

School District of Osceola County, FL

# Celebration K 8



2020-21 Schoolwide Improvement Plan

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## Celebration K 8

510 CAMPUS ST, Celebration, FL 34747

www.osceolaschools.net

### Demographics

Principal: Gary Weeden

Start Date for this Principal: 6/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	39%
<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: A (81%) 2017-18: A (77%) 2016-17: A (80%) 2015-16: A (76%)
<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>	N/A

\* 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 K 8

510 CAMPUS ST, Celebration, FL 34747

www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
McMahon, Rhonda	Principal	Responsible for the operation and management of all activities and functions which occur within a school. Responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. Develop positive school/community relations including contacts with parents, community groups, other educational agencies, school officials, and the general public.
		Supervise Instructional Coaches - Work with teachers to assist in the implementation of the standards utilizing researched-based instructional strategies and monitor school-wide data collection and interpretation.
		Supervise Assistant Principals - Work with appropriate grade levels to ensure that teachers have the necessary tools to be successful in the standard-based, student-driven classroom, monitor and empower PLCs, prepare and lead Stocktakes, engage in school management and district responsibilities.
		Supervise Deans - Maintain school-wide procedures and policies, and lead the efforts for the Positive Support System.
		Supervise Guidance Counselors - Teach career-based lessons, provide mental health support for students, engage students in a school-wide culture of well-being and success.
Kanner, Denise	Instructional Coach	Oversees all math instruction, including using math curriculum, assisting teachers with implementing the math instructional model, and providing professional development. The coach helps teams lesson plan, utilize math resources, and provide interventions to struggling students.
Jones, Deborah	Assistant Principal	Supports in the principal overseeing all functions of the elementary school, including handling discipline matters and leading schoolwide instruction through classroom walkthroughs, feedback, and professional development. Assists the principal in developing and monitoring the implementation of the SIP.
Schad, Rhonda	Instructional Coach	Provides instructional support for grades K-8, conducting the coaching cycle with teachers, provide instructional resources for tier 1, tier 2, and tier 3 interventions, monitoring school literacy data, literacy liaison between school and community, providing literacy PD for grades K-8, iReady Coordinator, and PLC lead for ELA.
Connolly, Elisa	Assistant Principal	Supports in the principal overseeing all functions of the middle school, including handling discipline matters and leading schoolwide instruction through classroom walkthroughs, feedback, and professional development. Assists the principal in developing and monitoring the implementation of the SIP.



Name	Title	Job Duties and Responsibilities
Pollzzie, Rose	School Counselor	Oversee Grades 7 - 8 individual and small group counseling. Create and deliver classroom lessons on social-emotional learning and character development. Monitor and develop incentives for student attendance. Assist deans with creating and implementing incentives tied to PBIS character traits (PRIDE). Work cooperatively with other stakeholders to provide social-emotional and behavioral support to respective grade levels. Provide scheduling guidance to students that support their future aspirations.
Howe, Jane	School Counselor	Oversee Grades 5 - 6 individual and small group counseling. Create and deliver classroom lessons on social-emotional learning and character development. Monitor and develop incentives for student attendance. Assist deans with creating and implementing incentives tied to PBIS character traits (PRIDE). Work cooperatively with other stakeholders to provide social-emotional and behavioral support to respective grade levels.
Martino, Jannine	School Counselor	Oversee Grades K - 4 individual and small group counseling. Create and deliver classroom lessons on social-emotional learning and character development. Monitor and develop incentives for student attendance. Assist deans with creating and implementing incentives tied to PBIS character traits (PRIDE). Work cooperatively with other stakeholders to provide social-emotional and behavioral support to respective grade levels.
Prevatt , Rebecca	Other	The Resource Compliance Specialist is responsible for helping to supervise the instruction of the ESE teachers as well as attend to and assist with IEP formulation and compliance pieces relative to ESE.
Western , Brandon	Dean	Oversee K - 4 behavior and discipline and establish school-wide expectations for behavior. Work with guidance to provide students with behavioral support and intervention. Work with guidance and MTSS to provide students with behavioral support and interventions. Work with teachers to establish positive classroom routines and procedures, build positive relationships with students, and incentive positive behavior through PBIS.
Holbrook , Elizabeth	Dean	Oversee grades 5 - 8 behavior and discipline and establish school-wide expectations for behavior. Work with guidance to provide students with behavioral support and interventions. Work with teachers to establish positive classroom routines and procedures, build positive relationships with students, and incentive positive behavior through PBIS.

## Demographic Information

### Principal start date

Monday 6/1/2020, Gary Weeden

**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.*

7

**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.*

5

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

96

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
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<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
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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>	N/A
* 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	107	125	152	149	158	168	214	193	180	0	0	0	0	1446
Attendance below 90 percent	5	16	10	7	6	14	12	9	12	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	0	0	0	1	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	1	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	

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		2	1	0	0	0	1	0	0	1	0	0	0	5
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/31/2020

### 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	111	152	147	151	161	188	194	175	215	0	0	0	0	1494
Attendance below 90 percent	0	1	0	0	0	0	0	1	1	0	0	0	0	3
One or more suspensions	0	0	0	0	0	1	3	2	3	0	0	0	0	9
Course failure in ELA or Math	0	0	1	2	5	1	0	0	1	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	7	13	9	2	4	0	0	0	0	35

**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	4	1	0	0	0	0	0	0	5

**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		3	1	3	0	0	1	0	0	0	0	0	0	8
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

**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	111	152	147	151	161	188	194	175	215	0	0	0	0	1494
Attendance below 90 percent	0	1	0	0	0	0	0	1	1	0	0	0	0	3
One or more suspensions	0	0	0	0	0	1	3	2	3	0	0	0	0	9
Course failure in ELA or Math	0	0	1	2	5	1	0	0	1	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	7	13	9	2	4	0	0	0	0	35

**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	4	1	0	0	0	0	0	0	5

**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		3	1	3	0	0	1	0	0	0	0	0	0	8
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

## 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	80%	56%	61%	81%	56%	57%
ELA Learning Gains	72%	57%	59%	73%	59%	57%
ELA Lowest 25th Percentile	60%	55%	54%	62%	54%	51%
Math Achievement	86%	52%	62%	86%	50%	58%
Math Learning Gains	82%	55%	59%	77%	55%	56%
Math Lowest 25th Percentile	75%	49%	52%	68%	52%	50%
Science Achievement	82%	49%	56%	85%	47%	53%
Social Studies Achievement	93%	75%	78%	95%	71%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(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
03	2019	77%	51%	26%	58%	19%
	2018	71%	51%	20%	57%	14%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	71%	51%	20%	58%	13%
	2018	72%	48%	24%	56%	16%
Same Grade Comparison		-1%				
Cohort Comparison		0%				
05	2019	80%	48%	32%	56%	24%
	2018	76%	50%	26%	55%	21%
Same Grade Comparison		4%				
Cohort Comparison		8%				
06	2019	76%	48%	28%	54%	22%
	2018	77%	46%	31%	52%	25%
Same Grade Comparison		-1%				
Cohort Comparison		0%				
07	2019	82%	47%	35%	52%	30%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	73%	46%	27%	51%	22%
Same Grade Comparison		9%				
Cohort Comparison		5%				
08	2019	76%	49%	27%	56%	20%
	2018	82%	52%	30%	58%	24%
Same Grade Comparison		-6%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	76%	54%	22%	62%	14%
	2018	64%	51%	13%	62%	2%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	76%	53%	23%	64%	12%
	2018	78%	53%	25%	62%	16%
Same Grade Comparison		-2%				
Cohort Comparison		12%				
05	2019	78%	48%	30%	60%	18%
	2018	77%	52%	25%	61%	16%
Same Grade Comparison		1%				
Cohort Comparison		0%				
06	2019	91%	45%	46%	55%	36%
	2018	84%	43%	41%	52%	32%
Same Grade Comparison		7%				
Cohort Comparison		14%				
07	2019	70%	30%	40%	54%	16%
	2018	43%	29%	14%	54%	-11%
Same Grade Comparison		27%				
Cohort Comparison		-14%				
08	2019	92%	47%	45%	46%	46%
	2018	81%	43%	38%	45%	36%
Same Grade Comparison		11%				
Cohort Comparison		49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	78%	45%	33%	53%	25%
	2018	75%	49%	26%	55%	20%
Same Grade Comparison		3%				
Cohort Comparison						
08	2019	75%	42%	33%	48%	27%
	2018	77%	42%	35%	50%	27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-2%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	62%	38%	67%	33%
2018	100%	68%	32%	65%	35%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	73%	21%	71%	23%
2018	95%	70%	25%	71%	24%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	49%	51%	61%	39%
2018	99%	52%	47%	62%	37%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	44%	56%	57%	43%
2018	100%	39%	61%	56%	44%
Compare		0%			

### 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	33	37	34	46	62	66	35	53			
ELL	67	69	59	82	81	79	64	78	100		

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
ASN	87	78		98	86		90	92	100		
BLK	48	58	50	58	65	65	50				
HSP	75	71	58	84	80	77	79	90	100		
MUL	84	70		87	86						
WHT	84	72	65	88	83	76	84	97	97		
FRL	74	69	59	77	79	73	67	83	100		
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		

### 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)	N/A
OVERALL Federal Index – All Students	80
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	801
Total Components for the Federal Index	10



ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	75
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	79
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0
White Students	
Federal Index - White Students	82
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	75
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.**

ELA learning gains for the students in the bottom quartile showed the lowest performance on the 2019 FSA. There was no increase nor decrease from the previous year's score. While the majority of students in the bottom quartile did make learning gains, there was not a significant increase over the state and district averages as there is in all other areas. There is a high ELL population that moves back and forth between Brazil and the United States that may contribute to the stagnant gains. A lack of understanding of the needs of ELL students and regular usage of ELL strategies contributes to this performance. Additionally, few teachers used the ELlevation platform purchased to provide support to our ELL students.

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

Science achievement scores for students with disabilities showed the greatest decline with a 25 point drop from 2018 to 2019. Other areas of drop include Black students with a 10 point drop in science scores and a 13 point drop in ELA achievement scores.

**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.**

Data for the school is significantly higher than the state average in all components except the bottom quartile of ELA that only demonstrates a 6 point higher average over the state.

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

Math scores in achievement, bottom quartile, and learning gains showed the greatest gains overall with an increase of 5 - 9 points over 2018 scores.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

While EWS data is above expectations, SWD and Black students do not demonstrate the same growth as other subgroups and need to be a focus for the 2020-21 school year.

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

1. Ensure high-quality planning in ELA, mathematics, and science focusing on differentiation to ensure high levels of achievement for all students.
2. Ensure outcomes of subgroups are met through high-quality planning focusing on differentiation to meet the learning needs of all students including targeted interventions focused on students in Tier 2 and Tier 3 to improve student achievement.
3. Ensure Social Emotional learning
4. Ensure collaborative and collegial culture focused on student learning involving all stakeholders.
5. Ensure post-secondary culture.

## Part III: Planning for Improvement

### Areas of Focus:

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

**Area of Focus Description and Rationale:** In order to improve literacy for all students, we will pay particular attention to our subgroups. For ESE students, we will dedicate intervention time to building their skills to close foundation gaps. We will also train our teachers on ELlevation tools and how to use the tools to plan for differentiation for ELL students. Evidence for these needs was collected by analyzing standardized testing data.

**Measurable Outcome:** We will increase our achievement level for ELL on the FSA ELA from 35% to 40%. We will increase achievement of ESE students on the ELA FSA from 31% to 40%. We will raise overall achievement in literacy from 80% to 85%, and the ELA achievement of our lowest 25% from 60% to 65%.

**Person responsible for monitoring outcome:** Elisa Connolly (elisa.connolly@osceolaschools.net)

**Evidence-based Strategy:** Research shows that if teachers understand, plan, deliver, and differentiate standards-based instruction in literacy for all students and purposefully plan and intentionally incorporate strategies to meet the needs of ELL and ESE students throughout the literacy block, then student achievement will increase.

**Rationale for Evidence-based Strategy:** Providing quality classroom reading instruction with researched validated characteristics make a measurable, positive impact on all students. Teachers must be clear about the content and language objectives for the lesson and unit. Learning outcomes should be based on standards with appropriate differentiation to address the needs of all students. Appropriate and varied core and supplemental materials should be available to support different learning styles and needs. Students' reading ability should be screened often and progress should be tracked using a valid measurement tool. Knowledgeable instructional coaches and mentors are available to assist teachers with instructional decision making based on data. (Richardson, 2016).

**Action Steps to Implement**

The principal and the PLC Coach will meet monthly with PLC leads to provide ongoing support and training on the PLC process. Because grade levels are at different levels, teams will receive differentiated support based on what their team needs. The PLC Coach will provide additional support for those teams beyond the monthly PLC Lead meeting.

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

PLC leads will be trained using on common formative assessments and data analysis using tools from "Common Formative Assessment" and "Letting Data Lead." District formative assessments will be given every four and a half weeks in reading for all grades. Teams will create and use common formative assessment throughout every essential standard to monitor mastery of the standard and re-teaching/enrichment will occur as necessary.

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

Incorporate small group instruction based on diagnostic data using a rotational method to meet individual student needs.

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

Continue to have the Literacy Coach oversee the use of Achieve 3000, DIBELs, NSGRA and provide teachers with the appropriate data to drive instruction. Continue and broaden the use of Core Connections

in grades K-8 to build and reinforce writing across the curriculum. Evidence of implementation should be apparent during walk-throughs and observations.

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

Collaborative teaming planning will occur at least weekly and support will be provided by the Literacy Coach to ensure differentiation (including guided reading) and ELLevation strategies are included in lesson planning.

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

**#2. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

Research shows that if teachers understand, plan, deliver, and differentiate standards-based instruction in mathematics for all students and purposefully plan and intentionally incorporate Kagan and AVID WICOR (writing, inquiry, collaboration, organization and reading) strategies throughout the mathematics block, then student achievement will increase. Teachers will utilize standard-based instruction in all grade levels to move all students towards growth and proficiency in mathematics and will work in PLCs to analyze data to drive instruction. Teachers will incorporate Kagan and AVID structures to engage students in reading writing talking and solving as associated with mathematics.

**Measurable Outcome:**

While our math scores increased in all areas reported in 2019, we plan to increase the number of students proficient to 90% for the 2021 testing year. We will increase our learning gains in mathematics by 10%.

**Person responsible for monitoring outcome:**

Deborah Jones (deborah.jones@osceolaschools.net)

**Evidence-based Strategy:**

Designing effective instruction, including monitoring of small group differentiated instruction, with feedback. Kagan and AVID structures will increase student engagement in mathematical practice. Collaboration among teachers to drive instruction will provide students with opportunities to close foundational gaps.

**Rationale for Evidence-based Strategy:**

Flexible grouping, through the structures of Kagan and AVID, builds understanding from various perspectives, promotes communication, promotes the building of background knowledge, impacts overall student success. Flexible grouping increases rich discourse and student engagement (Dufour, et al, 2010; Reeves, 2010; Marzano, 2003).

**Action Steps to Implement**

Provide additional support for students through an Intensive math course built into master schedule. Students will work on Tier 2/3 instructions to remediate gaps in math instruction. Strategically incorporate flex scheduling into math PRIDE periods to meet the ongoing needs of students based on real-time data.

**Person Responsible**

Denise Kanner (denise.kanner@osceolaschools.net)

PLCs will meet every week during early release Wednesdays during the school year for the purpose of standards-based planning, developing common assessments, analyzing student work, and adapting instruction to meet individual student learning needs.

**Person Responsible**

Denise Kanner (denise.kanner@osceolaschools.net)

Collaborative teaming planning will occur at least weekly and support will be provided by the Math Coach to ensure differentiation (including small groups) and that Kagan and AVID strategies are included in lesson planning.

**Person Responsible**

Denise Kanner (denise.kanner@osceolaschools.net)

Teams will create and use common formative assessments throughout every essential standard to monitor mastery of the standard and re-teaching/enrichment will occur as necessary. Teachers will incorporate the district provided math formative assessments and utilize the data in PLCs to drive instruction and remediation.

**Person Responsible**

Denise Kanner (denise.kanner@osceolaschools.net)

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

<b>Area of Focus Description and Rationale:</b>	Ensure high levels of science achievement for all students. Research shows that if teachers understand, plan, deliver, and differentiate standards-based instruction in science for all students and purposefully plan and intentionally incorporate opportunities for hands-on activities
<b>Measurable Outcome:</b>	Student proficiency in science in Grades 5 and 8 will increase to 85%.
<b>Person responsible for monitoring outcome:</b>	Elisa Connolly (elisa.connolly@osceolaschools.net)
<b>Evidence-based Strategy:</b>	Classroom teachers will use district created Curriculum Unit Plans for tier one instruction and implement hands-on learning using the nature of science across all units of science in small groups.
<b>Rationale for Evidence-based Strategy:</b>	Small grouping builds understanding from various perspectives, promotes communication, promotes building of background knowledge, impacts overall student success. Small grouping increases rich discourse and student engagement and is an effective support for ESE and ELL students (Dufour, et al, 2010; Kauffman, et al, 2017; Reeves, 2010; Marzano, 2003).

**Action Steps to Implement**

Science formative assessments will be on-going throughout the school year. Students will be assessed through PLC and district created assessments. Assessments will be analyzed by PLCs and Math/Science Coach to monitor the effectiveness of instruction. Coaching support will be offered by the Math/Science Coach. As a PLC, teachers will utilize district formative data to identify students in the lowest quartile and provide remediation.

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

Science Coach will provide 5th grade teachers with their content focus report that outlines the most frequently tested standards. Teachers will provide core instruction with interventions designed for the grade level with teachers selecting a skill to focus on for reteaching based upon FCAT test specs.

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

Teachers will incorporate strategies when reading scientific texts to build academic vocabulary and reading stamina.

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



**#4. Instructional Practice specifically relating to Graduation**

**Area of Focus Description and Rationale:** Societal and socio-economic barriers can limit access to rigorous learning and keep students from reaching their full potential. By providing challenging curriculum, demonstrating high expectations, and focusing on academic skills that allow students to become life-long learners, Celebration School can remove barriers to learning and to post-secondary success for all students.

**Measurable Outcome:** While Celebration K-8 has been an AVID school in name, evidence of full implementation of AVID strategies and culture is not evident. Visual evidence of a college and career readiness will be evident throughout 100% of the middle school by the end of the 2020-21 school year. Additionally, AVID strategies will be incorporated weekly into all middle school lesson plans.

**Person responsible for monitoring outcome:** Rhonda McMahon (rhonda.mcmahon@osceolaschools.net)

**Evidence-based Strategy:** AVID (Advancement Via Individual Determination) will be implemented with fidelity school-wide. AVID is a nonprofit that assists schools to shift to a more equitable, student-centered approach to close the opportunity gap to prepare all students for college, careers, and life. Our school will embed AVID strategies (Writing, Inquiry, Collaboration, Organization and Reading) into all content areas to engage students in learning, develop student success skills and develop a growth mindset in teachers, parents and students. A college and career culture on campus encourages students to think about their future college and career plans (AVID, 2015).

**Rationale for Evidence-based Strategy:** Research suggests there are nine critical interrelated elements that help schools build and strengthen a college-going culture: college talk, clear expectations, information and resources, comprehensive counseling model, testing and curriculum, faculty involvement, family involvement, college partnerships and articulation.

**Action Steps to Implement**

An AVID Site team is organized and will guide the work of promoting a college-going culture at the school by meeting monthly to discuss goals, progress and assess the needs of the school.

**Person Responsible** Rose Pollzzie (rose.pollzzie@osceolaschools.net)

A college-going culture will be displayed visually throughout the school and in the classrooms. This includes bulletin boards, college pennants, college flags and college shirt days.

**Person Responsible** Rose Pollzzie (rose.pollzzie@osceolaschools.net)

A trained AVID Coordinator will be selected to lead AVID implementation at the school. This role will be to provide professional development, mentor teachers, select resources, organize family AVID events and promote support for AVID school-wide.

**Person Responsible** Rose Pollzzie (rose.pollzzie@osceolaschools.net)

AVID Ambassadors will be selected by the AVID Site Team. Ambassadors will have a leadership role at the school, welcoming new students and assisting students and teachers with implementing WICOR strategies throughout the school.



<b>Person Responsible</b>	Rose Pollzzie (rose.pollzzie@osceolaschools.net)
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**#5. Instructional Practice specifically relating to Collaborative Planning**

**Area of Focus Description and Rationale:** If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement, then student achievement will increase. Celebration K-8 will implement the use of SchoolCity in kindergarten through eighth grade. The data gathered through the use of SchoolCity will provide relevant information that will govern the PLC process and guide future instruction and remediation of the learning standards.

**Measurable Outcome:** We will have all PLCs functioning at Stage 5 or higher in order to increase student learning gains.

**Person responsible for monitoring outcome:** Rhonda McMahon (rhonda.mcmahon@osceolaschools.net)

**Evidence-based Strategy:** Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. The PLC process enables teachers to continually learn from one another during collaborative planning and reflection on professional practice.

**Rationale for Evidence-based Strategy:** If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction student achievement will increase (Dufour, et al, 2010; Reeves, 2010).

**Action Steps to Implement**

The principal and the PLC Coach will meet monthly with PLC leads to provide ongoing support and training on the PLC process. Because grade levels are at different levels, teams will receive differentiated support based on what their team needs. The PLC Coach will provide additional support for those teams beyond the monthly PLC Lead meeting.

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

PLC leads will be trained using on common formative assessments and data analysis using tools from "Common Formative Assessment" and "Letting Data Lead."

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

PLCs will meet every week during early release Wednesdays during the school year for the purpose of standards-based planning, developing common assessments, analyzing student work and adapting instruction to meet individual student learning needs.

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

SchoolCity will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans (if applicable) on course progression of individual student's needs.

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

Mentoring by the leadership team will be conducted for teams who are struggling, and additional support will be giving so they become an effective collaborative team.

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

Each PLC will have an ELL and ESE representative. The ELL and ESE Task Forces will determine area of greatest need for professional development for teachers and will hold monthly trainings on strategies for working with ELL and ESE students.

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

**#6. Culture & Environment specifically relating to Social Emotional Learning****Area of Focus Description and Rationale:**

Panorama data from the spring 2020 administration demonstrates that only 48% of our students feel confident in their ability to regulate their emotions. Students who suffer through emotional issues have difficulty with self-efficacy which can impact their learning. Additional data from Panorama shows that 69% of our students feel valued within our school community. Feeling connected to school they demonstrate higher academic engagement thereby increasing student learning. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. This climate should foster students' skills in self- and social awareness, self-management, relationship skills, and responsible decision-making. These skills provide the foundation that students need, to develop the social, emotional, and academic competencies they need to succeed academically.

**Measurable Outcome:**

We will increase our students' feelings of school belonging by 5% on the end of the year Panorama survey.  
We will increase our students' emotion regulation skills by 5% of the end of the year Panorama survey.

**Person responsible for monitoring outcome:**

Rhonda McMahon (rhonda.mcmahon@osceolaschools.net)

**Evidence-based Strategy:**

Student academic performance goes beyond content knowledge and academic skills to include non-cognitive skills including persistence, goal-setting, self-efficacy, self-regulation, work habits, organization and learning strategies and study skills.

**Rationale for Evidence-based Strategy:**

Our school will focus on mindset and behavior standards as identified by the American School Counselors Association National Standards for Students (2014). Research shows these standards help students manage emotion and learn to apply interpersonal skills, as well as support and maximize each student's ability to learn.

**Action Steps to Implement**

1. We will encourage and facilitate student's shared decision-making through opportunities to provide input to the school leadership team. This will include establishing weekly/monthly meetings with specific leadership members through the Principal's Advisory Council, the Deans' Advisory Committee, the Guidance Advisory Council, and student membership on PBIS and AVID committees. Student members on these committees will be able to bring their peers questions and concerns to the appropriate adult and will have input on school activities and plans.
2. We will continue to implement AVID strategies throughout all content areas in the intermediate and middle school grades to develop students' skills self-efficacy and self-management skills and to design lessons that are collaborative and engaging.
3. We will implement SEL lessons from the curriculum unit plans into all content areas, and monitor our school data for additional lessons to address the needs of our students.

**Person Responsible**

Rose Pollzzie (rose.pollzzie@osceolaschools.net)

**Additional Schoolwide Improvement Priorities**

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

N/A

## 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.

Our school strives to involve all parents in the planning, review, and improvement of the School Improvement Plan through our School Advisory Council. All parents are invited to attend meetings regarding the development of the plan through flyers, school marquee, social media and REMIND. Parents are asked for their input on activities and training provided by the school. The school uses the notes from the group discussion to guide writing the plan.

Students are included in building a positive school culture by serving on the Principal's Advisory Committee. The Principal's Advisory Committee is open to any interested middle school student to provide input to the leadership team on ways to improve academic and social/emotional learning for students.

In addition to our School Advisory Council and Principal's Advisory Council, our school meets routinely with our ELL and ESE families to ensure they have input into our school activities and that they understand the academic requirements of the school system. Our ELL professionals provide needed translation to ensure our families feel welcome and information is sent home in Spanish and Portuguese to ensure understanding.

Strong relationships with community businesses is an important, and often overlooked, component of school culture. Our school has multiple business partners and a strong PTA that work together alongside school leadership to create a positive culture through school and extracurricular events that involve our families. This year our PTA and business partners are focusing on health and safety providing additional resources to our school to enable parents to feel comfortable sending students back to school during a pandemic. Additional PPE has been provided to assist us with keeping all students and staff safe.

### 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: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00