

School District of Osceola County, FL

Celebration High School



2018-19 Schoolwide Improvement Plan

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Celebration High School

1809 CELEBRATION BLVD, Celebration, FL 34747

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	71%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	B	B*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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

School Leadership Team

Membership

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

Name	Title
Gilbert, Conner	Principal
Roman, Kelly	Assistant Principal
Munoz, Beltran	Dean
Harris, Demetrik	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
Bisogno, Janet	Teacher, K-12
Jones, Laura	Teacher, K-12
George, Kelly	Dean
Zella, Michael	Assistant Principal
Miglionico, Jacqueline	Assistant Principal
Hamilton, Renee	Teacher, ESE
Arroyo, Naidaly	Other
Sifontes-Parra, Aida	Other
Sanchez-Campos, Mary	School Counselor

Duties

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

School principal and assistant principals (Conner Gilbert, Kelly Myers, Mike Zella, Jackie Miglionico) - Responsible for Stocktake meetings, monitoring SIP, gathering monthly reports and providing feedback for other members of Leadership Team.

Deans (Kelly Walton, Beltran Munoz, Stacey Cerda, John Armour) - Responsible for reporting information about school discipline, attendance and PBIS incentives.

School AD (Richard Tribit) - Responsible for reporting about athletics.

College and Career Counselor (Kelley Vergon) - Responsible for reporting about College acceptance rates, scholarship/grant monies earned, Naviance compliance.

Instructional coaches (Annaliese Hightower) - Present requested data that is relevant to the School Improvement Plan about Literacy and Reading during Stocktake presentations.

Teachers (Janet Bisogno, Laura Jones, Laura Pagano, Candace Hoffman) - Assist coach and APs with compiling data for Stocktake presentations.

Compliance specialists (Renee Hamilton, Naidaly Arroyo, Aida Sifantes-Parra) - Compile data related to specific sub-groups and assist Coach and AP's with the dissemination of that data at Stocktake presentations.

Early Warning Systems

Year 2017-18

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	107	87	113	118	425
One or more suspensions	0	0	0	0	0	0	0	0	0	77	115	96	52	340
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	8	60	101	56	225
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	182	203	227	139	751

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	81	123	141	87	432

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	65	18	83
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	13	13

Date this data was collected

Wednesday 6/27/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA lowest 25% - 38% was the lowest for 17-18 and the 2nd lowest for 16-17. It was the only category we were below the district and state averages. It is not always the lowest but with our ESE and ELL populations continuing to grow, it is one of our biggest areas of concern.

Which data component showed the greatest decline from prior year?

All 10 areas showed improvement but the one with the smallest growth was our overall math achievement; it went from 44% to 45%. The state average went up 2% points but our district went down 5% points.

Which data component had the biggest gap when compared to the state average?

We had two areas with a gap. ELA lowest 25% and Math Achievement were the only areas that were below the state average. We were 6% points below in each.

Which data component showed the most improvement? Is this a trend?

Math lowest 25% had the greatest improvement from the previous year; an increase of 16% points. The increase was 32% in 16-17 (below the state and district avg.) to 48% in 17-18 (above both the district and state avg.)

Describe the actions or changes that led to the improvement in this area.

Our overall focus was "gains for all". We know that some of our students come to us well below grade level and well below meeting the grade level on their EOC exams. However, we have to make significant gains for them to close the gap so they will be able to meet the achievement levels they need for success and graduation requirements.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	60%	56%	56%	53%	50%	52%
ELA Learning Gains	58%	54%	53%	47%	42%	46%
ELA Lowest 25th Percentile	38%	47%	44%	31%	33%	38%
Math Achievement	45%	39%	51%	51%	42%	43%
Math Learning Gains	50%	40%	48%	43%	40%	39%
Math Lowest 25th Percentile	48%	46%	45%	32%	36%	38%
Science Achievement	74%	67%	67%	86%	69%	65%
Social Studies Achievement	75%	70%	71%	68%	66%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	107 (84)	87 (81)	113 (84)	118 (86)	425 (335)
One or more suspensions	77 (112)	115 (100)	96 (85)	52 (44)	340 (341)
Course failure in ELA or Math	8 (7)	60 (84)	101 (76)	56 (58)	225 (225)
Level 1 on statewide assessment	182 (237)	203 (287)	227 (244)	139 (144)	751 (912)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	49%	47%	2%	53%	-4%
	2017	48%	48%	0%	52%	-4%
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	54%	49%	5%	53%	1%
	2017	53%	47%	6%	50%	3%
Same Grade Comparison		1%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	71%	68%	3%	65%	6%
2017	66%	69%	-3%	63%	3%
Compare		5%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	67%	61%	6%	68%	-1%
2017	67%	63%	4%	67%	0%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	26%	52%	-26%	62%	-36%
2017	30%	46%	-16%	60%	-30%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	47%	39%	8%	56%	-9%
2017	52%	43%	9%	53%	-1%
Compare		-5%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	38	22	23	36	40	45	39		71	17
ELL	23	41	36	28	41	39	58	46		83	32
ASN	74	76		55	70		85	81		100	69
BLK	60	65	23	46	60		73	65		98	36
HSP	51	52	37	37	46	45	68	70		87	46
MUL	73	73		56	57		77	62		100	45
WHT	74	67	37	62	57	67	83	83		93	60
FRL	51	54	40	37	47	48	69	69		89	45
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	29	20	13	28	26	21	24		70	33
ELL	18	37	33	29	40	30	52	47		67	30
ASN	79	59		68	57		93	88		89	75
BLK	55	47	33	31	43	35	52	50		81	35
HSP	44	42	34	36	40	31	66	65		81	36
MUL	62	60		51	50		90			90	
WHT	68	54	43	57	45	32	81	84		91	55
FRL	46	43	34	37	39	32	65	66		82	40

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Ensure High Levels of learning for all students in Literacy
Rationale	After examining our data from the 2017-2018 School year, we made gains in all three areas of the school grade in literacy: Proficiency in Reading, learning gains in Reading, and Learning Gains for the Lowest Quartile in Reading. Although we are pleased with these results, our data indicates that we still need to see increases in all three of these areas.
Intended Outcome	Our intended outcome is to see an increase in all three levels of reading proficiency as calculated by the school grade. Our initial goal is to increase all three areas (Reading Proficiency, Reading Gains, and Lowest Quartile Learning Gains) by 10% from last year's scores as calculated by the annual Florida school grade.
Point Person	Annaliesa Hightower (annaliese.hightower@osceolaschools.net)
Action Step	
Description	In order to increase student proficiency in reading, we will employ a multi-faceted approach to helping students. Initially, we will be using formative assessments in order to see where students are as the year progresses in their mastery of the standards. This data will be analyzed regularly by teachers working in their collaborative PLCs. Teachers are in PLCs by grade level and subject. PLCs will look at trend data from the formative assessments and develop interventions that can be implemented in classrooms. Grades will also be used as a part of the action step as we have emphasized standards based grading with all teachers. With this in mind, grades should be reflective of the students' mastery of the standards. Every 3 weeks, student grades will be pulled and monitored. Any students who have a D or F in their English or Reading classes will be required to attend Surge for extra help in those classes. Moreover, smaller groups will be formed from the formative data and those students will receive intensive remediation in what we call the Surge Power Hour. In this Surge time, specific teachers will be helping specific students with specific standards. Reading teachers will be using Achieve 3000 in their classrooms to help students with their reading proficiency and to monitor their progress. Additionally, English teachers will have students complete 30 minutes of Khan Academy, an online resource, in order to increase their proficiency in reading.
Person Responsible	Annaliesa Hightower (annaliese.hightower@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	In order to monitor, we will begin by looking at data from formative assessments. This will give us real time information on whether students are being successful in small increments. Teachers will then take this data and discuss it in their PLCs, working on interventions that can be used based on trend data. Interventions will be implemented based on what each PLC sees as a need. Based on this information, we should see increases in standards mastery as students receive classroom interventions based on the data. Grades will be pulled for students every three weeks to check on student progress in their classes. Students with a D or F in a class will be placed in mandatory Surge, a 30 minute remediation period prior to lunch. Teachers can help students with their progress with standards based on the classwork or formative assessment data. Smaller groups of students will be remediated in our Surge Power Hour, where students who are struggling with specific standards from formative assessments will be assisted. By looking at trend data from formative assessment to formative assessment and grades from 3 week period to 3 week period, we will be able to see if these interventions are being successful. Additionally, the Achieve 3000 program can give information on student progress on this

program. It will show whether students are making adequate progress. In English classes, teachers can examine student results on Khan Academy to see if students are progressing.

Person Responsible Michael Zella (michael.zella@osceolaschools.net)

Activity #2	
Title	Ensure High Levels of learning for all students in Math
Rationale	Based on data from last year's school grade, we saw increases in our Math Learning Gains and Math Learning Gains for the Lowest Quartile; however, our overall data for math is still lagging. As our math scores are still far below what is adequate for being representative of seeing all students successful.
Intended Outcome	We feel confident that we will increase our overall math proficiency, math learning gains, and lowest quartile learning gains in math based on the improvements that we saw from last year's school grade. Our intended outcome is an increase of at least 5% in all three areas that are measured by the Florida school grade calculation: Proficiency, Learning Gains, and Learning Gains among the Lowest quartile.
Point Person	Candace Hoffman (candace.hoffman@osceolaschools.net)
Action Step	
Description	To increase our scores in math, we are beginning by hiring a dedicated math coach to help with our greatest area of math need, Algebra I. Our math coach will be tasked with working exclusively with our Algebra I teachers, working on research driven instructional methods to bolster classroom instruction. All math teachers will be teaching with standards-based instruction and grading. With the emphasis of classroom instruction and grading procedures being standards driven, we expect to see growth in specific standards based assessments. All math teachers will be using formative assessments regularly to ensure the efficacy of their lessons. Additionally, math teachers are engaged in collaborative PLCs in order to work together to improve classroom instruction and to disaggregate the data gained through the use of formative assessments. Math students will be able to make use of our Surge period. Any students with a D or F in their math class will be assigned mandatory Surge where they will receive additional supports. As the year progresses, we will hold PERT Boot Camps in order to do a blitz style remediation to prepare students for the PERT exam in order to achieve a concurrent score for math.
Person Responsible	Candace Hoffman (candace.hoffman@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	In order to monitor, our dedicated math coach will work in conjunction with the district math coaches in order to examine both instructional practices and data. As math teachers are using standards based instruction and grading, administration will monitor both of these through the use of classroom walkthroughs and examination of teacher gradebooks and grades. Formative assessments will be monitored for improvements in student performance. As the year progresses, we expect to see improved scores for students as they gain more experience working with the standards. As math teachers are in their PLCs, each PLC is responsible for a common lesson plan which shows common lessons across a subject level. These are reviewed by administration to check for the implementation of the lesson plans and work of the PLCs. Additionally, grades are pulled for students every 3 weeks. In these grades, we will be able to ascertain which students are progressing and which are lagging in math. The students who are struggling will work during Surge with their math teacher in order to improve in math acumen. We will also look at PERT scores to ensure that Boot Camps have a positive effect on the passing percentage of students taking the PERT exam.
Person Responsible	Laura Pagano (laura.pagano@osceolaschools.net)

Activity #3	
Title	Ensure High Levels of learning for all ELL Students
Rationale	In examining our subgroups within our data from the 2017-2018 school year, our ELL population is still lagging far behind our nonELL students in terms of both learning gains and overall proficiency. Because our ELL population is a critical mass of students equaling 25% of our overall population and our mission is to serve all students, we must address this subgroup of students.
Intended Outcome	As with our other data, we saw an overall increase in the ELL data in the 2017-2018 data; however, as stated, the data still shows that our ELL students are far below an acceptable level of proficiency and learning gains. We expect to see at least a 5% increase in both math and reading proficiency and learning gains for our ELL students.
Point Person	Naidaly Arroyo (naidaly.arroyo@osceolaschools.net)
Action Step	
Description	In order to assist our ELL students, we have dedicated an entire team to work with these students. We now have 2 ESOL Compliance specialists who are overseeing and working with our ELL students. Working with these two experts are 5 ESOL paraprofessionals who are offering supports to ELL students in classes. Paraprofessionals work with ELL students translating, explaining, helping, and supporting our ELL students as they work to gain language proficiency. We are also forming an ELL task force which will be a team of faculty members, paraprofessionals, and administration. This task force will be looking at data and student performance to see where ELL students are in need of supports. This team will work collaboratively in order to find the best ways to implement interventions and create other interventions that will help our ELL students to be successful.
Person Responsible	Naidaly Arroyo (naidaly.arroyo@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	In order to monitor the effectiveness of our ELL steps, we will rely heavily on our ESOL Compliance Specialists. They will be responsible for disaggregating the data and ensuring that students who are receiving services are seeing improvements in their abilities. Our ELL task force will report directly to administration and present data that shows the gains or lack thereof of our ELL students on a regular basis. We will also use the grades of our ELL students to monitor their progress in mastering standards in their content classes. Grades are pulled every 3 weeks and our ELL students have the same Surge opportunities as our regular education students. As the year progresses, we will form a special Surge group for our struggling ELL students in order to meet their unique needs. We expect to see improvements in our ELL grades as these supports are put in place.
Person Responsible	Naidaly Arroyo (naidaly.arroyo@osceolaschools.net)

Activity #4	
Title	Ensure High Levels of Learning for our ESE students
Rationale	As we examined our data from the 2017-2018 school year, one of the subgroups that was lagging behind in proficiency in all areas is that of our ESE students. Our ESE population is a critical mass of our population, and we know that these students need extra supports. In order to ensure that we are serving all students, this important subgroup must be addressed.
Intended Outcome	We expect to see gains in all areas from our ESE students, specifically in the areas of reading and math. Additionally, we expect to see an increase in ESE student performance as evidenced by overall grades, graduation, and test data.
Point Person	Renee Hamilton (renee.hamilton@osceolaschools.net)
Action Step	
Description	In order to assist our ESE students, we have an ESE Compliance specialist who oversees all of our ESE students, including working with student IEPs and classroom interventions. She is also the point person for parent contact as well as the assurer of state and federal compliance. We have a dedicated staff of ESE faculty members who intervene for our ESE students by working as co-teachers within classrooms, learning strategies teachers, and as case managers for our students.
Person Responsible	Renee Hamilton (renee.hamilton@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Our ESE Compliance Specialist will be the point person for monitoring the implementation of our ESE interventions for ESE students within classrooms.
Person Responsible	Renee Hamilton (renee.hamilton@osceolaschools.net)

Activity #5	
Title	Ensure adequate interventions for students using the MTSS process
Rationale	MTSS is a research proven system of ensuring that students receive the services and supports that they need in order to be successful. In looking at many of our students who were not successful in the 2017-2018 school year, many of them fall in categories that are addressed through the MTSS process
Intended Outcome	We expect to see improvements in several areas for our students. By using interventions within the MTSS process, we expect to see academic gains within our lowest quartile population, increased attendance by all students, a decrease in behavioral occurrences that require referrals, and an increase in overall student grades.
Point Person	Demetrik Harris (demetrik.harris@osceolaschools.net)
Action Step	
Description	In order to assist students with the MTSS process, an MTSS committee has been formed. This committee has been broken down into separate parts that will each address a different part of the MTSS process. One will only address student attendance, another student grades, and another student discipline. The MTSS committee will identify students who are not within the core 80% from these areas and devise interventions to help these students to be successful.
Person Responsible	Demetrik Harris (demetrik.harris@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	The committee meets two times a month to review data and interventions that are in place for students. Quarterly a list of students is pulled and reviewed to see if students are within 80% of their core group. If they are not, students are added to the Early Warning System (EWS) to begin interventions. Grades, attendance, and discipline are reviewed and monitored throughout the year. We also review the action plan and data monthly during or Stock Take meetings.
Person Responsible	Demetrik Harris (demetrik.harris@osceolaschools.net)

Activity #6	
Title	Ensure student success through AVID strategies
Rationale	AVID strategies are research proven strategies that assist students in becoming successful in high school and college ready. We believe that if we implement AVID strategies within every classroom, it will not only help our AVID students but all students.
Intended Outcome	Although we are looking to take our AVID strategies school wide, we are focusing our AVID strategies in our honors and AP classes. We are expecting to see an increase in our AP scores and FSA scores as well.
Point Person	Maria Bundoc (maria.bundoc@osceolaschools.net)
Action Step	
Description	Our AVID coordinator has become part of the leadership team and is now a critical part of student success at the school. She has been tasked with visiting all classrooms and training teachers on effective AVID strategies. She is also conducting an inservice in order to train teachers in focused note taking so that they can implement this strategy in any class.
Person Responsible	Maria Bundoc (maria.bundoc@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	To monitor the AVID strategies and AVID program implementation at CHS, we will use the AP Social Studies PLC notes and binder as the initial monitoring piece for teacher buy in and fidelity as it will reflect discussions and plans for implementation. We will then use classroom observations to see that the AVID strategies are being implemented with fidelity. Additionally, teachers will be able to see the effectiveness of those strategies through both formative and summative assessments. Student grades will indicate to administration if the AVID strategies are having an impact for the students.
Person Responsible	Maria Bundoc (maria.bundoc@osceolaschools.net)

Activity #7	
Title	Ensure Teachers are working on Collaborative teaching with PLC's
Rationale	Teacher work and learn more when they work together to plan lessons
Intended Outcome	See an increase in level of interaction in their PLC's for the seven stages rubric.
Point Person	Kelly Roman (kelly.roman@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none">1. Meet with PLC leads to check progress of planning and outcomes of formatives.2. Monthly check of PLC progress (esp those with Stocktake leads) on grades, formatives, and pacing of courses.3. Monthly check of PLC lesson plans for pacing and result of formatives and need for spiraling back on standards below mastery
Person Responsible	Kelly Roman (kelly.roman@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. Classroom walkthroughs by administrators to compare pacing and standards are in sync.2. Use of Common Lesson Plan Template to be utilized by each member- focus on the additions and changes to be able to assure that the PLC practice produces a living document which changes based on need/data/standards/remediation etc. (Potential to add scales for use as a common lesson template)3. Administrators to continue monitoring each PLC's self-assessment of their 7 Stages rating and working to achieve a level 5 at minimum by the end of the year4. Use of Teams within Outlook to monitor engagement and notes and plans of each PLC
Person Responsible	Kelly Roman (kelly.roman@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Celebration High School continues to have low parent involvement. In 2017 it increased it's parent involvement to over 5700 hrs of volunteer time helping students. We want that number to improve 5% to over 6000 hrs of parent participation. 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.

PFEF Link

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

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.

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

Students 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. Plus this year we have added Naviance to our monitoring of students to make sure they are on track for graduation and have a plan for post secondary education.

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, meet weekly to dis-aggregate data and identify students needing 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 formative assessments, to determine students 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 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 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 are offered. The district coordinates with Title II to ensure staff development needs are provided. LRS and Math Coach develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

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. 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.

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. IDEA provides support for students with an Individual Education Plan.

Title IX

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.

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 'Naviance and have an account setup for them. All students will meet with their counselor and devise a plan and also 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.

Part V: Budget

Total:

\$4,250.00