

School District of Osceola County, FL

# Celebration School



## 2018-19 Schoolwide Improvement Plan

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## Celebration School

510 CAMPUS ST, Celebration, FL 34747

www.osceolaschools.net

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2017-18 Title I School | 2017-18 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Combination School<br>KG-8                       | No                     | 26%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 44%   |

### School Grades History

| Year  | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | A       | A       | A       | A*      |

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

#### Provide the school's vision statement.

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

### School Leadership Team

#### Membership

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

| Name              | Title               |
|-------------------|---------------------|
| Manion, Kimberly  | Principal           |
| Kanner, Denise    | Instructional Coach |
| Pollzzie, Rose    | School Counselor    |
| Schad, Rhonda     | Instructional Coach |
| Petrek, Susan     | Assistant Principal |
| Smith, Leroy      | Dean                |
| Connolly, Elisa   | Assistant Principal |
| Rivera, Francisco | Assistant Principal |

#### Duties

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

All members of the leadership team participate in weekly leadership meeting that focus on the goals and targets related to the school's SIP. Additionally, many members of the team report to the principal during monthly stock take meetings concerning our progress toward the goals. Participants are responsible for providing data and relaying instructional plans or strategies to improve student learning. Ms. Kanner serves in the capacity of math/science coach for all grades and Ms. Schad serves as the literacy coach for all grades. Coaches provide professional development to teachers, assist in analyzing data, provide instructional support and feedback, and many other duties of this nature. The Deans, Leroy Smith and Elizabeth Holbrook manage the Positive behavior system for the school and provide data regarding discipline trends. The Assistant Principals oversee instruction for certain grade levels and work with the coaches and deans to increase student achievement. The Principal guides the instruction for the campus by asking the previous listed team members to further analyze data to implement the best plans to attain student proficiency and growth.

### 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     | 17          | 10 | 9  | 10 | 15 | 10 | 17 | 19 | 22 | 0 | 0  | 0  | 0  | 129   |
| One or more suspensions         | 0           | 1  | 1  | 5  | 2  | 4  | 8  | 5  | 8  | 0 | 0  | 0  | 0  | 34    |
| Course failure in ELA or Math   | 0           | 0  | 20 | 4  | 0  | 0  | 1  | 1  | 1  | 0 | 0  | 0  | 0  | 27    |
| Level 1 on statewide assessment | 0           | 0  | 0  | 14 | 8  | 7  | 10 | 12 | 5  | 0 | 0  | 0  | 0  | 56    |

**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           | 2 | 1 | 7 | 2 | 1 | 6 | 8 | 4 | 0 | 0  | 0  | 0  | 31    |

**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     | 5           | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0  | 0  | 0  | 11    |
| Retained Students: Previous Year(s) | 8           | 5 | 1 | 4 | 6 | 2 | 7 | 4 | 3 | 0 | 0  | 0  | 0  | 40    |

**Date this data was collected**

Tuesday 7/17/2018

#### 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     | 9           | 3 | 8 | 16 | 18 | 10 | 9  | 10 | 16 | 0 | 0  | 0  | 0  | 99    |
| One or more suspensions         | 0           | 1 | 0 | 1  | 0  | 0  | 1  | 0  | 1  | 0 | 0  | 0  | 0  | 4     |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0  | 0  | 0  | 1  | 0  | 2  | 0 | 0  | 0  | 0  | 3     |
| Level 1 on statewide assessment | 0           | 0 | 0 | 2  | 20 | 24 | 29 | 27 | 29 | 0 | 0  | 0  | 0  | 131   |

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

| Indicator                                  | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students exhibiting two or more indicators | 0           | 1 | 0 | 2 | 2 | 5 | 2 | 4 | 6 | 0 | 0  | 0  | 0  | 22    |

#### 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     | 9           | 3 | 8 | 16 | 18 | 10 | 9  | 10 | 16 | 0 | 0  | 0  | 0  | 99  |       |
| One or more suspensions         | 0           | 1 | 0 | 1  | 0  | 0  | 1  | 0  | 1  | 0 | 0  | 0  | 0  | 4   |       |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0  | 0  | 0  | 1  | 0  | 2  | 0 | 0  | 0  | 0  | 3   |       |
| Level 1 on statewide assessment | 0           | 0 | 0 | 2  | 20 | 24 | 29 | 27 | 29 | 0 | 0  | 0  | 0  | 131 |       |

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

| Indicator                                  | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    |    | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |    |       |
| Students exhibiting two or more indicators | 0           | 1 | 0 | 2 | 2 | 5 | 2 | 4 | 6 | 0 | 0  | 0  | 0  | 22 |       |

## 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?

English Language Arts ELL student proficiency was the lowest data component for the past two years. Celebration K8 had 30% students proficient in 2016-2017 and 33% in 2017-2018.

#### Which data component showed the greatest decline from prior year?

Math ELL data showed the greatest decline. The percentage of students proficient decreased from 78% in 2016-2017 to 64% in 2017-2018.

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

Celebration K8 surpassed the state average in all recorded areas. However, the ELA lowest 25% learning gains data component reflects the smallest gap. The state average is 52% and Celebration K8 is 60%.

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

Celebration K8's ESE students increased their proficiency rate in math from 35% to 42% surpassing the school created goal of 40% for the 2017-2018 school year.

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

Small- group intervention in each intensive math period. Focused teacher-led use of I-ready lessons to target specific needs. Support facilitation in regular math classes to support ESE students. Students were strategically grouped in Pride period based on individual math needs.

### 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             | 79%    | 58%      | 60%   | 82%    | 54%      | 55%   |
| ELA Learning Gains          | 69%    | 58%      | 57%   | 71%    | 51%      | 54%   |
| ELA Lowest 25th Percentile  | 60%    | 52%      | 52%   | 66%    | 46%      | 49%   |
| Math Achievement            | 81%    | 52%      | 61%   | 83%    | 49%      | 56%   |
| Math Learning Gains         | 73%    | 54%      | 58%   | 77%    | 48%      | 54%   |
| Math Lowest 25th Percentile | 67%    | 50%      | 52%   | 68%    | 43%      | 48%   |
| Science Achievement         | 82%    | 54%      | 57%   | 82%    | 49%      | 52%   |
| Social Studies Achievement  | 94%    | 71%      | 77%   | 97%    | 74%      | 72%   |

### EWS Indicators as Input Earlier in the Survey

| Indicator                       | Grade Level (prior year reported) |        |        |         |         |         |         |         |         | Total    |
|---------------------------------|-----------------------------------|--------|--------|---------|---------|---------|---------|---------|---------|----------|
|                                 | K                                 | 1      | 2      | 3       | 4       | 5       | 6       | 7       | 8       |          |
| Attendance below 90 percent     | 17 (9)                            | 10 (3) | 9 (8)  | 10 (16) | 15 (18) | 10 (10) | 17 (9)  | 19 (10) | 22 (16) | 129 (99) |
| One or more suspensions         | 0 (0)                             | 1 (1)  | 1 (0)  | 5 (1)   | 2 (0)   | 4 (0)   | 8 (1)   | 5 (0)   | 8 (1)   | 34 (4)   |
| Course failure in ELA or Math   | 0 (0)                             | 0 (0)  | 20 (0) | 4 (0)   | 0 (0)   | 0 (0)   | 1 (1)   | 1 (0)   | 1 (2)   | 27 (3)   |
| Level 1 on statewide assessment | 0 (0)                             | 0 (0)  | 0 (0)  | 14 (2)  | 8 (20)  | 7 (24)  | 10 (29) | 12 (27) | 5 (29)  | 56 (131) |

### 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 |
| 03                    | 2018 | 71%    | 51%      | 20%                        | 57%   | 14%                     |
|                       | 2017 | 74%    | 53%      | 21%                        | 58%   | 16%                     |
| Same Grade Comparison |      | -3%    |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2018 | 72%    | 48%      | 24%                        | 56%   | 16%                     |
|                       | 2017 | 72%    | 50%      | 22%                        | 56%   | 16%                     |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      | -2%    |          |                            |       |                         |
| 05                    | 2018 | 76%    | 50%      | 26%                        | 55%   | 21%                     |
|                       | 2017 | 78%    | 48%      | 30%                        | 53%   | 25%                     |
| Same Grade Comparison |      | -2%    |          |                            |       |                         |
| Cohort Comparison     |      | 4%     |          |                            |       |                         |
| 06                    | 2018 | 77%    | 46%      | 31%                        | 52%   | 25%                     |
|                       | 2017 | 67%    | 47%      | 20%                        | 52%   | 15%                     |
| Same Grade Comparison |      | 10%    |          |                            |       |                         |
| Cohort Comparison     |      | -1%    |          |                            |       |                         |
| 07                    | 2018 | 73%    | 46%      | 27%                        | 51%   | 22%                     |
|                       | 2017 | 81%    | 49%      | 32%                        | 52%   | 29%                     |
| Same Grade Comparison |      | -8%    |          |                            |       |                         |
| Cohort Comparison     |      | 6%     |          |                            |       |                         |

| <b>ELA</b>            |             |               |                 |                                   |              |                                |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>          | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| 08                    | 2018        | 82%           | 52%             | 30%                               | 58%          | 24%                            |
|                       | 2017        | 81%           | 48%             | 33%                               | 55%          | 26%                            |
| Same Grade Comparison |             | 1%            |                 |                                   |              |                                |
| Cohort Comparison     |             | 1%            |                 |                                   |              |                                |

| <b>MATH</b>           |             |               |                 |                                   |              |                                |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>          | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| 03                    | 2018        | 64%           | 51%             | 13%                               | 62%          | 2%                             |
|                       | 2017        | 88%           | 56%             | 32%                               | 62%          | 26%                            |
| Same Grade Comparison |             | -24%          |                 |                                   |              |                                |
| Cohort Comparison     |             |               |                 |                                   |              |                                |
| 04                    | 2018        | 78%           | 53%             | 25%                               | 62%          | 16%                            |
|                       | 2017        | 81%           | 55%             | 26%                               | 64%          | 17%                            |
| Same Grade Comparison |             | -3%           |                 |                                   |              |                                |
| Cohort Comparison     |             | -10%          |                 |                                   |              |                                |
| 05                    | 2018        | 77%           | 52%             | 25%                               | 61%          | 16%                            |
|                       | 2017        | 82%           | 49%             | 33%                               | 57%          | 25%                            |
| Same Grade Comparison |             | -5%           |                 |                                   |              |                                |
| Cohort Comparison     |             | -4%           |                 |                                   |              |                                |
| 06                    | 2018        | 84%           | 43%             | 41%                               | 52%          | 32%                            |
|                       | 2017        | 75%           | 41%             | 34%                               | 51%          | 24%                            |
| Same Grade Comparison |             | 9%            |                 |                                   |              |                                |
| Cohort Comparison     |             | 2%            |                 |                                   |              |                                |
| 07                    | 2018        | 43%           | 29%             | 14%                               | 54%          | -11%                           |
|                       | 2017        | 42%           | 28%             | 14%                               | 53%          | -11%                           |
| Same Grade Comparison |             | 1%            |                 |                                   |              |                                |
| Cohort Comparison     |             | -32%          |                 |                                   |              |                                |
| 08                    | 2018        | 81%           | 43%             | 38%                               | 45%          | 36%                            |
|                       | 2017        | 88%           | 47%             | 41%                               | 46%          | 42%                            |
| Same Grade Comparison |             | -7%           |                 |                                   |              |                                |
| Cohort Comparison     |             | 39%           |                 |                                   |              |                                |

| <b>SCIENCE</b>    |             |               |                 |                                   |              |                                |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>      | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| 05                | 2018        | 75%           | 49%             | 26%                               | 55%          | 20%                            |
|                   | 2017        |               |                 |                                   |              |                                |
| Cohort Comparison |             |               |                 |                                   |              |                                |
| 08                | 2018        | 77%           | 42%             | 35%                               | 50%          | 27%                            |
|                   | 2017        |               |                 |                                   |              |                                |
| Cohort Comparison |             | 77%           |                 |                                   |              |                                |



| BIOLOGY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2018         | 100%   | 68%      | 32%                   | 65%   | 35%                |
| 2017         | 100%   | 69%      | 31%                   | 63%   | 37%                |
| Compare      |        | 0%       |                       |       |                    |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2018         | 95%    | 70%      | 25%                   | 71%   | 24%                |
| 2017         | 94%    | 74%      | 20%                   | 69%   | 25%                |
| Compare      |        | 1%       |                       |       |                    |
| HISTORY EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2018         |        |          |                       |       |                    |
| 2017         |        |          |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2018         | 99%    | 52%      | 47%                   | 62%   | 37%                |
| 2017         | 99%    | 46%      | 53%                   | 60%   | 39%                |
| Compare      |        | 0%       |                       |       |                    |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2018         | 100%   | 39%      | 61%                   | 56%   | 44%                |
| 2017         | 100%   | 43%      | 57%                   | 53%   | 47%                |
| Compare      |        | 0%       |                       |       |                    |

## 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       | 48     | 45          | 42        | 54      | 53           | 58       | 47      |           |                   |                     |
| ELL                                       | 60       | 71     | 64          | 64        | 70      | 56           | 62       | 100     | 80        |                   |                     |
| ASN                                       | 87       | 72     |             | 91        | 86      |              | 79       |         |           |                   |                     |
| BLK                                       | 61       | 61     |             | 52        | 52      |              | 60       |         |           |                   |                     |
| HSP                                       | 74       | 71     | 69          | 75        | 70      | 63           | 73       | 94      | 86        |                   |                     |
| MUL                                       | 78       | 65     | 60          | 82        | 70      |              | 87       |         |           |                   |                     |
| WHT                                       | 82       | 69     | 53          | 84        | 74      | 69           | 88       | 94      | 91        |                   |                     |
| FRL                                       | 68       | 67     | 51          | 70        | 68      | 63           | 72       | 93      | 85        |                   |                     |

**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       | 30       | 36     | 29          | 35        | 43      | 42           | 36       |         |           |                   |                     |
| ELL       | 64       | 69     | 64          | 78        | 81      | 67           | 79       |         |           |                   |                     |
| ASN       | 86       | 83     |             | 91        | 90      |              | 94       |         |           |                   |                     |
| BLK       | 65       | 52     | 50          | 65        | 57      |              |          |         |           |                   |                     |
| HSP       | 78       | 73     | 68          | 82        | 76      | 67           | 78       | 100     | 90        |                   |                     |
| MUL       | 74       | 71     | 55          | 81        | 79      | 73           | 65       |         |           |                   |                     |
| WHT       | 83       | 74     | 60          | 88        | 77      | 70           | 89       | 93      | 93        |                   |                     |
| FRL       | 70       | 69     | 62          | 73        | 70      | 57           | 73       | 94      | 90        |                   |                     |

**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             |  |
|-------------------------|--|
| <b>Title</b>            | Ensure high levels of learning for all in literacy.  |
| <b>Rationale</b>        | 21% of students at Celebration K8 are not proficient in ELA. Additionally, 67% of ESE students and 40% of ELL are not proficient, and 31% of students made no learning gains in ELA.   |
| <b>Intended Outcome</b> | Decrease the number of students who are not proficient and increase proficiency in each area. Increase overall proficiency to 85%; increase ESE proficiency to 38%; increase ELL proficiency to 65%, and increase the number of students making learning gains to 77%.   |
| <b>Point Person</b>     | Rhonda Schad (rhonda.schad@osceolaschools.net)   |
| <b>Action Step</b>      |  |
| <b>Description</b>      | <p>Action Step 1: Students in Intensive Language Arts will be blocked with English Language Arts for two periods. This will be scheduled by the Assistant Principal. The same teacher will instruct student; therefore, eliminating gaps in knowledge and understanding of fundamental skills.</p> <p>Action Step 2: Continue to have the Literacy Coach oversee the use of the Achieve 3000 and the I-ready program to target specific skill areas for individual students. Literacy Coach will provide data on students usage and student performance. Data will be shared with instructional team to guide instruction as needed.</p> <p>Action Step 3: Continue strengthening the Pride period in Middle School to assist in both remediation and enrichment opportunities. Teachers will work to strategically schedule students based on academic need. Coaches and Assistant principal will work with staff to schedule students as needed.</p> <p>Action Step 4: Summer professional development led by the academic coaches providing opportunities and ongoing training in the writing and implementation of scales that reach the depth of the standard in all classrooms. Training will be led by district personnel in October with teachers on using scales in the classroom. Evidence of usage will be documented in observations and feedback.</p> <p>Action Step 5: District trainers will train teachers how to implement Ready Writing in grades 2-5. The literacy coach will continue to work with teachers on implementing the new program and providing assistance as needed. Data will be reviewed by leadership team.</p> <p>Action Step 6: Continue use of Core Connections in grades 6-8. Training will continue throughout the year focusing on interpreting questions and writing specific answers. Evidence of implementation should be apparent during walk-throughs and observations in both ELA and Social Studies.</p> <p>Action Step 7: The Assistant Principal will build a Learning Strategies class in the master schedule to meet the needs of struggling ESE students in reading. Implement Support facilitation in the Intensive Language Arts classrooms to better serve the needs of struggling readers. VE teachers will receive training in their model of instruction from district personnel.</p> <p>Action Step 8: Create an after school literacy lab that focuses on the building English skills and proficiency with ELL students. The lab will take place weekly and feedback on progress will be reported to leadership team. Parents will be informed of the lab through written communication and Remind. Parents will also be invited to an ELL parent meeting which will explain the ELL program.</p> <p>Action Step 9: Create an ELL/ ESE task force consisting of teachers, specialists, and coaches to problem solve and address student areas of concern and need in order to close the achievement gap. Teachers will focus on using and instructing others in accessing the Ellevation App to guide instruction. Teachers will have access to clearly and easily identify the tier for ELL students and use the appropriate strategies for each level.</p> |

**Person Responsible** Rhonda Schad (rhonda.schad@osceolaschools.net)

Plan to Monitor Effectiveness

**Description**

Monitoring 1: Bi-Quarterly review of grades in the blocked ILA and ELA classes.  
Monitoring 2: Interpret data from I ready, Ready Writing, and Achieve 3000 programs to understand student academic needs.  
Monitoring 3: Through classroom walk-through, focused observations and formal observations observe the appropriate implementation of scales by students and teachers.  
Monitoring 4: Monitor the Pride periods and Triple I time in elementary school.  
Monitoring 5: Utilize the Ellevation programs to clearly identify areas of need based on WIDA testing for ELL students and communicate these areas of need to the appropriate educators.  
Monitoring 6: Monitor the PD to practice of Core Connections in the ELA and Reading classrooms with a focus on precise answers.  
Monitoring 7: I- Ready for all students and more frequently for Tier 2 and Tier 3 students.  
Monitoring 8: Monitor the growth of ELL and ESE students using the I-Ready program.  
Monitoring 9: School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus.  
Monitoring 10: Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.  
Monitoring 11: Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

**Person Responsible** Francisco Rivera (francisco.riveramieles@osceolaschools.net)

| Activity #2                   |   |
|-------------------------------|---|
| <b>Title</b>                  | Ensure high level of learning for all students in math  |
| <b>Rationale</b>              | Celebration K8 will focus on a high level of learning for all students in math. This is an area of focus as our data indicates that 19% of students are below proficiency in Math. 58% of ESE students and 36% of ELL students are not proficient. Additionally, 27% of students did not make learning gains in math.   |
| <b>Intended Outcome</b>       | Increase math proficiency for all students to 89%. Increase the percentage of ESE students who are proficient to 45% and ELL students to 70%. Increase the number of student making learning gains to 80%   |
| <b>Point Person</b>           | Denise Kanner (denise.kanner@osceolaschools.net)  |
| Action Step                   |   |
| <b>Description</b>            | <p>Action Step 1: Teachers will begin using Do the Math in grades 6-8 Intensive Math Courses. Math coach will continue to support implementation of program throughout the year and provide updates to the leadership team.</p> <p>Action Step 2: Provide additional support for students through an Intensive Math Course built into master schedule. The Intensive math course will focus on students who have scored in the lowest quartile will be the focus of this class. Students will work on Tier II instruction to re-mediate gaps in math instruction.</p> <p>Action Step 3: Strategically group grades 6-8 students based on math needs during Pride periods. Teachers will collaborate as a middle school to identify students with specific math needs. Teachers will then assign students to specific Prides to target these skills. Once students master a skill or performs at grade level their Pride period can change.</p> <p>Action Step 4: Increase use of manipulatives in Kindergarten to build understanding of number sense. Kindergarten teachers will receive assistance from the math coach on best practices in incorporating math manipulative into daily math practice. Math coach will provide in classroom support.</p> <p>Action Step 5: Increase the use of number talks in grade K-8.</p> <p>Action Step 6: Increase the use of common formative assessments in grades K-8. Teachers will participate in routine formative assessments as designed by math teachers. Data will be used in PLCs to drive instruction and remediation.</p> |
| <b>Person Responsible</b>     | Denise Kanner (denise.kanner@osceolaschools.net)  |
| Plan to Monitor Effectiveness |   |
| <b>Description</b>            | <p>Monitoring 1: Monitor student classroom progress in mathematics through grade reports.</p> <p>Monitoring 2: Monitor student progress using common formative assessments.</p> <p>Monitoring 3: Twice a quarter teachers, administration and coaches will monitor student performance via District formative assessment.</p> <p>Monitoring 4: The math coach will monitor math growth and proficiency using I- ready.</p> <p>Monitoring 5: Working with the PRIDE teacher the Assistant Principal will monitor students who were scheduled into Math 7 the previous year, but who are now placed in Algebra to ensure they are receiving the proper interventions.</p> <p>Monitoring 6: School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus.</p> <p>Monitoring: Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.</p> <p>Monitoring 8: Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.</p>  |

**Person Responsible** Susan Petrek (petreks@osceola.k12.fl.us)

### Activity #3

**Title** Strengthen collaborative PLC process with an action plan for monitoring.

**Rationale** Data proves that deliberate planning among teachers has an effect size of .79. Additionally, formative evaluations have an effect size of .48 on student achievement.. The average rating for PLCs on the seven stages of a PLC is a 3.5.

**Intended Outcome** By strengthening the PLC process teachers working in collaborative teams will work at the next level of the seven stages of the PLC process. Teachers will create and utilize the data from common formative assessments to increase student achievement and drive instruction. PLC average rating on the seven stages of a PLC should increase to a 4.5.

**Point Person** Denise Kanner (denise.kanner@osceolaschools.net)

### Action Step

**Description** Action Step 1: Each PLC will have support from an Instructional team member.  
Action Step 2: Through walk-throughs, focused observations, and formal observations school leaders should see evidence of common deliberate planning and evidence of common assessments.  
Action Step 3: Through MTSS teachers will understand the importance a high functioning PLC can have on student learning and growth.  
Action Step 4: The Guiding Coalition will receive a PLC handbook and participate in discussions to guide their PLC journey for the year.

**Person Responsible** Denise Kanner (denise.kanner@osceolaschools.net)

### Plan to Monitor Effectiveness

**Description** Monitoring Step 1: The Leadership Team will monitor the effectiveness by gathering data on the effectiveness of the PLC process by using the digital walk-through tool.  
Monitoring Step 2: Administration will monitor through focused and formative observations and lesson plans. Monitoring Step 3: PLCs will also reevaluate their PLC 7 stages rating at the mid year point and at the end of year.

**Person Responsible** Denise Kanner (denise.kanner@osceolaschools.net)

| Activity #4                          |  |
|--------------------------------------|--|
| <b>Title</b>                         | Strengthen and expand the behavioral supports in order to have a positive impact on instructional time and student achievement.  |
| <b>Rationale</b>                     | 29% of students in grades K-8 had 5 or more unexcused absences in 2017-2018. 11% of students had 10 or more absences in the same period. Counselors noted an increase in student absences due to student anxiety, medical illness, and mental health concerns.   |
| <b>Intended Outcome</b>              | Reduce the number of students with unexcused absences by 2%  |
| <b>Point Person</b>                  | Rose Pollzzie (rose.pollzzie@osceolaschools.net)   |
| <b>Action Step</b>                   |  |
| <b>Description</b>                   | <p>Action Step 1: Create a social emotional learning committee and practices mindfulness techniques every morning via the morning announcements</p> <p>Action Step 2: Create a wellness group for teachers</p> <p>Action Step 3: Guidance counselors are working to develop authentic partnerships with families to remove barriers that impede student attendance including increased access to mental health or medical resources. Counselors are also working with parents to explain the effect of absences on students' academic progress. Additionally, counselors are collaborating with teachers to create clear lines of communication with parents concerning how to recover mastery of the standards due to absences. In order to better address the mental health needs of all students.</p> <p>Action Step 4: Guidance Counselors will meet with individual students who struggle with anxiety and/ or attendance.</p> <p>Action Step 5: WINGS (Women's Initiative Nurturing Girls' Strength) a club with approximately 75 5-8 grade students theme for the year is "Leading yourself to Holistic Health"</p> |
| <b>Person Responsible</b>            | Rose Pollzzie (rose.pollzzie@osceolaschools.net)   |
| <b>Plan to Monitor Effectiveness</b> |  |
| <b>Description</b>                   | <p>Monitoring 1: all staff will hear and participate in morning announcement mindfulness focus.</p> <p>Monitoring 2: Guidance Counselors will provide monthly updates on attendance particularly focusing on students who are a concern.</p>   |
| <b>Person Responsible</b>            | Rose Pollzzie (rose.pollzzie@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.**



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

Many parent information programs, Open house, AVID Information Nights, Family Involvement nights for Math, Science, and Reading, and a multitude of enrichment experiences such as Math and Science Olympiads, STEM programs, etc are also opportunities for parents to maintain involvement to increase student progress.

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

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), 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.**

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

Teachers are trained in how to recognize and refer students with the above needs.

MTSS is utilized to identify students at risk.

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

Summer parent informational meeting, summer orientation lunch for Kindergarten students, request and receive input from feeder preschools with beneficial student recommendations, staggered start for Kindergarten students with one half the class attending day one, the other half attending day two, all students attending day three. 6th grade camp for students transitioning for 5 to 6th grade.

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

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**



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

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

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

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

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

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

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

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

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

## Part V: Budget

Total:

\$5,500.00