, data trackers, student reports from iReady and Achieve 3000 | 5/25/2018 weekly |
| G2.B1.S1.MA1  M390154 | Leadership will attend PD sessions, monitor classroom routines, and conduct CWT's for evidence of... | Manion, Kimberly | 8/3/2017 | PD Calendar, PBIS data, Behavior Plans, CWT Data, PBIS Action Plan | 5/25/2018 weekly |
| G2.B1.S1.MA5  M390155 | School data will be reviewed and adjustments to PD, modeling, and/or support will be made | Manion, Kimberly | 8/3/2017 | School wide behavior data, data trackers, behavior plans | 5/25/2018 one-time |
| G2.B1.S1.MA1  M390156 | The dean and guidance counselors will work with administration to develop and deliver quarterly PD... | Smith, Leroy | 8/3/2017 | PD Calendar, PBIS data | 5/25/2018 quarterly |
| G2.B1.S1.MA2  M390157 | Dean and guidance counselors will work with teachers/staff to design and implement strong routines... | Smith, Leroy | 8/3/2017 | Meeting notes, classroom behavior plans, PBIS Plan | 5/25/2018 one-time |

Osceola - 0711 - Celebration School - 2017-18 SIP
Celebration School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------|-------------------------------|---------------------------------------------------------------------------------------|------------------------|
| G2.B1.S1.MA3  M390158 | School data will be reviewed and adjustments to PD, and support will be given | Manion, Kimberly | 8/3/2017 | School wide behavior data, data trackers, behavior plans | 5/25/2018 monthly |
| G2.B1.S1.A1  A364580 | Develop and deliver quarterly PBIS training for the school year | Smith, Leroy | 8/3/2017 | PBIS calendar, PBIS Plan | 5/25/2018 quarterly |
| G2.B1.S1.A2  A364581 | Model the PBIS system with teachers and staff | Smith, Leroy | 8/3/2017 | PBIS Plan, PBIS data | 5/25/2018 weekly |
| G2.B1.S1.A3  A364582 | Collaborate with teachers to develop strong routines that reinforce PRIDE expectations | Smith, Leroy | 8/3/2017 | Lesson plans, notes, assessment data, PBIS Posters, PRIDE Expectations, Token Economy | 5/25/2018 monthly |
| G2.B1.S1.A4  A364583 | Monitor the behavior data of all students throughout the school year | Smith, Leroy | 8/3/2017 | School wide discipline data, behavior plans, charts | 5/25/2018 monthly |

V. Professional Development Opportunities

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

G1. If all teachers work in high-functioning collaborative teams to plan and implement data-driven, differentiated, standards based instruction, then this will ensure high achievement and learning gains for all students.

G1.B1 Wide range of teacher understanding of standards.

G1.B1.S1 Instructional Coaches with the help of district personnel will provide quarterly trainings for all teachers on planning, designing, and implementing standards based instruction, differentiation, and assessment.

PD Opportunity 1

Develop and deliver a quarterly PD Plan which addresses standards, differentiation, and assessment for the school year.

Facilitator

Carr, Kanner, Schad,

Participants

All teachers

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

G2. If all staff consistently implements positive behavior interventions, then we will have a positive impact on instructional time and increase student learning.

G2.B1 Lack of consistency with implementation of PBIS program across the school

G2.B1.S1 Reteach and train teachers/staff/students on the PBIS System at Celebration K8.

PD Opportunity 1

Develop and deliver quarterly PBIS training for the school year

Facilitator

Leroy Smith

Participants

All teachers/students

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

PD Opportunity 2

Model the PBIS system with teachers and staff

Facilitator

Leadership Team

Participants

All students, teachers, and staff

Schedule

Weekly, from 8/3/2017 to 5/25/2018

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 | Develop and deliver a quarterly PD Plan which addresses standards, differentiation, and assessment for the school year. | \$0.00 |
| 2 | G1.B1.S1.A2 | Analyze lesson plans and conduct CWT's looking for standards based, differentiated instruction and assessment | \$0.00 |
| 3 | G1.B1.S1.A3 | Monitor the academic progress of all students throughout the school year | \$0.00 |
| 4 | G2.B1.S1.A1 | Develop and deliver quarterly PBIS training for the school year | \$0.00 |
| 5 | G2.B1.S1.A2 | Model the PBIS system with teachers and staff | \$0.00 |
| 6 | G2.B1.S1.A3 | Collaborate with teachers to develop strong routines that reinforce PRIDE expectations | \$0.00 |
| 7 | G2.B1.S1.A4 | Monitor the behavior data of all students throughout the school year | \$0.00 |
| Total: | | | \$0.00 |