School District of Osceola County, FL

Celebration High School

2019-20 Schoolwide Improvement Plan

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Celebration High School

1809 CELEBRATION BLVD, Celebration, FL 34747

www.osceolaschools.net

Demographics

Principal: Conner Gilbert

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (59%) 2016-17: C (53%) 2015-16: B (55%) 2014-15: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	B

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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	Job Duties and Responsibilities
Gilbert, Conner	Principal	Oversee the implementation of the SIP and all parties ability to succeed
Roman, Kelly	Assistant Principal	Cover PLC improvement area and work with teachers for overall achievement.
Bergen Brock, Ann	Instructional Coach	Instructional Coach overseeing all math related progress, esp with Alg 1 and geo.
Miglionico, Jacqueline	Assistant Principal	Oversee all science implementation and work with Bio on overall PLC performance and achievement
Rollins, Annaliese	Instructional Coach	Work with all reading and LA teachers on pacing of classes and following scope and sequence.
Knight, Cheri	Teacher, K-12	Work with Bergen-brock on Alg 1 achievement and PLC performance
Zella, Michael	Assistant Principal	Oversee acceleration and all aspects of goal to improve school achievement rate.
Sifontes-Parra, Aida	Other	Work with our ELL population and assist teacher with instructional strategies for improvement.
Sanchez-Campos, Mary	School Counselor	
McCrery, Samantha	Teacher, K-12	Work with Zella on ELA achievement and PLC improvement
Avvento, Molly	Teacher, K-12	Work with Zella on ELA performance and improvement in PLC
Bisogno, Janet	Teacher, K-12	Oversee Science PLC and Bio mastery

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	669	696	655	628	2648
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	67	112	82	77	338
One or more suspensions	0	0	0	0	0	0	0	0	0	12	19	6	11	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	17	83	98	61	259
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	178	209	182	177	746

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	42	95	85	72	294

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	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	8	4	5	23

FTE units allocated to school (total number of teacher units)
154

Date this data was collected or last updated
Thursday 10/10/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	81	123	141	87	432

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	81	123	141	87	432

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	60%	57%	56%	55%	57%	53%
ELA Learning Gains	52%	48%	51%	47%	47%	49%
ELA Lowest 25th Percentile	44%	43%	42%	36%	41%	41%
Math Achievement	45%	46%	51%	44%	44%	49%
Math Learning Gains	45%	41%	48%	42%	42%	44%
Math Lowest 25th Percentile	39%	46%	45%	32%	38%	39%
Science Achievement	68%	69%	68%	72%	71%	65%
Social Studies Achievement	72%	70%	73%	72%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	669 (0)	696 (0)	655 (0)	628 (0)	2648 (0)
Attendance below 90 percent	67 (107)	112 (87)	82 (113)	77 (118)	338 (425)
One or more suspensions	12 (77)	19 (115)	6 (96)	11 (52)	48 (340)
Course failure in ELA or Math	17 (8)	83 (60)	98 (101)	61 (56)	259 (225)
Level 1 on statewide assessment	178 (182)	209 (203)	182 (227)	177 (139)	746 (751)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	53%	47%	6%	55%	-2%
	2018	49%	47%	2%	53%	-4%
Same Grade Comparison		4%				
Cohort Comparison						
10	2019	54%	47%	7%	53%	1%
	2018	54%	49%	5%	53%	1%
Same Grade Comparison		0%				
Cohort Comparison		5%				

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	
2019	66%	62%	4%	67%	-1%	
2018	71%	68%	3%	65%	6%	
Compare		-5%				
CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2019						
2018						
HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2019	65%	62%	3%	70%	-5%	
2018	67%	61%	6%	68%	-1%	
Compare		-2%				
ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2019	36%	49%	-13%	61%	-25%	
2018	26%	52%	-26%	62%	-36%	
Compare		10%				

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	44%	1%	57%	-12%
2018	47%	39%	8%	56%	-9%
Compare		-2%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	25	39	38	24	25	30	41	40		81	34
ELL	33	50	43	31	45	36	54	45		78	33
ASN	73	51		57	52		86	89		100	77
BLK	63	59	46	44	34	17	75	69		93	57
HSP	49	50	43	40	46	38	62	63		86	44
MUL	54	45		36	14		78	95		90	
WHT	76	57	53	54	47	46	75	85		96	70
FRL	51	49	44	38	42	40	61	64		89	49
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	635
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest area is "lowest quartile in Math" This had a 39% proficiency level. Two biggest factors are large ELL population where students are working to acquire the language and our second factor was teacher changes in our Alg 1 and Goe classes. New teachers to school and changes in both midyear.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline area is "lowest quartile in Math" This had a 39% proficiency level. Two biggest factors are large ELL population where students are working to acquire the language and our second factor was teacher changes in our Alg 1 and Goe classes. New teachers to school and changes in both midyear.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Greatest gap is with our Math lowest quartile. 6% gap between state and school.
Our gap is due in large part to our large ELL population, esp in our Alg & Geo classes. Students are trying to acquire the language and the math skills necessary to show mastery.

Which data component showed the most improvement? What new actions did your school take in this area?

Area of greatest growth was our ELA lowest quartile. Moved from 38 to 44; also 2 points over state average. We moved teachers that had great relationships to our 9th and 10th grade ELA classes along with emphasis on our language classes.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Biggest areas of concern are our large number of level 1 students (almost 30%) along with our large population of students that have attendance below 90%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improve ELA performance, lowest quartile, gains
2. Improve Math performance, lowest quartile, gains
3. Improve Biology performance
4. Improve PLC performance
5. Improve Acceleration performance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Improvement
Rationale	Last year, CHS had 45% proficiency and 45% Learning Gains

State the measurable outcome the school plans to achieve	Improve to 50% in eanch category
Person responsible for monitoring outcome	Conner Gilbert (conner.gilbert@osceolaschools.net)
Evidence-based Strategy	To improve our student performance in math, we will be using a strategy of collaboration and support to help our teachers assist students. Firstly, we have given common planning periods to our Algebra and Geometry teachers. This will allow more time for PLC work and planning collaboration. These teachers will meet as a PLC 6 times a month where they will develop and assess the results of common formative assessments. These will allow our teachers to see the progress of their students. We will also have a newly hired Math Coach who will be available to assist math teachers with instruction, data, and effective remediation. Lastly, we are participating in the Gates' Foundation study which is focused on math instruction this year.
Rationale for Evidence-based Strategy	The rationale for this strategy is based on our data. We are lagging behind with student proficiency and need to increase the amount of time teachers have to plan, meet, and create diagnostic assessments. Additionally, we need to offer more support for these teachers as they are faced with many students who are far behind grade level. We will offer ESE support staff, ESOL paraprofessionals, and a newly hired Math Coach to increase the support these teachers have. Lastly, we have the opportunity to participate in a research driven study done by the Bill and Melinda Gates Foundation in order to see what is working and what is not. We believe that these strategies give our students the best chance for success.

Action Step	
Description	1. We have all of our Algebra teachers and Geometry teachers on a common planning period. This will allow these teachers extra time to plan, collaborate, and assist each other in effective pedagogy. 2. We are utilizing our support systems to help both teachers and students. We are pushing in ESE teachers to Algebra and Geometry classes. We are pushing in ESOL paraprofessionals into classes with large percentages of ELL students. 3. We are using a newly hired Math Coach. This coach will be able to help teachers who may be struggling with effective instruction, help teachers with the PLC process, and assist teachers in the disaggregation of data. 4. We will be participating in the Gates' Foundation study that will be focused on math instruction. This will help us take a realistic look at the status of our math classes and give us research proven strategies to help students. 5. Math teachers will be in a PLC for at least 6 times a month. In these PLCs, our math teachers will be creating and analyzing the results of common formative assessments. These assessments will help teachers with understanding their students' strengths and weaknesses and give the teachers a roadmap for where to offer additional assistance.

Person Responsible   Conner Gilbert (conner.gilbert@osceolaschools.net)

#2	
Title	ELA Improvement
Rationale	Last year, CHS had 60% proficiency and 52% in Learning gains

State the measurable outcome the school plans to achieve	Improve each are by 5%
Person responsible for monitoring outcome	Michael Zella (michael.zella@osceolaschools.net)
Evidence-based Strategy	To increase our students' proficiency and learning gains in ELA, we will be utilizing our existing strong English department in a more coordinated manner to ensure that all students receive excellent instruction. Teachers for English I and English II will have common planning periods so that they can increase the time planning and collaborating. Moreover, all English teachers will meet with their PLC 6 times a month where they will be creating and analyzing the results of common formative assessments. Teachers will also use research proven platforms to assist students in their progress. We will use Achieve 3000 and Khan Academy to help students progress. We will also be attending and using Core Connections professional development as an ELA department.
Rationale for Evidence-based Strategy	The rationale for this is that we need more diagnostic tools in order to better plan and collaborate for students. Teachers with common planing will have even more time to work together to plan for high impact strategies in class. PLCs will meet 6 times a month in order to better create common formative assessments and use that data in order to improve instruction. Our teachers will have more real time data to work with as they use both Achieve 3000 and Khan Academy to help students grow and to collect valuable data. Our teachers will attend research proven Professional Development in order to improve instruction.

Action Step	
Description	1. The use of common planning periods for teachers. This will allow teachers to meet more often and plan for instruction as a team. 2. Increased use of PLC time will allow teachers to create common formative assessments. With these common formative assessments, teachers will be able to see where students are struggling and plan for lessons that help all students master the standards. 3. The use of Khan Academy and Achieve 3000 will allow teachers to check on student progress. This data will not only help teachers make decisions for student instruction, it also will help students progress as the programs customize themselves for each student. 4. We will utilize our Literacy Coach to help any teachers who struggle or who need help. This will allow teachers a resource when they need instructional, planning, or data help right here on campus. 5. Teachers will attend and use Core Connections professional development. This will allow teachers to see research proven strategies for instruction and to implement in their own classrooms.
Person Responsible	Michael Zella (michael.zella@osceolaschools.net)

#3	
Title	Science/Biology Improvement
Rationale	Last year, CHS scored 68% on proficiency

State the measurable outcome the school plans to achieve	Improve school wide proficiency to by 7%
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Our Biology scores will improve this year by allowing our science teachers the opportunity to collaborate and plan more often. All Biology teachers have a common planning period which will allow for better planning and communication among the teachers. Biology teachers will meet in a Biology PLC for at least 6 times each month to create common formative assessments and analyze the results of those assessments. With this information, Biology teachers will be able to see student strengths and weaknesses and plan for increased mastery. Our Biology teachers will also utilize a district science coach who will be able to push in to Biology classes to help with instructional strategies. Additionally, we have ESOL paraprofessionals who will be present each day in Biology classes with a high population of ELL students to help those students.
Rationale for Evidence-based Strategy	The rationale for our strategy is to build in more planning time for teachers, increase the diagnostic facet so that we have a good idea of where students are with the standards, and to increase the amount of support given to Biology teachers. By giving a common planning, it will allow more collaboration among teachers for planning of instructional strategies. The use of the 6 PLC meeting times will be for teachers to create and evaluate the results of common formative assessments. This will allow teachers to see which specific standards students may be struggling with. This will also allow data to be used to pinpoint the areas where students need specific help. Lastly, increased high yield strategies will ensure that students are exposed to research proven pedagogical strategies.

Action Step	
Description	1. Increased usage of district science coaches. This will allow teachers to get extra assistance with curriculum and instruction to ensure that a viable curriculum is being delivered. 2. Increase usage of AVID strategies. Using these strategies will ensure that students in Biology classes are receiving high yield learning strategies and be able to access the information and standards. 3. Use of PLCs 6 times a month. This time to create and analyze the formative assessments will give teachers information about how well their students are accessing the standards. Also, this time to collaborate will increase the fidelity of instruction in each classroom. 4. Common planning periods will allow teachers additional time to plan and collaborate. This will supplement the time spent in PLCs and increase the cohesion among teachers. 5. ELL support paraprofessionals will push in to classes with a high percentage of ELL students. These extra supports will ensure that all students can access the material, regardless of language barriers.

Person Responsible	Conner Gilbert (conner.gilbert@osceolaschools.net)

#4	
Title	Acceleration
Rationale	Area identified as key area for missing opportunities to have students college and career ready
State the measurable outcome the school plans to achieve	Acceleration. Past year was 55% and our goal is to improve our rate to 62%
Person responsible for monitoring outcome	Michael Zella (michael.zella@osceolaschools.net)
Evidence-based Strategy	Giving students opportunities to achieve college and career readiness and able to take the next step in the post-secondary world.
Rationale for Evidence-based Strategy	We want to know that students are c&c ready when they leave our high school. Our initial step, identify which students have met this by looking at AP/DE classes passed, and industry certifications gained. For others, we talked with these students and scheduling them into classes. We have increased the scope of our AP classes by using test data to place students in AP classes where they show potential or have shown that they have the academic acumen to succeed. We have increased our DE enrollment by offering testing to any student who qualifies and holding informational sessions to ensure that every student has the opportunity.

Action Step	
Description	1. Monitor AP teacher fidelity by seeing progress on the AP teacher dashboard through College Board. 2. We are sending our AP teachers to trainings to ensure that all AP teachers are using the most up to date teaching practices recognized by the College Board. 3. Schedule additional students into classes that give them opportunities to achieve C & C
Person Responsible	Michael Zella (michael.zella@osceolaschools.net)

#5	
Title	PLC improvement
Rationale	If our PLC's continue to strengthen and plan together, our instruction overall will improve and give our students the best opportunities for mastery

State the measurable outcome the school plans to achieve	Our PLC's have operated in the 4 range and we want all f our PLC's to score out to a 5 or better.
Person responsible for monitoring outcome	Kelly Roman (kelly.roman@osceolaschools.net)
Evidence-based Strategy	We are asking PLCs to analyze the data and make adjustments to instruction based on the data.
Rationale for Evidence-based Strategy	We want to ensure that teachers not only meet in PLCs but get value out of their time spent in PLCs. We are asking PLCs to be concrete by having a Teams account where the activities that are done within the PLC are tangible. We are looking for PLCs to create regular common formative assessments and to post those assessments in their Teams account. This information will also be posted in Teams. By having a regular set of expectations for PLCs and monitoring the efficacy of the PLC by posting information in Teams, we will be able to know that PLCs are implementing a process with fidelity.

Action Step	
Description	1. Have all PLC's work in "Teams" platform to chart and review their progress 2. Ensure all PLC's are creating and administering formative assessments 3. Give PLC's time to plan and analyze data 4. Give PLC's additional time to meet - 4 Wednesdays and 2 SURGE periods for teacher PLC's
Person Responsible	Kelly Roman (kelly.roman@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 has a well rounded School Advisory Committee made up of parents, teachers, students, administrators, and business people who assist the principal in developing and evaluating the School Improvement Plan and offer support in various ways to support student success. Between our SAC, PTSA and Business Partners, we are able to form positive relationships in the community which add value to our students' success. CHS prides itself in effective communication between many avenues of Social Media, Remind and newsletters/columns which appear regularly in the local paper allowing stakeholders to stay informed on important school related issues. Additionally, we have many parent opportunities on an ongoing basis to ensure positive relationships are built and maintained throughout a student's four years. We offer Curriculum Nights, AVID Parent Nights, IB Parent Nights, College Information Nights, FAFSA Nights, Dual Enrollment Sessions and more to keep parents engaged and involved throughout a child's education.

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.

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

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. .

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.

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.

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.

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.

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

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Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Math Improvement				$3,240.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		100-Salaries	0902 - Celebration High School	Other		$3,240.00
			Notes: Boot camp for PERT and Alg 1 SAI x 2 for each semester			
2	III.A.	Areas of Focus: ELA Improvement				$1,892.00

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		100-Salaries	0902 - Celebration High School	Other		$1,892.00
			Notes: SAT boot camp and FSA retake boot x 2 semesters			
3	**III.A.**	**Areas of Focus: Science/Biology Improvement**				**$2,433.60**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		100-Salaries	0902 - Celebration High School			$2,433.60
			Notes: After school tutoring and Bio boot camp prior to exam SAI $$			
4	**III.A.**	**Areas of Focus: Acceleration**				**$7,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		100-Salaries	0902 - Celebration High School	Other		$7,500.00
			Notes: AP mock exam testing and CTE exam review AP summer institutes AP $$			
5	**III.A.**	**Areas of Focus: PLC improvement**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		100-Salaries	0902 - Celebration High School	Other		$1,500.00
			Notes: PD for PLC leadership Discretionary			
					Total:	**$16,565.60**