

Celebration High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	B*	B

**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 was approved by the Osceola County School Board on 11/14/2017.

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	8
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	49
Appendix 2: Professional Development and Technical Assistance Outlines	53
Professional Development Opportunities	53
Technical Assistance Items	54
Appendix 3: Budget to Support Goals	54

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 High 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 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 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.

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 indicators 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 individual 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 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

Celebration High School continues to have low parent involvement. In 2016 it increased its parent involvement by 3%. Currently there is a 16% parent participation rate and we look to increase this percentage this year. 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 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

1. School Leadership Team

a. Membership

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

Name	Title
Gilbert, Conner	Principal
Ponzoa, Yvette	Assistant Principal
Roman, Kelly	Assistant Principal
Munoz, Beltran	Dean
Harris, Demetrik	Dean
Holder, Susan	Dean
Hightower, Annaliesa	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
Zella, Michael	Assistant Principal

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 and Geometry, 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
Conner Gilbert	Principal
Kathleen Sipio	Parent
Al Arce	Parent
Kathy Arce	Parent
Andrew Griesemer	Teacher
Genell Ferrell	Parent
Mansi Patel	Student
Angel Mata	Student
Laura Parra	Student
David Cooley	Student
Hannah Allen	Student
	Student

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 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 October 2017. 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
Gilbert, Conner	Principal
Roman, Kelly	Assistant Principal
Ponzoa, Yvette	Assistant Principal
Zella, Michael	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
Hightower, Annaliesa	Instructional Coach

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 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.

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 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.

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 use '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 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 instructors employ rigorous teaching methods, students have a clear idea of expectations and procedures, all instructors and school leaders work collaboratively and use data to make informed decisions then instructional time will be utilized more effectively and student achievement will increase.

Strategic Goals Detail

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

G1. If instructors employ rigorous teaching methods, students have a clear idea of expectations and procedures, all instructors and school leaders work collaboratively and use data to make informed decisions then instructional time will be utilized more effectively and student achievement will increase. 1a

G099250

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Lowest 25% Gains	41.0
ELA/Reading Gains	52.0
FSA Mathematics Achievement	50.0
Math Gains	47.0
Math Lowest 25% Gains	37.0
FSA ELA Achievement - ELL	16.0
FSA ELA Achievement - SWD	18.0
Algebra I EOC Pass Rate	40.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

- The collaborative groups aren't working. PLCs have not had clearly communicated procedures so that teachers know exactly what PLCs need to accomplish and produce.
- Communication among school leaders and staff is not fluid. Clear expectations have not been communicated as effectively as needed.
- Teachers don't use data. Individual teachers need to use data to drive instruction in the classroom and collaborate in PLC's during the creation of assessments.
- ESE/ELL students do not excel or reach achievement levels. Teachers are not fully versed in ELL/ESE strategies in order to use them effectively.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 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)
- – 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

Teachers will attend professional development to ensure that they have the knowledge to implement changes in the areas of need.

Person Responsible

Conner Gilbert

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Inservice records, faculty meeting agendas

Plan to Monitor Progress Toward G1. 8

Administration will conduct walkthroughs and informal and formal observations to ascertain if teachers are implementing necessary interventions for students and classes.

Person Responsible

Conner Gilbert

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Notes/evaluations on MyPGS

Plan to Monitor Progress Toward G1. 8

Formative assessments that are administered in classes.

Person Responsible

Conner Gilbert

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

By looking at formative assessments, it will be easier to ascertain if teachers are working together in PLCs and using data to direct instruction.

Plan to Monitor Progress Toward G1. 8

Lesson Plan units for specific grade level and subjects; shared lesson plans

Person Responsible

Conner Gilbert

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

By examining the lesson plans, it will identify if teachers are adjusting lesson plans because of results on formative assessments. Shared lesson plans will reflect work within the PLC that is collaborative.

Plan to Monitor Progress Toward G1. 8

Data folders given to teachers; teachers' individual data

Person Responsible

Conner Gilbert

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

By having teachers' data readily available at the beginning of the year and reexamining that data once a month, it will show if teachers are using the data to help improve student performance.

Plan to Monitor Progress Toward G1. 8

ESE/ELL/Lowest quartile grades

Person Responsible

Yvette Ponzoa

Schedule

Every 3 Weeks, from 8/10/2017 to 5/31/2018

Evidence of Completion

Grades and performance reports will be generated every 3 weeks to monitor our lowest performing groups to see if interventions are being successful.

Plan to Monitor Progress Toward G1. 8

SURGE attendance

Person Responsible

Yvette Ponzoa

Schedule

Every 3 Weeks, from 8/10/2017 to 5/31/2018

Evidence of Completion

Students who are struggling will be required to attend SURGE. This will allow for intensive interventions to be administered to see if these interventions have a positive effect on the lowest performing students.

Plan to Monitor Progress Toward G1. 8

Reading Plus/ Khan Academy logs

Person Responsible

Annaliesa Hightower

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

By monitoring the use of both Reading Plus and Khan Academy (both computer based interventions), teachers will monitor how classroom instruction is influencing students' ability to perform on these programs, thus improving student ability.

Plan to Monitor Progress Toward G1. 8

Emails/Faculty meeting agendas/Department chair notes

Person Responsible

Conner Gilbert

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Administration will clearly communicate classroom expectations and procedures by communicating in several different ways and with stakeholder groups.

Plan to Monitor Progress Toward G1. 8

PLC notes/ shared lesson plans/ formative assessments/administrative monitoring during PLCs

Person Responsible

Conner Gilbert

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

By examining these pieces of evidence and visiting PLCs regularly, administration will be able to determine if PLCs are accomplishing the goals needing to be accomplished.

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 instructors employ rigorous teaching methods, students have a clear idea of expectations and procedures, all instructors and school leaders work collaboratively and use data to make informed decisions then instructional time will be utilized more effectively and student achievement will increase. **1**

 G099250

G1.B1 The collaborative groups aren't working. PLCs have not had clearly communicated procedures so that teachers know exactly what PLCs need to accomplish and produce. **2**

 B267306

G1.B1.S1 Monitor PLCs, not for compliance, but for best practices. Provide Teachers with the necessary tools to share best practices. Ensure PLCs have desired results (i.e. formative assessments and shared lesson plans) **4**

 S283138

Strategy Rationale

As teachers learn how to work/plan together, best practices will be used for all students.

Action Step 1 **5**

Administrators will clearly communicate what functions a PLC should fulfill.

Person Responsible

Kelly Roman

Schedule

On 8/9/2017

Evidence of Completion

Professional development given to all staff with modeling on effective PLC functions.

Action Step 2 **5**

Administrators will monitor PLCs in action and participate in on-the-spot interventions.

Person Responsible

Kelly Roman

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Anecdotal notes from administrators.

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

Administrators will provide the professional development and monitor that implementation through the use of walk throughs during PLC time.

Person Responsible

Conner Gilbert

Schedule

Monthly, from 8/9/2017 to 5/24/2018

Evidence of Completion

Notes from the professional development and anecdotal notes from administrators.

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

Administrators will monitor teacher production of shared lesson plans and the use of formative assessments based on PLC work.

Person Responsible

Conner Gilbert

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans submitted in the lesson plan folder and formative assessments used by teachers.

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

Administrators will work with PLCs and assist in on the spot interventions within PLCs to ensure that they are being effective.

Person Responsible

Conner Gilbert

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Anecdotal notes from administrators and PLC leadership meetings will be held for follow up.

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

Administrators will follow up with individual teachers and PLCs after reviewing lesson plans and formative assessments.

Person Responsible

Conner Gilbert

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Administrators will use teacher created lesson plans and formative assessments in the monitoring process.

G1.B1.S2 Train and monitor all teachers for best practices in PLCs. 4

 S283139

Strategy Rationale

If teachers are given clear instruction on the workings of PLCs and monitored and given feedback, PLCs will be more effective.

Action Step 1 5

Administration will have a PLC leadership team that will meet to ensure that all PLCs are operating optimally.

Person Responsible

Kelly Roman

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Notes that are collected from PLC leadership meetings.

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

During PLC leadership meetings, concerns will be brought up from teachers to administration concerning PLCs.

Person Responsible

Kelly Roman

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Notes collected from PLC leadership meetings.

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

Once PLC leadership meetings are held, administration will offer PD and other supports and interventions to assist teachers in effective PLCs.

Person Responsible

Conner Gilbert


Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Meetings between PLC leadership and administration will drive responses.

G1.B1.S3 Monitor PLCs for development of formative assessments and shared lesson plans. 4

 S283140

Strategy Rationale

If PLCs are responsible for completing specific tasks, the work of the PLCs will be more focused and thus improve teacher and student performance.

Action Step 1 5

Shared unit lesson plans and formative assessments will be created by PLCs and monitored by administration.

Person Responsible

Conner Gilbert

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Formative assessments and shared unit lesson plans will be used to monitor.

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

Administration will meet regularly to monitor the implementation of shared lesson plans and formative assessments to see that they are being used.

Person Responsible

Conner Gilbert

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Administration will use formative assessments and shared lesson plans discuss the effectiveness of these tools with teachers.

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

Administration will monitor how formative assessments are used by teachers and formative assessments are used to adjust instruction.

Person Responsible

Conner Gilbert

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Administration will discuss the implementation of formative assessments and shared lesson plans and the effect on student data.

G1.B1.S4 Teachers will model lessons within for members within their PLC to increase teacher proficiency and student achievement. 4

 S283141

Strategy Rationale

Having teachers share lessons will allow for constructive collaboration among team members and help students receive the best lessons possible.

Action Step 1 5

During PLCs, teachers will model and present model lessons to assist in shared lesson planning and implementation.

Person Responsible

Kelly Roman

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Administration will ask PLCs to model lessons and visit PLCs during lessons modeled.

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

Administrators will visit PLCs within their departments to check for use of modeled lessons.

Person Responsible

Conner Gilbert

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Anecdotal notes from administrators on modeled lessons within PLCs.

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

Administrators and PLC leadership team will visit and model lessons for any PLCs that are struggling with the modeling process.

Person Responsible

Kelly Roman


Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

During any interventions used by administration, the administrator will share the practice with other members of administration.

G1.B2 Communication among school leaders and staff is not fluid. Clear expectations have not been communicated as effectively as needed. 2

 B267307

G1.B2.S1 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

 S283142

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

Conner Gilbert

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson Plan Documentation, and Classroom Observation Data.

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

Implemented walkthrough plan to support the teachers.

Person Responsible

Conner Gilbert

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

District Observation Tool.

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

District Reflective Visits

Person Responsible

Conner Gilbert

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

District Feedback

G1.B2.S2 Model and monitor effective communication practices by involving all parties with multiple communication avenues. Provide regular updates to staff concerning instructional practices and expectations. 4

 S283143

Strategy Rationale

By keeping a clear line of communication with teachers about pedagogy, teachers will be very clear of expectations and improve teaching methods, thus improving student achievement.

Action Step 1 5

Administration will clearly communicate classroom expectations with walk throughs and effective feedback that gives teachers concrete ways to improve.

Person Responsible

Conner Gilbert

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

All administrators will communicate with teachers about pedagogy.

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

Administrators will do a walk through on every teacher on campus and then focus feedback on their individual departments.

Person Responsible

Conner Gilbert

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Administrators will use the district evaluative tool to provide feedback to teachers.

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

Administrators will follow up with meetings with teachers to discuss the effectiveness or needs for each lesson observed.

Person Responsible

Conner Gilbert

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Administrators will use the district evaluative tool to communicate as well as personal meetings.

G1.B3 Teachers don't use data. Individual teachers need to use data to drive instruction in the classroom and collaborate in PLC's during the creation of assessments. **2**

 B267308

G1.B3.S1 Provide teachers with detailed cumulative data folders and make data an integral part of PLCs through the use of formative assessments. **4**

 S283144

Strategy Rationale

By providing teachers with initial data on students, they can more readily make use of the data and meet student needs.

Action Step 1 **5**

Teachers will be provided with a data folder on the first day back to investigate their previous data to see where strengths and weaknesses were.

Person Responsible

Kelly Roman

Schedule

On 8/7/2017

Evidence of Completion

Data folders will be provided.

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

Administrators will be available to assist teachers with disaggregation of the data.

Person Responsible

Conner Gilbert

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data folder information will be used to assist teachers with the data.

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

As teachers work on the areas of need, administrators will provide feedback from incoming data.

Person Responsible

Conner Gilbert


Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Administrators will provide regular updates on teacher data and feedback on that data.

G1.B3.S2 Teachers will use classroom data to create formative assessments and use formative assessment data to guide instruction. 4

 S283145

Strategy Rationale

Not only will teachers be provided data, they will use data to drive instruction.

Action Step 1 5

Teachers will create formative assessments and use data to guide instruction.

Person Responsible

Conner Gilbert

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Formative assessments will be created by PLCs to be used in classes.

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

Administrators will review the use of formative assessments used within classrooms.

Person Responsible

Conner Gilbert

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Formative assessments will be used as evidence.

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

Members of each PLC will provide regular updates and copies of formative assessments.

Person Responsible

Conner Gilbert

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Formative assessments will be monitored.

G1.B3.S3 Provide school-wide, district-wide, and state-wide data to teachers to identify trends and areas of need within their own classrooms via the use of comparison. 4

 S283146

Strategy Rationale

By providing teachers with this valuable data, they will be able to see precisely where they must make changes within their own classrooms in specific areas.

Action Step 1 5

Regular updates via email will be provided to teachers as to grade data for students to monitor for areas of need.

Person Responsible

Yvette Ponzoa

Schedule

Every 3 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Regular updates on grades and subgroups will be provided.

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

Regular updates that reflect upward or downward trends will be sent. Individual conversations with teachers about trends will be had with administrators.

Person Responsible

Conner Gilbert

Schedule

Every 3 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data updates from administration will be used.

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

As teacher trends emerge, plans for struggling teachers will be implemented.

Person Responsible

Conner Gilbert

Schedule

Every 3 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Administrative anecdotal notes and teacher plans.

G1.B4 ESE/ELL students do not excel or reach achievement levels. Teachers are not fully versed in ELL/ESE strategies in order to use them effectively. 2

 B267309

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

 S283147

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 8/10/2017 to 5/31/2018

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 8/10/2017 to 5/31/2018

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 8/10/2017 to 5/31/2018

Evidence of Completion

District Feedback

G1.B4.S2 School focus on lowest performing groups (ELL, ESE, Lowest quartile) with various interventions. Make data readily available to teachers of low performing students. 4

S283148

Strategy Rationale

By making this group a school wide focus, it will alert the entire staff to search for interventions and strategies to help these students succeed.

Action Step 1 5

Provide staff with school wide data on achievement of ELL/ESE students

Person Responsible

Yvette Ponzoa

Schedule

Every 3 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data will be provided to help the entire staff to monitor data on ESE/ELL students.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Email communication will be provided with pertinent data for staff.

Person Responsible

Yvette Ponzoa

Schedule

Every 3 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data provided to teachers.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Trends with teachers and classes pertaining to ESE/ELL progress will be monitored.

Person Responsible

Yvette Ponzoa

Schedule

Every 3 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Trend data derived from data collected every three weeks.

G1.B4.S3 School will continue to utilize an ESOL teacher and ESOL paraprofessionals to differentiate instruction for all NES population. 4

 S283149

Strategy Rationale

By having staff dedicated to the assistance of ESOL students, it will greatly increase their probability of success.

Action Step 1 5

ESOL paraprofessionals and ESOL compliance specialist will provide services to ESOL students.

Person Responsible

Yvette Ponzoa

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

ESOL paraprofessionals are scheduled for certain classrooms and the ESOL compliance specialist keeps an office in the guidance office.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

ESOL paraprofessionals will assist students as well as plans made for ESOL students by the ESOL compliance specialist.

Person Responsible

Yvette Ponzoa

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

ESOL paraprofessionals will be in classrooms and the ESOL compliance specialist will work with these students.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

ESOL students will have grades monitored for effectiveness of interventions by this staff.

Person Responsible

Yvette Ponzoa

Schedule

Every 3 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data reports that are generated every three weeks.

G1.B4.S4 Teachers within all content areas will make appropriate accommodations to the standards so that instruction is meaning and rigorous to the ESOL and ESE student. 4

S283150

Strategy Rationale

By being cognizant and implementing necessary interventions, teachers will have a greater probability of increasing student performance among these groups.

Action Step 1 5

Teachers will make appropriate interventions for all ESE and ESOL students within their classes

Person Responsible

Yvette Ponzoa

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

IEP plans and ESOL interventions sheets are kept for these students.

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

ESE compliance specialist and ESOL compliance specialist will monitor use of interventions.

Person Responsible

Yvette Ponzoa

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

ESOL compliance specialist and ESE compliance specialist review grades and interventions of all of their students.

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7

Regular data checks and intervention checks will be held.

Person Responsible

Yvette Ponzoa

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

IEPs and ESOL interventions.

G1.B4.S5 Teachers within all content areas will utilize the PLC process to plan strategies to increase students' proficiency in literacy. 4

 S283151

Strategy Rationale

PLCs will be a vital part of assisting these students as teachers will be able to collaborate in order to assist with interventions.

Action Step 1 5

Teachers will use PLC time to help provide interventions for struggling students.

Person Responsible

Kelly Roman

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC notes will be used.

Plan to Monitor Fidelity of Implementation of G1.B4.S5 6

Administrators will monitor PLCs and review PLC notes.

Person Responsible

Kelly Roman

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Administrative anecdotal notes will be used.

Plan to Monitor Effectiveness of Implementation of G1.B4.S5 7

Regular grade check will be used to monitor effectiveness of interventions.

Person Responsible

Yvette Ponzio



















Schedule

Every 3 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Regular grade checks will be used.

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.B3.S1.A1  A382233	Teachers will be provided with a data folder on the first day back to investigate their previous...	Roman, Kelly	8/7/2017	Data folders will be provided.	8/7/2017 one-time
G1.B1.S1.A1  A382226	Administrators will clearly communicate what functions a PLC should fulfill.	Roman, Kelly	8/9/2017	Professional development given to all staff with modeling on effective PLC functions.	8/9/2017 one-time
G1.B1.S1.MA1  M415585	Administrators will work with PLCs and assist in on the spot interventions within PLCs to ensure...	Gilbert, Conner	8/10/2017	Anecdotal notes from administrators and PLC leadership meetings will be held for follow up.	5/24/2018 monthly
G1.B1.S1.MA4  M415586	Administrators will follow up with individual teachers and PLCs after reviewing lesson plans and...	Gilbert, Conner	8/10/2017	Administrators will use teacher created lesson plans and formative assessments in the monitoring process.	5/24/2018 quarterly
G1.B1.S1.MA1  M415587	Administrators will provide the professional development and monitor that implementation through...	Gilbert, Conner	8/9/2017	Notes from the professional development and anecdotal notes from administrators.	5/24/2018 monthly
G1.B1.S1.MA2  M415588	Administrators will monitor teacher production of shared lesson plans and the use of formative...	Gilbert, Conner	8/10/2017	Lesson plans submitted in the lesson plan folder and formative assessments used by teachers.	5/24/2018 quarterly
G1.B1.S1.A2  A382227	Administrators will monitor PLCs in action and participate in on-the-spot interventions.	Roman, Kelly	8/10/2017	Anecdotal notes from administrators.	5/24/2018 monthly
G1.B3.S1.MA1  M415599	As teachers work on the areas of need, administrators will provide feedback from incoming data.	Gilbert, Conner	8/10/2017	Administrators will provide regular updates on teacher data and feedback on that data.	5/24/2018 quarterly
G1.B3.S1.MA1  M415600	Administrators will be available to assist teachers with disaggregation of the data.	Gilbert, Conner	8/10/2017	Data folder information will be used to assist teachers with the data.	5/24/2018 quarterly
G1.B1.S2.MA1  M415589	Once PLC leadership meetings are held, administration will offer PD and other supports and...	Gilbert, Conner	8/10/2017	Meetings between PLC leadership and administration will drive responses.	5/24/2018 monthly
G1.B1.S2.MA1  M415590	During PLC leadership meetings, concerns will be brought up from teachers to administration...	Roman, Kelly	8/10/2017	Notes collected from PLC leadership meetings.	5/24/2018 monthly
G1.B1.S2.A1  A382228	Administration will have a PLC leadership team that will meet to ensure that all PLCs are operating...	Roman, Kelly	8/10/2017	Notes that are collected from PLC leadership meetings.	5/24/2018 monthly
G1.B2.S2.MA1  M415597	Administrators will follow up with meetings with teachers to discuss the effectiveness or needs for...	Gilbert, Conner	8/10/2017	Administrators will use the district evaluative tool to communicate as well as personal meetings.	5/24/2018 quarterly
G1.B2.S2.MA1  M415598	Administrators will do a walk through on every teacher on campus and then focus feedback on their...	Gilbert, Conner	8/10/2017	Administrators will use the district evaluative tool to provide feedback to teachers.	5/24/2018 every-2-months
G1.B2.S2.A1  A382232	Administration will clearly communicate classroom expectations with walk throughs and effective...	Gilbert, Conner	8/10/2017	All administrators will communicate with teachers about pedagogy.	5/24/2018 monthly
G1.B3.S2.MA1  M415601	Members of each PLC will provide regular updates and copies of formative assessments.	Gilbert, Conner	8/10/2017	Formative assessments will be monitored.	5/24/2018 quarterly
G1.B3.S2.MA1  M415602	Administrators will review the use of formative assessments used within classrooms.	Gilbert, Conner	8/10/2017	Formative assessments will be used as evidence.	5/24/2018 quarterly
G1.B3.S2.A1  A382234	Teachers will create formative assessments and use data to guide instruction.	Gilbert, Conner	8/10/2017	Formative assessments will be created by PLCs to be used in classes.	5/24/2018 quarterly




Osceola - 0902 - Celebration High School - 2017-18 SIP
Celebration High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.MA1 M415607	Trends with teachers and classes pertaining to ESE/ELL progress will be monitored.	Ponzoa, Yvette	8/10/2017	Trend data derived from data collected every three weeks.	5/24/2018 every-3-weeks
G1.B4.S2.MA1 M415608	Email communication will be provided with pertinent data for staff.	Ponzoa, Yvette	8/10/2017	Data provided to teachers.	5/24/2018 every-3-weeks
G1.B4.S2.A1 A382237	Provide staff with school wide data on achievement of ELL/ESE students	Ponzoa, Yvette	8/10/2017	Data will be provided to help the entire staff to monitor data on ESE/ELL students.	5/24/2018 every-3-weeks
G1.B1.S3.MA1 M415591	Administration will monitor how formative assessments are used by teachers and formative...	Gilbert, Conner	8/10/2017	Administration will discuss the implementation of formative assessments and shared lesson plans and the effect on student data.	5/24/2018 every-6-weeks
G1.B1.S3.MA1 M415592	Administration will meet regularly to monitor the implementation of shared lesson plans and...	Gilbert, Conner	8/10/2017	Administration will use formative assessments and shared lesson plans discuss the effectiveness of these tools with teachers.	5/24/2018 every-6-weeks
G1.B1.S3.A1 A382229	Shared unit lesson plans and formative assessments will be created by PLCs and monitored by...	Gilbert, Conner	8/10/2017	Formative assessments and shared unit lesson plans will be used to monitor.	5/24/2018 monthly
G1.B3.S3.MA1 M415603	As teacher trends emerge, plans for struggling teachers will be implemented.	Gilbert, Conner	8/10/2017	Administrative anecdotal notes and teacher plans.	5/24/2018 every-3-weeks
G1.B3.S3.MA1 M415604	Regular updates that reflect upward or downward trends will be sent. Individual conversations with...	Gilbert, Conner	8/10/2017	Data updates from administration will be used.	5/24/2018 every-3-weeks
G1.B3.S3.A1 A382235	Regular updates via email will be provided to teachers as to grade data for students to monitor for...	Ponzoa, Yvette	8/10/2017	Regular updates on grades and subgroups will be provided.	5/24/2018 every-3-weeks
G1.B4.S3.MA1 M415609	ESOL students will have grades monitored for effectiveness of interventions by this staff.	Ponzoa, Yvette	8/10/2017	Data reports that are generated every three weeks.	5/24/2018 every-3-weeks
G1.B4.S3.MA1 M415610	ESOL paraprofessionals will assist students as well as plans made for ESOL students by the ESOL...	Ponzoa, Yvette	8/10/2017	ESOL paraprofessionals will be in classrooms and the ESOL compliance specialist will work with these students.	5/24/2018 daily
G1.B4.S3.A1 A382238	ESOL paraprofessionals and ESOL compliance specialist will provide services to ESOL students.	Ponzoa, Yvette	8/10/2017	ESOL paraprofessionals are scheduled for certain classrooms and the ESOL compliance specialist keeps an office in the guidance office.	5/24/2018 daily
G1.B1.S4.MA1 M415593	Administrators and PLC leadership team will visit and model lessons for any PLCs that are...	Roman, Kelly	8/10/2017	During any interventions used by administration, the administrator will share the practice with other members of administration.	5/24/2018 every-2-months
G1.B1.S4.MA1 M415594	Administrators will visit PLCs within their departments to check for use of modeled lessons.	Gilbert, Conner	8/10/2017	Anecdotal notes from administrators on modeled lessons within PLCs.	5/24/2018 every-2-months
G1.B1.S4.A1 A382230	During PLCs, teachers will model and present model lessons to assist in shared lesson planning and...	Roman, Kelly	8/10/2017	Administration will ask PLCs to model lessons and visit PLCs during lessons modeled.	5/24/2018 monthly
G1.B4.S4.MA1 M415611	Regular data checks and intervention checks will be held.	Ponzoa, Yvette	8/10/2017	IEPs and ESOL interventions.	5/24/2018 quarterly
G1.B4.S4.MA1 M415612	ESE compliance specialist and ESOL compliance specialist will monitor use of interventions.	Ponzoa, Yvette	8/10/2017	ESOL compliance specialist and ESE compliance specialist review grades and interventions of all of their students.	5/24/2018 quarterly
G1.B4.S4.A1 A382239	Teachers will make appropriate interventions for all ESE and ESOL students within their classes	Ponzoa, Yvette	8/10/2017	IEP plans and ESOL interventions sheets are kept for these students.	5/24/2018 daily
G1.B4.S5.MA1 M415613	Regular grade check will be used to monitor effectiveness of interventions.	Ponzoa, Yvette	8/10/2017	Regular grade checks will be used.	5/24/2018 every-3-weeks

Osceola - 0902 - Celebration High School - 2017-18 SIP
Celebration High School

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G1.B4.S5.MA1 M415614	Administrators will monitor PLCs and review PLC notes.	Roman, Kelly	8/10/2017	Administrative anecdotal notes will be used.	5/24/2018 quarterly
G1.B4.S5.A1 A382240	Teachers will use PLC time to help provide interventions for struggling students.	Roman, Kelly	8/10/2017	PLC notes will be used.	5/24/2018 weekly
G1.MA1 M415615	Teachers will attend professional development to ensure that they have the knowledge to implement...	Gilbert, Conner	8/10/2017	Inservice records, faculty meeting agendas	5/31/2018 quarterly
G1.MA2 M415616	Administration will conduct walkthroughs and informal and formal observations to ascertain if...	Gilbert, Conner	8/10/2017	Notes/evaluations on MyPGS	5/31/2018 quarterly
G1.MA3 M415617	Formative assessments that are administered in classes.	Gilbert, Conner	8/10/2017	By looking at formative assessments, it will be easier to ascertain if teachers are working together in PLCs and using data to direct instruction.	5/31/2018 quarterly
G1.MA4 M415618	Lesson Plan units for specific grade level and subjects; shared lesson plans	Gilbert, Conner	8/10/2017	By examining the lesson plans, it will identify if teachers are adjusting lesson plans because of results on formative assessments. Shared lesson plans will reflect work within the PLC that is collaborative.	5/31/2018 monthly
G1.MA5 M415619	Data folders given to teachers; teachers' individual data	Gilbert, Conner	8/10/2017	By having teachers' data readily available at the beginning of the year and reexamining that data once a month, it will show if teachers are using the data to help improve student performance.	5/31/2018 monthly
G1.MA6 M415620	ESE/ELL/Lowest quartile grades	Ponzoa, Yvette	8/10/2017	Grades and performance reports will be generated every 3 weeks to monitor our lowest performing groups to see if interventions are being successful.	5/31/2018 every-3-weeks
G1.MA7 M415621	SURGE attendance	Ponzoa, Yvette	8/10/2017	Students who are struggling will be required to attend SURGE. This will allow for intensive interventions to be administered to see if these interventions have a positive effect on the lowest performing students.	5/31/2018 every-3-weeks
G1.MA8 M415622	Reading Plus/ Khan Academy logs	Hightower, Annaliesa	8/10/2017	By monitoring the use of both Reading Plus and Khan Academy (both computer based interventions), teachers will monitor how classroom instruction is influencing students' ability to perform on these programs, thus improving student ability.	5/31/2018 monthly
G1.MA9 M415623	Emails/Faculty meeting agendas/ Department chair notes	Gilbert, Conner	8/10/2017	Administration will clearly communicate classroom expectations and procedures by communicating in several different ways and with stakeholder groups.	5/31/2018 quarterly
G1.MA10 M415624	PLC notes/ shared lesson plans/ formative assessments/administrative monitoring during PLCs	Gilbert, Conner	8/10/2017	By examining these pieces of evidence and visiting PLCs regularly, administration will be able to determine if PLCs are accomplishing the goals needing to be accomplished.	5/31/2018 monthly
G1.B2.S1.MA1 M415595	District Reflective Visits	Gilbert, Conner	8/10/2017	District Feedback	5/31/2018 weekly
G1.B2.S1.MA1 M415596	Implemented walkthrough plan to support the teachers.	Gilbert, Conner	8/10/2017	District Observation Tool.	5/31/2018 weekly
G1.B2.S1.A1 A382231	Development of consistent walkthroughs to identify correct classroom practices and teachers...	Gilbert, Conner	8/10/2017	Lesson Plan Documentation, and Classroom Observation Data.	5/31/2018 weekly

Osceola - 0902 - Celebration High School - 2017-18 SIP
Celebration High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1  M415605	District Reflective Visits	Ponzoa, Yvette	8/10/2017	District Feedback	5/31/2018 quarterly
G1.B4.S1.MA1  M415606	Monitor attendance data and other data points of identified At Risk students	Ponzoa, Yvette	8/10/2017	MTSS Meeting Notes.	5/31/2018 biweekly
G1.B4.S1.A1  A382236	MTSS Coach will use monitoring tools and graphs, multiple student data sources (i.e. attendance,...	Harris, Demetrik	8/10/2017	MTSS notes	5/31/2018 biweekly

V. Professional Development Opportunities

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

G1. If instructors employ rigorous teaching methods, students have a clear idea of expectations and procedures, all instructors and school leaders work collaboratively and use data to make informed decisions then instructional time will be utilized more effectively and student achievement will increase.

G1.B1 The collaborative groups aren't working. PLCs have not had clearly communicated procedures so that teachers know exactly what PLCs need to accomplish and produce.

G1.B1.S1 Monitor PLCs, not for compliance, but for best practices. Provide Teachers with the necessary tools to share best practices. Ensure PLCs have desired results (i.e. formative assessments and shared lesson plans)

PD Opportunity 1

Administrators will clearly communicate what functions a PLC should fulfill.

Facilitator

Kelly Myers

Participants

All staff

Schedule

On 8/9/2017

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	Administrators will clearly communicate what functions a PLC should fulfill.	\$0.00
2	G1.B1.S1.A2	Administrators will monitor PLCs in action and participate in on-the-spot interventions.	\$0.00
3	G1.B1.S2.A1	Administration will have a PLC leadership team that will meet to ensure that all PLCs are operating optimally.	\$0.00
4	G1.B1.S3.A1	Shared unit lesson plans and formative assessments will be created by PLCs and monitored by administration.	\$0.00
5	G1.B1.S4.A1	During PLCs, teachers will model and present model lessons to assist in shared lesson planning and implementation.	\$0.00
6	G1.B2.S1.A1	Development of consistent walkthroughs to identify correct classroom practices and teachers requiring additional support.	\$0.00
7	G1.B2.S2.A1	Administration will clearly communicate classroom expectations with walk throughs and effective feedback that gives teachers concrete ways to improve.	\$0.00
8	G1.B3.S1.A1	Teachers will be provided with a data folder on the first day back to investigate their previous data to see where strengths and weaknesses were.	\$0.00
9	G1.B3.S2.A1	Teachers will create formative assessments and use data to guide instruction.	\$0.00
10	G1.B3.S3.A1	Regular updates via email will be provided to teachers as to grade data for students to monitor for areas of need.	\$0.00
11	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
12	G1.B4.S2.A1	Provide staff with school wide data on achievement of ELL/ESE students	\$0.00
13	G1.B4.S3.A1	ESOL paraprofessionals and ESOL compliance specialist will provide services to ESOL students.	\$0.00
14	G1.B4.S4.A1	Teachers will make appropriate interventions for all ESE and ESOL students within their classes	\$0.00
15	G1.B4.S5.A1	Teachers will use PLC time to help provide interventions for struggling students.	\$0.00
Total:			\$0.00