## School District of Osceola County, FL <br> Celebration High School



2021-22 Schoolwide Improvement Plan

## Table of Contents

School Demographics ..... 3
Purpose and Outline of the SIP ..... 4
School Information ..... 7
Needs Assessment ..... 11
Planning for Improvement ..... 21
Positive Culture \& Environment ..... 28
Budget to Support Goals ..... 29

## Celebration High School

## www.osceolaschools.net

## Principal: Conner Gilbert

| 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 <br> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* <br> English Language Learners <br> Asian Students <br> Black/African American Students <br> Hispanic Students <br> Multiracial Students <br> White Students <br> Economically Disadvantaged Students |
| School Grades History | $\begin{aligned} & \text { 2018-19: B }(57 \%) \\ & 2017-18: B(59 \%) \\ & 2016-17: C(53 \%) \end{aligned}$ |
| 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\&l:

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 noncharter schools with a current grade of D or F, or a graduation rate $67 \%$ or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

## Purpose and Outline of the SIP

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

## Table of Contents

Purpose and Outline of the SIP ..... 4
School Information ..... 7
Needs Assessment ..... 11
Planning for Improvement ..... 21
Title I Requirements ..... 0
Budget to Support Goals ..... 29

## Celebration High School

# www.osceolaschools.net 

## School Demographics

## 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

Charter School

No

2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)

57\%

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

74\%

School Grades History

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

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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 noncharter 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. |
| LouisJean, 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, <br> 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- <br> Parra, <br> Aida | ELL <br> Compliance <br> Specialist | Work with our ELL population and assist teacher with instructional strategies for improvement. |
| Bisogno, Janet | $\begin{aligned} & \text { Teacher, } \\ & \text { K-12 } \end{aligned}$ | Oversee Science PLC and Bio mastery |
| Knight, Cheri | $\begin{aligned} & \text { Teacher, } \\ & \text { K-12 } \end{aligned}$ | Work with Bergen-brock on Alg 1 achievement and PLC performance |
| Sanchez- <br> 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 | $\begin{aligned} & \text { Teacher, } \\ & \text { K-12 } \end{aligned}$ | Work with Mrs. Miglionico on ELA performance and improvement in PLC |
| McCrery, Samantha | $\begin{aligned} & \text { Teacher, } \\ & \text { K-12 } \end{aligned}$ | 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 | 7 | 8 | 9 | 10 | 11 | 12 |  |
| Number of students enrolled | 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 | 53 | 60 | 61 | 67 | 241 |
| One or more suspensions | 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 | 1 | 0 | 1 |
| Course failure in Math | 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 | 170 | 133 | 141 | 113 | 557 |
| Level 1 on 2019 statewide FSA Math assessment | 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 |  |

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

| Indicator | K | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{6}$ | $\mathbf{7}$ | $\mathbf{8}$ | $\mathbf{9}$ | $\mathbf{1 0}$ | $\mathbf{1 1}$ | $\mathbf{1 2}$ | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 | $\mathbf{K}$ | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{6}$ | $\mathbf{7}$ | $\mathbf{8}$ | $\mathbf{9}$ | $\mathbf{1 0}$ | $\mathbf{1 1}$ | $\mathbf{1 2}$ | Total |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 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 | K | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{6}$ | $\mathbf{7}$ | $\mathbf{8}$ | $\mathbf{9}$ | $\mathbf{1 0}$ | $\mathbf{1 1}$ | $\mathbf{1 2}$ | Total |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 | K | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{6}$ | $\mathbf{7}$ | $\mathbf{8}$ | $\mathbf{9}$ | $\mathbf{1 0}$ | $\mathbf{1 1}$ | $\mathbf{1 2}$ | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 | $\mathbf{K}$ | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{6}$ | $\mathbf{7}$ | $\mathbf{8}$ | $\mathbf{9}$ | $\mathbf{1 0}$ | $\mathbf{1 1}$ | $\mathbf{1 2}$ | Total |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 | K | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{6}$ | $\mathbf{7}$ | $\mathbf{8}$ | $\mathbf{9}$ | $\mathbf{1 0}$ | $\mathbf{1 1}$ | $\mathbf{1 2}$ | Total |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 | K | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{6}$ | $\mathbf{7}$ | $\mathbf{8}$ | $\mathbf{9}$ | $\mathbf{1 0}$ | $\mathbf{1 1}$ | $\mathbf{1 2}$ | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 | $\mathbf{K}$ | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{6}$ | $\mathbf{7}$ | $\mathbf{8}$ | $\mathbf{9}$ | $\mathbf{1 0}$ | $\mathbf{1 1}$ | $\mathbf{1 2}$ | Total |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 |  |  |  | $60 \%$ | $57 \%$ | $56 \%$ | $60 \%$ | $56 \%$ |
| ELA Learning Gains |  |  |  | $52 \%$ | $48 \%$ | $51 \%$ | $58 \%$ | $54 \%$ |
| ELA Lowest 25th Percentile |  |  |  | $44 \%$ | $43 \%$ | $42 \%$ | $38 \%$ | $47 \%$ |
| ELA | $44 \%$ |  |  |  |  |  |  |  |
| Math Achievement |  |  |  | $45 \%$ | $46 \%$ | $51 \%$ | $45 \%$ | $39 \%$ |
| Math Learning Gains |  |  |  | $45 \%$ | $41 \%$ | $48 \%$ | $50 \%$ | $40 \%$ |
| Math Lowest 25th Percentile |  |  |  | $39 \%$ | $46 \%$ | $45 \%$ | $48 \%$ | $46 \%$ |
| Science Achievement |  |  |  | $68 \%$ | $69 \%$ | $68 \%$ | $74 \%$ | $67 \%$ |
| Social Studies Achievement |  |  |  | $72 \%$ | $70 \%$ | $73 \%$ | $75 \%$ | $70 \%$ |

## 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 <br> Minus <br> District | State | School <br> Minus <br> 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 LanguageArts | 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 <br> Economically | 439 / 48\% | 440 / 47\% |  |
|  | Disadvantaged Students With Disabilities | 96 / 53\% | 9 / 50\% |  |
|  | English Language <br> Learners | 158 / 37 | 27 / 49\% |  |
| US History | Number/\% Proficiency | Fall | Winter | Spring |
|  | All Students <br> Economically <br> Disadvantaged |  |  |  |
|  | Disadvantaged |  |  |  |
|  | Students With Disabilities |  |  |  |
|  | English Language <br> Learners |  |  |  |



| Grade 11 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| English Language | Number/\% <br> 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 Economically | 439 / 48\% | 440 / 47\% |  |
|  | 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 Economically | 41\% | 48\% | 16.40\% |
|  | Disadvantaged |  |  |  |
|  | Students With |  |  |  |
|  | Disabilities |  |  |  |
|  | English Language |  |  |  |
|  | Learners |  |  |  |

Osceola - 0902-Celebration High School - 2021-22 SIP

| 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 <br> 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 Economically | 439 / 48\% | 440 / 47\% |  |
|  | Disadvantaged <br> Students With <br> 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 Economically | 41\% | 48\% | 58\% |
|  | Disadvantaged |  |  |  |
|  | Students With |  |  |  |
|  | Disabilities |  |  |  |
|  | English Language |  |  |  |
|  | Learners |  |  |  |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Subgroups | ELA <br> Ach. | ELA <br> LG | ELA <br> LG <br> L25\% | Math <br> Ach. | Math <br> LG | Math <br> LG <br> L25\% | Sci <br> Ach. | SS <br> Ach. | MS <br> Accel. | Grad <br> Rate <br> $\mathbf{2 0 1 9 - 2 0 ~}$ | C \& C <br> Accel <br> 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 <br> Ach. | $\begin{gathered} \text { ELA } \\ \text { LG } \end{gathered}$ | $\begin{gathered} \text { ELA } \\ \text { LG } \\ \text { L25\% } \end{gathered}$ | Math Ach. | Math LG | $\begin{gathered} \text { Math } \\ \text { LG } \\ \text { L25\% } \end{gathered}$ | Sci Ach. | SS <br> Ach. | MS Accel. |  | C \& C <br> Accel <br> $2019-20$ |
| 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 <br> Ach. | $\begin{gathered} \text { ELA } \\ \text { LG } \end{gathered}$ | $\begin{gathered} \text { ELA } \\ \text { LG } \\ \text { L25\% } \end{gathered}$ | Math Ach. | Math LG | $\begin{gathered} \text { Math } \\ \text { LG } \\ \text { L25\% } \end{gathered}$ | Sci Ach. | SS <br> Ach. | MS Accel. |  | C \& C <br> Accel <br> $2017-18$ |
| 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 <br> Ach. | $\begin{gathered} \text { ELA } \\ \text { LG } \end{gathered}$ | $\begin{gathered} \text { ELA } \\ \text { LG } \\ \text { L25\% } \end{gathered}$ | Math <br> Ach. | Math LG | $\begin{gathered} \text { Math } \\ \text { LG } \\ \text { L25\% } \end{gathered}$ | Sci Ach. | $\begin{gathered} \text { SS } \\ \text { Ach. } \end{gathered}$ | MS Accel. | $\begin{array}{\|c\|} \hline \text { Grad } \\ \text { Rate } \\ 2016-17 \\ \hline \end{array}$ | C \& C <br> Accel <br> $2016-17$ |
| 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) | 57 |
| OVERALL Federal Index - All Students | NO |
| OVERALL Federal Index Below 41\% All Students | 1 |
| Total Number of Subgroups Missing the Target | 58 |
| Progress of English Language Learners in Achieving English Language Proficiency | 631 |
| Total Points Earned for the Federal Index | 11 |
| Total Components for the Federal Index | $92 \%$ |
| Percent Tested |  |

## 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 NonELL 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:
Measurable Outcome:

## Monitoring:

## Person

responsible
for outcome:

## Evidence-

 based Strategy:Historical school data shows that many of our $75 \%$ of our PLC groups are at a stage 4 on the PLC continuum.

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.

1. PLC leads will need to provide the leadership team data from all PLC Meetings. 2. Leadership will provide feedback using the observational tool.

John Armour (john.armour@osceolaschools.net)

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

## \#2. Instructional Practice specifically relating to Math

| Area of | State data shows that Celebration High School that only 29\% of our students were able to |
| :--- | :--- |
| Focus | reach a level of mastery on their Algebra 1 state assessment. The score has dropped by 7 |
| Description | points in the past three years. Furthermore, 43\% of our Geometry students reached a level |
| and | of proficiency on their end of year assessment. The score has dropped by 2 points in this |
| Rationale: | content area. |

Measurable The objective for the 2021-2022 school year is to increase our student math proficiency Outcome: scores by 5\%.

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 <br> responsible <br> for <br> monitoring <br> outcome:

## Evidence-

based
Strategy:
Ann Bergen Brock (ann.bergenbrock@osceolaschools.net)

## Monitoring:

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 cleareyed, fact-based focus on what students actually learned. (Bambrick, 2009)

## Rationale <br> 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:

 Outcome: scores by $7 \%$.
## Monitoring:

## Person

responsible
for
monitoring
outcome:

## Evidence-

based
Strategy:

## Rationale

for
Evidence-
based
Strategy:

Measurable The objective for the 2021-2021 school year is to increase our student Biology proficiency

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.
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.


Janet Bisogno (janet.bisogno@osceolaschools.net)

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.
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

## \#4. Instructional Practice specifically relating to ELA

| Area of | State data shows that Celebration High School that $57 \%$ of 9th grade ELA test takers |
| :--- | :--- |
| Focus | passed their state assement. This result was 14 points higher than the district average and |
| Description | 7 points higher than the date average. The pass rate for the 10 grade ELA students was |
| and | $54 \%$, which was 10 points higher than the district average and 3 point higher than the state |
| Rationale: | average. |

Measurable The objective for the 2021-2021 school year is to increase our student ELA proficiency Outcome: scores by 4\%.

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<br>responsible<br>for<br>monitoring outcome:<br>Laura Jones (laura.jones@osceolaschools.net)

## Evidence-

based
Strategy:

## Monitoring:

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 In curriculum, standards-based learning requires educators to articulate clear learning for
Evidencebased 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 Strategy: 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 <br> Responsible

## \#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of

## Focus

Description

## and

Rationale:

## Measurable

 Outcome: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.

The objective of this goal is to be above the $41 \%$ federal index by the end of the school year.
(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:
Evidence-

## based

Strategy:
Rationale
for
Evidencebased
Strategy:

Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriate, challenging learning experiences for all their students.
Steve Louis-Jean (steve.louisjean@osceolaschools.net)

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.
[^0]
## \#6. Other specifically relating to Culture \& Environment

| Area of | Student achievement will increase when teachers across all content area participate in |
| :--- | :--- |
| Focus | District Professional Learning Communities initiative on the effective use of social and |
| Description | emotional learning skills and culturally relevant instruction. Students will then have a more |
| and | positive attitude toward self, others, and develop confidence, persistence, empathy, sense |
| Rationale: | of purpose and a connection to school. |

Measurable The objective of this goal is for $90 \%$ of our teachers to incorporate Social Emotional Outcome: Learning into their daily routines.

1. Instructional walkthroughs to ensure teachers are using the lessons that were developed

## Monitoring: for them.

2 . Student Surveys

## Person

responsible
for
monitoring
outcome:
Evidence-
based
Strategy:
Rationale
for

## Evidence-

based
Strategy:

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

## 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 standardsbased 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 |  |
| :--- | :--- | :--- | ---: |
| $\mathbf{2}$ | III.A. | Areas of Focus: Instructional Practice: Math | $\$ 0.00$ |
| $\mathbf{3}$ | 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 | $\$ 0.00$ |
| $\mathbf{6}$ | III.A. | Areas of Focus: Other: Culture \& Environment | $\$ 0.00$ |
|  |  | $\$ 0.00$ |  |


[^0]:    Person
    Responsible
    Patricia Ryan (patricia.ryan@osceolaschools.net)

