Celebration High School

2021-22 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

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

> * 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Celebration High School is a challenging and rigorous educational learning community that is dedicated to the preparation of students to be life-long learners and contributing members in a rapidly changing world.

Provide the school's vision statement.

Celebration High School will be number one in everything as a result of the focus work and effort of students, staff, and the entire school community

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Gilbert, Conner	Principal	Oversee the implementation of the SIP and all parties ability to succeed.
Miglionico, Jacqueline	Assistant Principal	PLC improvement area and work with teachers for overall achievement.
Louis-Jean, Steve	Assistant Principal	Oversees all Social Studies implementation and works with US History on overall PLC performance and achievement.
Armour, John	Assistant Principal	Oversees all math implementation and works with Algebra 1 and Geometry 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.
Bergen Brock, Ann	Math Coach	Instructional Coach overseeing all math related progress, esp with Alg 1 and geo.
Sifontes-Parra, Aida	ELL Compliance Specialist	Work with our ELL population and assist teacher with instructional strategies for improvement.
Bisogno, Janet	Teacher, K-12	Oversee Science PLC and Bio mastery
Knight, Cheri	Teacher, K-12	Work with Bergen-brock on Alg 1 achievement and PLC performance
Sanchez-Campos, Mary	School Counselor	Counselors also meet regularly with students in order to provide academic and socio-emotional support, teach study and coping skills, share resources, facilitate conflict resolution, discuss academic and extra-curricular planning and scheduling, and problem solve.
Avvento, Molly	Teacher, K-12	Work with Mrs. Miglionico on ELA performance and improvement in PLC
McCrery, Samantha	Teacher, K-12	Work with Mr. Gilbert on ELA achievement and PLC improvement.

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.*
2

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.*
24

Total number of teacher positions allocated to the school
128

Total number of students enrolled at the school
2,603

Identify the number of instructional staff who left the school during the 2020-21 school year.
16

Identify the number of instructional staff who joined the school during the 2021-22 school year.
34

Demographic Data

Early Warning Systems

2021-22

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	709	662	692	679	2742
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	53	60	61	67	241
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	17	101	102	65	285
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	170	133	141	113	557
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	17	146	144	92	399
Number of students with a substantial reading deficiency	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	30	61	61	51	203

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	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	0	3	2	9

Date this data was collected or last updated

Wednesday 8/18/2021

2020-21 - 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	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

2020-21 - 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	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

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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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	4	3	3	16

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	57%	56%	60%	56%	56%
ELA Learning Gains				52%	48%	51%	58%	54%	53%
ELA Lowest 25th Percentile				44%	43%	42%	38%	47%	44%
Math Achievement				45%	46%	51%	45%	39%	51%
Math Learning Gains				45%	41%	48%	50%	40%	48%
Math Lowest 25th Percentile				39%	46%	45%	48%	46%	45%
Science Achievement				68%	69%	68%	74%	67%	67%
Social Studies Achievement				72%	70%	73%	75%	70%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	53%	47%	6%	55%	-2%
Cohort Comparison						
10	2021					
	2019	54%	47%	7%	53%	1%
Cohort Comparison		-53%				

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
2021					
2019	66%	62%	4%	67%	-1%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	62%	3%	70%	-5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	36%	49%	-13%	61%	-25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	44%	1%	57%	-12%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Teachers at Celebration High School utilize NWEA Growth Map to track our students' summative assessment data. MAP Growth reveals how much growth has occurred between testing events and shows projected proficiency. MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. This platform is used for the following content areas: ELA and Math. School City is an alternative platform that teachers use to track students' proficiency scores for the following content areas: US History, Biology.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	313 / 62%	322 / 64%	320 / 60%
	Economically Disadvantaged	113 / 60%	126 / 64%	128 / 58%
	Students With Disabilities	9 / 33%	10 / 31%	8 / 24%
	English Language Learners	62 / 39%	68 / 40%	60 / 32%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	138 / 31%	151 / 33%	154 / 32%
	Economically Disadvantaged	47 / 27%	54 / 28%	67 / 30%
	Students With Disabilities	1 / 3%	3 / 8%	4 / 10%
	English Language Learners	38 / 24%	42 / 22%	50 / 24%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	439 / 48%	440 / 47%	
	Economically Disadvantaged			
	Students With Disabilities	96 / 53%	9 / 50%	
	English Language Learners	158 / 37	27 / 49%	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	280 / 58%	321 / 63%	324 / 60%
	Economically Disadvantaged	84 / 51%	103 / 60%	104 / 56%
	Students With Disabilities	11 / 29%	11 / 29%	9 / 24%
	English Language Learners	48 / 29%	73 / 40 %	72 / 35%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34 / 13%	56 / 21 %	37 / 13%
	Economically Disadvantaged	11 / 11%	19 / 17%	10 / 9%
	Students With Disabilities	2 / 7%	5 / 13%	3 / 8%
	English Language Learners	18 / 13%	30 / 19%	21 / 12%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	439 / 48%	440 /47%	
	Economically Disadvantaged			
	Students With Disabilities	110 / 30%	33 / 34%	
	English Language Learners	125 / 29%	126 / 41%	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	1 /100
	Economically Disadvantaged	0	0	1 / 100
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15 / 9%	24 / 14%	20 / 12%
	Economically Disadvantaged	5 / 8%	11 / 16%	8 / 13%
	Students With Disabilities	1 / 5%	0 / 0%	1 / 5%
	English Language Learners	7 / 8%	14 / 15%	8 / 8%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	439 / 48%	440 / 47%	
	Economically Disadvantaged			
	Students With Disabilities	2 / .05%	2 / 36%	
	English Language Learners	1 / 0.02%	8 / 41%	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%	48%	16.40%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1 / 8%	1 / 13%	1 / 8%
	Economically Disadvantaged	0 / 0%	0 / 0%	0 / 0%
	Students With Disabilities	0 / 0%	0 / 0 %	0 / 0%
	English Language Learners	1 / 14%	0 / 0%	0 / 0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	439 / 48%	440 / 47%	
	Economically Disadvantaged			
	Students With Disabilities	1 /.02%	1 /.03	1 / .3
	English Language Learners	2 / .5%	1 / .4%	3 /.6
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%	48%	58%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	43	39	23	42	48	20	35		87	24
ELL	35	58	53	32	42	39	46	42		94	55
ASN	68	60		25	8		67	75		100	75
BLK	45	51	33	28	28	27	60	81		88	47
HSP	54	59	55	37	42	42	57	54		95	61

2021 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 2019-20	C & C Accel 2019-20
MUL	48	55		50	53		60	86		100	78
WHT	73	63	32	55	29	42	72	82		94	68
FRL	54	57	46	34	34	36	56	60		91	64

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
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	58
Total Points Earned for the Federal Index	631
Total Components for the Federal Index	11
Percent Tested	92%
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	50
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	60
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	49
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	56
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	66
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	60
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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

1. The ELL pass rate on the Algebra 1 was 28.8% while Non-ELL pass rate was 43.0%.
2. The White subgroup pass rate on the Algebra 1 EOC was 53.8% while the Hispanic subgroup was 33.3% and the Black subgroup were at 35.8%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In reviewing the data presented by FLDOE, our ELL students continue to score less than their Non-ELL counter parts. However, over the past three years, the achievement gap between them has seen a 30% decrease of the number of students who secured an achievement score of level 3 or higher on their Algebra 1 EOC.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Celebration High School has the largest FIT & ELL population in the district. Many of these students were negatively impacted by remote learning. Their inability to adapt to a different learning platform, coupled with the need to address new home life responsibilities, inhibited students from being fully engaged in the learning process. To address this concern, all students have returned to face to face learning for the 2021 - 2022 school year.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In review our state data, 9th grade ELA showed the most improvement, increasing from 53% level 3 and above in 2019 to 57% level 3 and above in 2021.

What were the contributing factors to this improvement? What new actions did your school take in this area?

One of contributing factors to this improvement was the support of our instructional reading coach and the district new NWEA progress monitoring tool. By assessing students via this platform,

teachers identified gaps in student learning and designed their curriculum to address students' academic deficiencies.

What strategies will need to be implemented in order to accelerate learning?

Due to the impact of Covid-19 on student learning, we will need to address our students' Social and Emotional well being. This strategy will ensure that students will be in a healthy mental state in which learning can be accelerated.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Teachers participate in Character Strong professional developments in which they learn how to provide a safe and nurturing environment for their students.

2. Teachers will participate in an Equity/Warm Demand professional development where participants will learn about warm demand, a set of teacher mindsets and actions, that support students in reaching high expectations.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. The guidance department will provide teachers with SEL instructional activities and support. Teachers will do the activities with students on a bi-weekly basis through our SURGE remediation block.
2. The PBIS team will revisit and modify the current PBIS program to include strategies to better encourage and motivate students to demonstrate positive behavior and embody the STORM expectations (Supportive, Tolerant, Organized, Respectful, and Motivated) on a consistent basis. The use of Doppler Dollars and I "C" You cards will be implemented to reward students who are contributing to a positive school culture.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Historical school data shows that many of our 75% of our PLC groups are at a stage 4 on the PLC continuum.
Measurable Outcome:	The objective of this goal is for 95% of all our PLC groups to be at a stage 5 of the professional learning teams continuum.
Monitoring:	1. PLC leads will need to provide the leadership team data from all PLC Meetings. 2. Leadership will provide feedback using the observational tool.
Person responsible for monitoring outcome:	John Armour (john.armour@osceolaschools.net)
Evidence-based Strategy:	School administration and teachers will place a large emphasis on using data to make informed decisions about our learners. In particular, teachers at this level are provided with structures and tools for effective data analysis. Teachers spend time looking and dissecting student work, analyzing the strengths and areas of improvement for each student.
Rationale for Evidence-based Strategy:	A high reliability school does not leave the culture up to chance or happenstance. Rather, leaders in an HRS strive to ensure the organization fosters shared beliefs, behaviors, and norms relative to at least three areas: Safety, support, collaboration. (Marzano, 2018)

Action Steps to Implement

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 MTSS coach will provide feedback regarding our at-risk student.
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. Monthly B.E.S.T standard deconstruction meetings with ELA department.

Person Responsible	John Armour (john.armour@osceolaschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	State data shows that Celebration High School that only 29% of our students were able to reach a level of mastery on their Algebra 1 state assessment. The score has dropped by 7 points in the past three years. Furthermore, 43% of our Geometry students reached a level of proficiency on their end of year assessment. The score has dropped by 2 points in this content area.
Measurable Outcome:	The objective for the 2021 - 2022 school year is to increase our student math proficiency scores by 5%.
Monitoring:	The leadership team will track students performance via the following platforms: School City and NWEA. Administration will put a large emphasis on teachers having data rich conversations about their students data; data driven decisions will remain the chief focus within the math department.
Person responsible for monitoring outcome:	Ann Bergen Brock (ann.bergenbrock@osceolaschools.net)
Evidence-based Strategy:	Data-driven instruction is the philosophy that schools should constantly focus on one simple question: are our students learning? Using data-based methods, these schools break from the traditional emphasis on what teaches ostensibly taught in favor of a clear-eyed, fact-based focus on what students actually learned. (Bambrick, 2009)
Rationale for Evidence-based Strategy:	Educators will develop the shared roles, responsibilities, and relationships within a PLC. Educators will be able to establish and measure the success of SMART goals that align with school and district goals. Teachers will work within their PLC to get a deeper understanding of their students' range of knowledge on standards they have covered throughout the year and adapt their lessons to help improve student achievement scores.

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 Jacqueline Miglionico (jacqueline.miglionico@osceolaschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	In 2021, the Biology EOC pass rate was 60% which was 9 points higher than the district average and 1 point higher than the state average.
Measurable Outcome:	The objective for the 2021 - 2021 school year is to increase our student Biology proficiency scores by 7%.
Monitoring:	The science department chair will not monitor and share Biology test results with the leadership team during our leadership meetings. All biology assessment will be issued via the School City platform so the results can be made available immediately.
Person responsible for monitoring outcome:	Janet Bisogno (janet.bisogno@osceolaschools.net)
Evidence-based Strategy:	Data provides educators, families, policymakers, civil rights advocates, and community stakeholders with information to understand how our children are doing in our public education system. Data disaggregation is breaking down data into smaller subgroupings. This kind of data collection and analysis is crucial to understanding student performance, identifying what current instruction and support works well and for whom, and identifying rich information to identify opportunities to close the achievement gap.
Rationale for Evidence-based Strategy:	Disaggregated data can also tell you whether student mobility, professional development for teachers, or parental involvement is affecting student performance. How? You can look at the data by classrooms in a school, by grade levels within a school or district, by schools within a district, or by the amount of training a teacher has received. The task of retrieving this information is best left in the hands of your district staff. Once you have the disaggregated data, your role as a board member is to look for larger trends and patterns. (Milborn, 2020)

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 science teachers.

Person Responsible	Janet Bisogno (janet.bisogno@osceolaschools.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	State data shows that Celebration High School that 57% of 9th grade ELA test takers passed their state assement. This result was 14 points higher than the district average and 7 points higher than the date average. The pass rate for the 10 grade ELA students was 54%, which was 10 points higher than the district average and 3 point higher than the state average.
Measurable Outcome:	The objective for the 2021 - 2021 school year is to increase our student ELA proficiency scores by 4%.
Monitoring:	The school leadership team will continue to monitor formative and summative scores from the following platforms: NWEA and School City. The instructional reading coach will support teachers who students are underperforming and help them design rigorous lessons that are aligned with the state standards.
Person responsible for monitoring outcome:	Laura Jones (laura.jones@osceolaschools.net)
Evidence-based Strategy:	With the introduction of the new BEST standards, it is critical to ensure that lessons are carefully aligned to these standards. The benchmarks for the standards are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. If skills are not mastered, students will be given instruction and practice opportunities to address skill gaps from previous grades.
Rationale for Evidence-based Strategy:	In curriculum, standards-based learning requires educators to articulate clear learning goals that identify what students should learn (content) and be able to do (cognitive behaviors). Effective learning goals always include both of these components. These goals are then shared with everyone involved: students, families, teachers, school leaders, and community members. (Guskey, 2016)

Action Steps to Implement

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.
6. Monthly B.E.S.T standard deconstruction meetings with ELA department.

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

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Emphasis will be placed on specific supports for Student with Disabilities (SWDs), whose performance fell below the federal index of 41% as determined by the Every Student Succeed Act (ESSA). State data shows that this subcategory has been under the federal index for the past 5 years.
Measurable Outcome:	The objective of this goal is to be above the 41% federal index by the end of the school year.
Monitoring:	(1) instructional walks with targeted feedback to improve instructional strategies for all students, and (2) strategy based PD on differentiated instruction (3) NWEA data chats
Person responsible for monitoring outcome:	Steve Louis-Jean (steve.louisjean@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. Teachers will be provided with ongoing training on cultural responsiveness strategies in the classroom throughout the year, focusing on using culturally responsive and respectful approaches in character education, social skill instruction, and discipline.
2. Tutoring will be provided for students, with a focus on recruitment and retention of tutors for subgroups.
3. Multi-Tiered System of Support (MTSS) for students in the lowest 25% is necessary in order to increase learning gains. There will be a deliberate focus on pull-outs, as well as push-ins, for students in the lowest 25%, with the assistance of the Literacy Coach, to provide the support needed for these students to be successful.
4. ESE support facilitation teachers will be utilized to ensure that students are provided equal opportunities for needed interventions to show academic growth within our ESE subgroups.

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

#6. Other specifically relating to Culture & Environment

Area of Focus Description and Rationale:	Student achievement will increase when teachers across all content area participate in District Professional Learning Communities initiative on the effective use of social and emotional learning skills and culturally relevant instruction. Students will then have a more positive attitude toward self, others, and develop confidence, persistence, empathy, sense of purpose and a connection to school.
Measurable Outcome:	The objective of this goal is for 90% of our teachers to incorporate Social Emotional Learning into their daily routines.
Monitoring:	1. Instructional walkthroughs to ensure teachers are using the lessons that were developed for them. 2 . Student Surveys
Person responsible for monitoring outcome:	Steve Louis-Jean (steve.louisjean@osceolaschools.net)
Evidence-based Strategy:	The evidence-based strategies listed will strengthen overall skills needed by students for successful outcomes in all content areas and on school, district, state and national assessments.
Rationale for Evidence-based Strategy:	As a teacher, you constantly check in on your students to see how they are. You're always there to support them, and if they're struggling you help find assistance for them. It's all part of social-emotional learning (SEL). (POSNICK-GOODWIN, 2021)

Action Steps to Implement

1. Continue Culturally Responsive Teaching professional development throughout the school year. Intentionally use Culturally Responsive strategies within lesson delivery as a means to connect students to learning and address specific student subgroups.
2. Professional development for tutors to effectively facilitate and communicate grade level standards-based instruction, best practices, and the use of Marzano strategies to support student learning.
3. Tutors will actively support student learning through interactions within the PLCs for instructional delivery and small group instruction.
4. Data meetings will occur between the instructional leadership team and teachers for analysis of what is working and create next steps.
5. The leadership team will send out periodic surveys to gauge all of the school climate. The leadership team will discuss the data points during our stocktake meetings.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Providing students with a safe and nurturing learning environment is paramount to all stakeholders at Celebration High School. A healthy and positive school culture means that students experience supportive learning environments and opportunities, promote achievement, and prepare them for success in college, career, and adulthood. In reviewing state our discipline data published via the SafeSchoolsforAlex.org website, Celebration High School ranked #54 out of 505 high schools state-wide related to school safety. The school Incident ranking is based on the number of incidents per 100 students, also called the incident rate; each school is ranked based on their incident rate, from very low to very high within the school type. Celebration High School reported .9 incidents per 100 students. This rate is less than the state-wide high school rate of 3.3 incidents per 100 students. Celebration High School will use survey data to monitor the school's culture and Climate. We will use this information to determine how students feel about the safety and security of the campus.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$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: ELA	$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
6	III.A.	Areas of Focus: Other: Culture & Environment	$0.00
		Total:	**$0.00**