

School District of Osceola County, FL

# Celebration High School



## 2020-21 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: 5/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	58%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (57%) 2017-18: B (59%) 2016-17: C (53%) 2015-16: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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# Celebration High School

1809 CELEBRATION BLVD, Celebration, FL 34747

www.osceolaschools.net

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	56%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	C

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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, position title, and job duties/responsibilities 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
Jones, Laura	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
	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 Ms. Myers on ELA performance and improvement in PLC
Bisogno, Janet	Teacher, K-12	Oversee Science PLC and Bio mastery
Louis-Jean, Steve	Assistant Principal	<p>a. Assists in the establishment of goals and objectives for the school.</p> <p>b. Provides leadership in planning, implementing and evaluating instructional programs.</p> <p>c. Provides leadership in teaching techniques, innovation and class organization.</p>
Armour, John	Instructional Coach	The graduation coaches examines data to identify students at risk of dropout, interact directly with students to assist with academic and social needs, develop and deliver intervention services, connect students and families to school and community services and resources, and help students develop goals for their future.



## Demographic Information

### Principal start date

Monday 5/1/2017, Conner Gilbert

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

41

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

25

**Total number of teacher positions allocated to the school**

41

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
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<b>2019-20 School Improvement (SI) Information*</b>	

<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	373	512	442	110	1437
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	60	51	25	13	149
One or more suspensions	0	0	0	0	0	0	0	0	0	27	16	16	7	66
Course failure in ELA	0	0	0	0	0	0	0	0	0	17	79	88	32	216
Course failure in Math	0	0	0	0	0	0	0	0	0	84	137	139	60	420
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	173	163	0	0	336
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	216	213	54	14	497

**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	110	179	169	68	526

**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	4	3	3	16

**Date this data was collected or last updated**  
Friday 5/15/2020

**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		
Number of students enrolled	0	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	0	67	112	82	77	338
One or more suspensions	0	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	0	17	83	98	61	259
Level 1 on statewide assessment	0	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	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	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	6	8	4	5	23

**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		
Number of students enrolled	0	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	0	67	112	82	77	338
One or more suspensions	0	0	0	0	0	0	0	0	0	0	12	19	6	11	48
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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	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	6	8	4	5	23

## 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	
	(0)	(0)	(0)	(0)	0 (0)

### 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	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

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
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%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	0
<b>English Language Learners</b>	
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%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

## 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 GEO 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 GEO 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?**

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. Instructional Practice specifically relating to Math****Area of**

**Focus Description and Rationale:** In accordance with the most recent published school wide data, only 36% of our students reached a level of proficiency on their Algebra 1 state exam, which is was 13% below the district average.

**Measurable Outcome:** The objective for the 2020 - 2021 school year is to increase our student math proficiency scores by 5%.

**Person responsible for monitoring outcome:**

Steve Louis-Jean (steve.louisjean@osceolaschools.net)

**Evidence-based Strategy:**

One path toward greater equity is to significantly increase resources to all students that meet their specific academic needs. In particular, equity means access to all necessary resources and supports for students with behavioral or social-emotional needs. Multi-Tiered System of Support (MTSS) is a comprehensive set of academic, behavioral, and support that can help assuage this particular concern. (McCart, 2019)

**Rationale for Evidence-based Strategy:**

Equity-based MTSS is a complex schooling structure that brings together educator knowledge, context, science, and systems, resulting in positive benefits for all students. MTSS is the ideal framework for school systems because it relies on quality universal instruction and preventative, proactive methods while providing increasing strategic supports for students as their needs become more apparent.

**Action Steps to Implement**

1. The principal and assistant principal (s) will conduct weekly observations to ensure that teachers are address students' academic needs.
2. The ELL task force will meet monthly with the leadership team to discuss data trends for their subgroup.
3. Teachers will receive monthly training on how to unpack state standards.
4. School Stocktake will take place monthly to report progress to the principal on the Area of Focus.
5. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
6. The ESE compliance officer will provide teachers with their students' most current IEP plans. She will also provide strategies that teachers can use in their classrooms to help meet these students' needs.
7. The instructional coach will meet with the math teachers every week to discuss their formative and summative assessment data.

**Person Responsible**

Ann Bergen Brock (ann.bergenbrock@osceolaschools.net)

**#2. Instructional Practice specifically relating to Science****Area of****Focus**

In reviewing the most recent school wide data, science appears to be one of the schools areas of strengthen. In particular, Biology proficiency score saw a past rate of 69%, which was 7 points higher than the district average.

**Description and****Rationale:****Measurable Outcome:**

The outcome for the 2020 - 2021 is to increase Science proficiency scores by 5%.

**Person responsible for monitoring outcome:**

Jacqueline Miglionico (jacqueline.miglionico@osceolaschools.net)

**Evidence-based Strategy:**

Studies show that differentiated instruction is an effective framework that help personalize instruction for diverse learners. Teachers develop impact lessons that are carefully crafted to meet the students at their current level on the learning continuum and help them reach a level of mastery for any given learning target.

**Rationale for Evidence-based Strategy:**

Differentiated instruction is an effective teaching strategy that helps teachers meet the needs of their students. The objective of this approach is to tailor the lesson to the a learner's needs to help students move up the learning continuum. Differentiation is simply attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike (Tomlinson, 2000).

**Action Steps to Implement**

1. The principal and assistant principal (s) will conduct weekly informal observations to ensure that teachers are address students' academic needs.
2. Teachers will meet in their Science PLC meetings to develop standards-based lesson plans to help improve proficiency scores.
3. Teachers will receive monthly training on how to unpack state standards.
4. School Stocktake will take place monthly to report progress to the principal on the Area of Focus.
5. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
6. The ESE compliance officer will provide teachers with their students' most current IEP plans. She will also provide strategies that teachers can use in their classrooms to help meet these students' needs.
7. The instructional coach will conduct weekly data chat meeting with his science teachers.

**Person Responsible**

Jacqueline Miglionico (jacqueline.miglionico@osceolaschools.net)

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus**  
**Description and Rationale:** According to the 2018 - 2019 state assessment data, ELA proficiency scores were 47%, respectively, for both 9th and 10th graders. Both subgroups saw an increase at an increase of 5% from the previous year.

**Measurable Outcome:** The outcome for 2020 - 2021 is to increase ELA proficiency scores by 5%.

**Person responsible for monitoring outcome:** Laura Jones (laura.jones@osceolaschools.net)

**Evidence-based Strategy:** Research shows that standards-based instruction is one of the most powerful instructional strategies to help increase student achievement scores. This approach keys in on students' current level of understanding of a concept and the application of this knowledge.

**Rationale for Evidence-based Strategy:** Standards-Based instruction is an invaluable instructional tool to help students develop a deeper understanding of the learning target. Teachers are armed with critical information from formative and summative data that help drive their instruction and make informed decision about their students' learning. Outcome data usually tell the truth about whether educational practices are working or not, though it may not tell the whole story; follow the data across multiple data sources to get the best understand of trends and variables that impact trends.(Dockweiler, 2019)

**Action Steps to Implement**

1. 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.
2. 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.
3. 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.

**Person Responsible** Laura Jones (laura.jones@osceolaschools.net)

4. 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.
5. Teachers will be provided with support in the area of using strategies that activate or build background knowledge. Support will be provided by instructional coaches, leadership team members, and district personnel.

**Person Responsible** Laura Jones (laura.jones@osceolaschools.net)

**#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** In 2018 - 2019, ESSA data showed that Celebration High School had one subgroups below fall below the 41% ESSA level threshold.

**Measurable Outcome:** The expectation for 2020 - 2021 is to have the following ESE subgroup to be above the 41% federal index score.

**Person responsible for monitoring outcome:** Kelly Roman (kelly.roman@osceolaschools.net)

**Evidence-based Strategy:** Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriate, challenging learning experiences for all their students.

**Rationale for Evidence-based Strategy:** Differentiated instruction will allow teachers to provide comprehensive support to my students who are struggling academically. This instructional strategy will enable teachers to meet the needs of my diverse student population. “Effective teachers have always addressed students’ varying needs and interests to help each succeed. As long as that remains our aim, differentiated instruction will be the primary means to achieve it” (Birnie, 2015).

**Action Steps to Implement**

1. Data meetings will occur between the instructional leadership team and teachers for analysis of what is working and next steps.
2. Data chats will occur between teacher and students for focused discussion on how students are performing and steps to attain goals.
3. Instructional coaches will help facilitate PLC meetings and help teachers deconstruct state standards.
4. Teachers will focus on creating learning goals and targets for individual students.
5. Teachers will participate in professional development that focuses instructional strategies that scaffold/
6. Specific Tiered support for ELL students for classroom support
7. ESE teacher training on UDL & Co-Teaching
8. Learning Walk schedule for ESE Specialist to align with instructional framework

**Person Responsible:** Patricia Ryan (patricia.ryan@osceolaschools.net)

**#5. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:**

Well-implemented programs designed to foster SEL are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as think positively about how to handle challenges; and habits such as coming to class prepared. A positive school climate includes a safe environment, strung student and staff relationships, and supports for learning. It provides the foundation that students need to develop the social, emotional, and academic competencies they need to succeed in life.

2019-2020 SEL Climate Survey showed only 38% of students answered favorable for the following question: How often are you able to pull yourself out of a bad mood?

**Measurable Outcome:**

With the implementation of social emotional learning, the objective is increase this score to 12% by the end of the school year.

**Person responsible for monitoring outcome:**

Steve Louis-Jean (steve.louisjean@osceolaschools.net)

**Evidence-based Strategy:**

Students are diverse in their learning styles and needs. It is essential to assess individual learning styles and be flexible in time management to allow for meeting these different needs.

**Rationale for Evidence-based Strategy:**

Social and Emotional Learning (SEL) is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student-centered. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983)

**Action Steps to Implement**

1. Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and passions.
2. Teachers will plan to build an environment for belonging.
3. Teachers will increase students' input and voice through planning and reflection activities.
4. Students will participate in targeted intervention Tier 1, 2, & 3.
5. All surveys will be analyzed to identify schools interventions that will support SEL and school-wide plan will be developed.
6. Teachers will develop lessons that focuses on student collaboration and peer review.
7. The leadership team will review student behavioral data and work with the MTSS and discipline team to create an intervention program for these students.

**Person Responsible**

Steve Louis-Jean (steve.louisjean@osceolaschools.net)

**#6. Other specifically relating to School-wide Post Secondary Culture for all Students**

**Area of Focus Description and Rationale:** Post secondary education has never been more important—the gap in earnings between high school graduates and college graduates continues to grow, as does the demand for college-educated workers. In fact, the experts say that few Americans can expect to build and maintain a middle-class lifestyle without some sort of college-level credential.

**Measurable Outcome:** The objective is to increase the number of students who have a post secondary plan by 10% by the end of the school year.

**Person responsible for monitoring outcome:** Karen Kuers (karen.kuers@osceolaschools.net)

**Evidence-based Strategy:** The graduation coach will be helping our upperclassmen get familiar with the Xello platform. The first step of being future-ready is knowing who you are. Xello helps students discover more about themselves by encouraging them to record and reflect on their strengths, skills, and interests. They learn to think critically about how to apply all they discover to create a plan that gets them excited and ready to explore!

**Rationale for Evidence-based Strategy:** Help our diverse learners get a jump-start on building self-knowledge and understanding the world of work. With Xello, you can start students on their future-readiness journey as early as 9th grade. (Jenkins, 2015)

**Action Steps to Implement**

1. Students will be supported, advised, and encouraged in an environment that foster post secondary college and career readiness for success in school and in life.
2. The School will participate in an articulated set of grade level sequenced activities that focus on personal development and career exploration, college preparation, and the completion of a post secondary plan.
3. Teachers will enhance study skills and meta cognitive skills that promote goal setting, self -assessment, time management and planning
4. The guidance department will be available in the cafeteria during lunch A and B to meet with students who have post secondary concerns.
5. The college and career coach will develop a plan to have 100% of our senior class complete their financial aid form.

**Person Responsible:** Karen Kuers (karen.kuers@osceolaschools.net)

6. Teachers will be provided with support in the area of data analysis, looking at instructional practices, and assisted with making the necessary adjustments to improve student outcomes.
7. Teachers will be provided assistance with developing a systematic approach to providing scaffolded supports including planning supports before instruction, as well as providing suggestions for supports that are available for use for on-the spot support during instruction.

**Person Responsible** Karen Kuers (karen.kuers@osceolaschools.net)

1. The guidance department will be available in the cafeteria during lunch A and B to meet with students who have post secondary concerns.
2. The college and career coach will develop a plan to have 100% of our senior class complete their financial aid form.
3. Teachers will be provided with support in the area of data analyzation, looking at instructional practices, and assisted with making the necessary adjustments to improve student outcomes, including the instructional programs for English Language Learners and Students with Disabilities. Support will be provided by instructional coaches, leadership team members, and by district personnel.
4. Teachers will be provided assistance with developing a systematic approach to providing scaffolded supports including planning supports before instruction, as well as providing suggestions for supports that are available for use for on-the spot support during instruction.

**Person Responsible** Patricia Ryan (patricia.ryan@osceolaschools.net)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

- 1. Principal and assistant principal(s) will conduct daily breakthroughs of PLC meetings to ensure that instructors' are planning their lessons that are aligned to correct rigor level.**
- 2. The ELL task force will meet monthly with the leadership team to discuss data trends for their subgroup.**
- 3. The reading coach will help teachers develop differentiated lessons that are tailored to their students' needs; this will occur every week.**
- 4. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.**
- 5. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0902 - Celebration High School	Other		\$4,000.00
2	III.A.	Areas of Focus: Instructional Practice: Science				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0902 - Celebration High School	Other		\$2,500.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0902 - Celebration High School	Other		\$2,000.00
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0902 - Celebration High School	Other		\$1,000.00
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0902 - Celebration High School	Other		\$1,200.00
6	III.A.	Areas of Focus: Other: School-wide Post Secondary Culture for all Students				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		100-Salaries	0902 - Celebration High School	Other		\$1,000.00
<b>Total:</b>						<b>\$11,700.00</b>