

School District of Osceola County, FL

Celebration K 8



2021-22 Schoolwide Improvement Plan

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Celebration K 8

510 CAMPUS ST, Celebration, FL 34747

www.osceolaschools.net

Demographics

Principal: Gary Weeden

Start Date for this Principal: 7/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
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: A (81%) 2017-18: A (77%) 2016-17: A (80%)
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.

Purpose and Outline of the SIP

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

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Celebration K 8

510 CAMPUS ST, Celebration, FL 34747

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	29%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Celebration K-8 School will educate each student to his/her highest potential.

Provide the school's vision statement.

Celebration K-8 School will be a nationally recognized, top performing school in the state. (#1)

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
McMahon, Rhonda	Principal	Instructional leader for the school. Works with the stakeholders through community outreach and several committees including SAC.
Pollzzie, Rose	Assistant Principal	Assistant principal serving grades 4,5 and selections of Middle School. Member of the schools Stocktake committee that analyzes and evaluates data to drive targeted, research based instructional practices.
Jones, Deborah	Assistant Principal	Serves as Assistant Principal for grades K-4. Member of the school's Stocktake committee that analyzes and evaluates data to drive targeted, research-based instructional practices. Monitors formative reading structures in the early elementary grades.
Kanner, Denise	Math Coach	Ms. Kanner serves as the math Coach for grades K-8. She works with teachers to analyze data to help drive their instruction. She coaches teachers on using best practices and high-yield strategies to engage all learners.
Western , Brandon	Dean	Mr. Western serves as Dean for grades 6-8. He coordinates the school's NWEA testing. Mr. Western also assists with our PBIS program designed to reinforce positive student choices and decision-making.
Howe, Jane	School Counselor	Ms. Howe works with students to address SEL concerns as well as plans for post Middle School. She participates in Stocktakes and works with the other guidance counselors to determine the SEL needs and resources for our population.
Baez, Marie	School Counselor	Ms. Baez works with students to address SEL concerns as well as plans for post-Middle School. She participates in Stocktakes and works with the other guidance counselors to determine the SEL needs and resources for our population.
DeSimone, Anna	Dean	Serves as Dean for grades K-5. Serves as testing coordinator and assists with our PBIS program designed to reinforce positive student choices and decision-making.
Carter, Bridget	Staffing Specialist	Ms. Carter serves as compliance and staffing specialist for our ESE program. She monitors services and data collection for our students with special needs and ensures communication with parents of ESE students is timely and productive.
Martino, Jannine	School Counselor	Ms. Martino works with students to address SEL concerns as well as serving as PBIS coordinator for the elementary grades. She participates in Stocktakes and works with the other guidance counselors to determine the SEL needs and resources for our population.

Name	Position Title	Job Duties and Responsibilities
Croft, Hannah	School Counselor	Ms. Croft works with students to address SEL concerns as well as plans for K-2 support. She participates in Stocktakes and works with the other guidance counselors to determine the SEL needs and resources for our population.
Connolly, Elisa	Assistant Principal	Assistant principal serving Middle School. Member of the school's Stocktake committee that analyzes and evaluates data to drive targeted, research-based instructional practices.
Whitbread, Natasha	Dean	Serves as Dean for grades 6-8. Coordinates the school's MTSS/RTI process. Assists with our PBIS program designed to reinforce positive student choices and decision-making.

Demographic Information

Principal start date

Tuesday 7/20/2021, Gary Weeden

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

11

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.*

11

Total number of teacher positions allocated to the school

95

Total number of students enrolled at the school

1,739

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

8

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

15

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	135	137	134	167	167	181	251	300	267	0	0	0	0	1739
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	7	11	15	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	0	7	7	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	0	2	4	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	16	26	28	46	45	56	0	0	0	0	217
Level 1 on 2019 statewide FSA Math assessment	0	0	0	26	14	26	44	44	46	0	0	0	0	200
Number of students with a substantial reading deficiency	0	0	0	0	26	28	46	45	56	0	0	0	0	201

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	1	1	8	12	3	7	10	0	0	0	42

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		2	2	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times		0	0	0	0	0	0	2	0	1	0	0	0	3

Date this data was collected or last updated

Tuesday 8/24/2021

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	107	125	152	149	158	168	214	193	180	0	0	0	0	1446
Attendance below 90 percent	5	16	10	7	6	14	12	9	12	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	0	0	0	1	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	1	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	0	0	1	0	0	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	107	125	152	149	158	168	214	193	180	0	0	0	0	1446
Attendance below 90 percent	5	16	10	7	6	14	12	9	12	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	0	0	0	1	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	1	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	0	0	1	0	0	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				80%	56%	61%	79%	58%	60%
ELA Learning Gains				72%	57%	59%	69%	58%	57%
ELA Lowest 25th Percentile				60%	55%	54%	60%	52%	52%
Math Achievement				86%	52%	62%	81%	52%	61%
Math Learning Gains				82%	55%	59%	73%	54%	58%
Math Lowest 25th Percentile				75%	49%	52%	67%	50%	52%
Science Achievement				82%	49%	56%	82%	54%	57%
Social Studies Achievement				93%	75%	78%	94%	71%	77%

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
03	2021					
	2019	77%	51%	26%	58%	19%
Cohort Comparison						
04	2021					
	2019	71%	51%	20%	58%	13%
Cohort Comparison		-77%				
05	2021					
	2019	80%	48%	32%	56%	24%
Cohort Comparison		-71%				
06	2021					
	2019	76%	48%	28%	54%	22%
Cohort Comparison		-80%				
07	2021					
	2019	82%	47%	35%	52%	30%
Cohort Comparison		-76%				
08	2021					
	2019	76%	49%	27%	56%	20%
Cohort Comparison		-82%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	54%	22%	62%	14%
Cohort Comparison						
04	2021					
	2019	76%	53%	23%	64%	12%
Cohort Comparison		-76%				
05	2021					
	2019	78%	48%	30%	60%	18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-76%				
06	2021					
	2019	91%	45%	46%	55%	36%
Cohort Comparison		-78%				
07	2021					
	2019	70%	30%	40%	54%	16%
Cohort Comparison		-91%				
08	2021					
	2019	92%	47%	45%	46%	46%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	78%	45%	33%	53%	25%
Cohort Comparison						
08	2021					
	2019	75%	42%	33%	48%	27%
Cohort Comparison		-78%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	62%	38%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	73%	21%	71%	23%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	49%	51%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	44%	56%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

NWEA Progress Monitoring Tool

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75%	66%	75%
	Economically Disadvantaged	67%	50%	64%
	Students With Disabilities	40%	67%	11%
	English Language Learners	46%	40%	56%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	75%	64%	69%
	Economically Disadvantaged	69%	59%	62%
	Students With Disabilities	90%	56%	33%
	English Language Learners	46%	47%	75%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66%	66%	77%
	Economically Disadvantaged	46%	46%	63%
	Students With Disabilities	27%	25%	46%
	English Language Learners	47%	42%	59%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63%	59%	65%
	Economically Disadvantaged	53%	44%	55%
	Students With Disabilities	17%	8%	15%
	English Language Learners	36%	43%	47%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74%	70%	70%
	Economically Disadvantaged	74%	67%	62%
	Students With Disabilities	13%	38%	19%
	English Language Learners	60%	58%	63%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64%	63%	73%
	Economically Disadvantaged	67%	64%	59%
	Students With Disabilities	7%	33%	38%
	English Language Learners	56%	56%	65%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	80%	72%	70%
	Economically Disadvantaged	75%	65%	71%
	Students With Disabilities	27%	25%	8%
	English Language Learners	71%	57%	60%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74%	70%	75%
	Economically Disadvantaged	68%	61%	76%
	Students With Disabilities	14%	7%	15%
	English Language Learners	66%	60%	60%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69%	69%	72%
	Economically Disadvantaged	63%	53%	58%
	Students With Disabilities	38%	42%	42%
	English Language Learners	52%	64%	57%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63%	54%	70%
	Economically Disadvantaged	46%	41%	55%
	Students With Disabilities	15%	17%	25%
	English Language Learners	60%	37%	63%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	73%	72%	78%
	Economically Disadvantaged	69%	61%	73%
	Students With Disabilities	54%	36%	42%
	English Language Learners	58%	62%	69%

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65%	67%	65%
	Economically Disadvantaged	69%	63%	56%
	Students With Disabilities	18%	20%	31%
	English Language Learners	50%	56%	57%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61%	63%	63%
	Economically Disadvantaged	58%	60%	57%
	Students With Disabilities	17%	13%	19%
	English Language Learners	54%	55%	50%
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68%	68%	74%
	Economically Disadvantaged	72%	56%	67%
	Students With Disabilities	45%	8%	21%
	English Language Learners	53%	49%	62%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60%	63%	66%
	Economically Disadvantaged	62%	52%	53%
	Students With Disabilities	14%	23%	13%
	English Language Learners	44%	43%	45%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	71%	69%	68%
	Economically Disadvantaged	58%	53%	53%
	Students With Disabilities	0%	20%	20%
	English Language Learners	43%	46%	45%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	58%	73%	70%
	Economically Disadvantaged	47%	53%	55%
	Students With Disabilities	40%	17%	20%
	English Language Learners	46%	58%	55%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	79%	77%	76%
	Economically Disadvantaged	70%	52%	53%
	Students With Disabilities	50%	33%	30%
	English Language Learners	70%	56%	61%

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	27	55	48	36	52	39	23	46			
ELL	64	75	74	67	65	66	60	80	78		
ASN	85	91		83	57		78	100	91		
BLK	44	57		44	52		20				
HSP	67	68	59	64	58	56	64	85	77		
MUL	88	90		74	55		60				
WHT	78	71	62	78	64	56	84	97	89		
FRL	61	65	51	60	53	42	52	75	69		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	37	34	46	62	66	35	53			
ELL	67	69	59	82	81	79	64	78	100		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	87	78		98	86		90	92	100		
BLK	48	58	50	58	65	65	50				
HSP	75	71	58	84	80	77	79	90	100		
MUL	84	70		87	86						
WHT	84	72	65	88	83	76	84	97	97		
FRL	74	69	59	77	79	73	67	83	100		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	48	45	42	54	53	58	47			
ELL	60	71	64	64	70	56	62	100	80		
ASN	87	72		91	86		79				
BLK	61	61		52	52		60				
HSP	74	71	69	75	70	63	73	94	86		
MUL	78	65	60	82	70		87				
WHT	82	69	53	84	74	69	88	94	91		
FRL	68	67	51	70	68	63	72	93	85		

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	71
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	70
Total Points Earned for the Federal Index	709
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	70
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	84
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	43
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	67
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	73
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	75
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	58
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?

Consistently on the progress monitoring tool, students performed lower on the second diagnostic test than the first; however, on the third assessment students improved at a higher rate.

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

Students with disabilities were consistently performing below proficiency in all grade levels.

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

In our self-contained access points classrooms, we had two new teachers. Additionally, 50% of the students were digital learners last year. Teachers did not have the same support with curriculum or instruction last year. Many students with disabilities in the general education classroom were also digital. Accessing the curriculum using a new technology platform with no support at home proved difficult. VE teachers were juggling between providing both online and face-to-face services.

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

In both ELA and Math NWEA progress monitoring, students dropped in proficiency on the winter assessment and improved to their highest proficiency on the Spring and final assessment.

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

The majority of students returned to face-to-face learning and we saw a decreased number of students being quarantined. Celebration K8 offered before school and afterschool tutoring for the second semester. Targeted interventions were occurring in both Triple I and during middle school intervention time targeted all learners but there was a particular focus on Tier 3 students.

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

Teachers will implement AVID strategies school-wide to engage students in writing, inquiry, collaboration, organization, and rigor. Additionally, Kagan structures will be implemented to increase engagement and collaboration. Teachers will engage in collaborative planning and PLCs where they will participate in data analysis to drive instruction. Ongoing professional development in writing instruction and Open Court phonological awareness.

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.

Ongoing professional development in writing instruction and Open Court phonological awareness. Teachers will receive training on the new Florida BEST standards and how to plan highly effective lessons with an emphasis on strengthening Tier 1 instruction. Ongoing training in how to set up, implement and deliver Guided Reading instruction, small group instruction in mathematics, and differentiation across content areas.

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

To ensure sustainable improvement, the school's leadership team will participate in monthly Stocktake meetings to review progress monitoring data and address areas of concern or areas of success. Coaches will meet with subject areas and provide ongoing support. Administrators will utilize a data collection tool to analyze trends in teaching and learning school-wide.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	The leadership team maintains a focus on student achievement and a focus on improving teaching practices. The leadership team consists of the principal, assistant principals, instructional coaches, deans, school counselors, and teacher leaders. Celebration K8's leadership team consists of six new members this year. It is important the team members understand their roles in building teaching capacity and providing support to increase student achievement.
Measurable Outcome:	Celebration K8 will see a 50% increase in leadership team members participating in monthly MTSS data meetings. We will increase the number of teachers who feel they were identified to pursue leadership opportunities to 25%.
Monitoring:	During the monthly Stocktake meeting, leadership team members will be prepared with data and completed responsibilities. Information will be collected and reviewed in the Celebration Leadership Teams folder.
Person responsible for monitoring outcome:	Rhonda McMahon (rhonda.mcmahon@osceolaschools.net)
Evidence-based Strategy:	Include teacher leaders in observing and participating in different roles throughout the school. Teachers will be able to see a bigger picture of the school as a whole versus their individual classroom. Encourage more teachers to begin their graduate coursework to attain degrees in Educational Leadership by exposing them to what different roles offer.
Rationale for Evidence-based Strategy:	Increase the number of teacher leaders at Celebration K8 to be both mentors and decision-makers. By providing opportunities for interested parties to shadow current leadership team members, teachers will understand the complexities of managing a school while focusing on student achievement.

Action Steps to Implement

School Level Leadership Development - Only 12% of teachers felt that they were identified to pursue leadership opportunities.

Person Responsible Elisa Connolly (elisa.connolly@osceolaschools.net)

Conduct monthly Stocktake meetings with a review of data and action steps. Invite teacher leaders to observe and participate. Invite aspiring leaders to attend the district's aspiring leader program. Have monthly preparing new leaders meetings beginning in the second semester.

Person Responsible Elisa Connolly (elisa.connolly@osceolaschools.net)

Data Disaggregation and Monitoring - Review NWEA data and district assessment data through School City to highlight areas of need and success. Work with teacher leaders to build strategies to address targeted strategies to meet student needs. Twenty-six percent of teachers indicated that school leaders regularly review student work from their classes. Administrators will meet regularly with PLCs to participate in data reviews using student work.

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

Teacher targeted feedback - According to our 2020-2021 Insight survey, 46% of teachers indicated that they would like to receive more support to make recommended changes 46% and 42% stated they would like more follow-up on recommended feedback. Administration and Coaches will work collaboratively to

provide detailed responses to instruction and follow-up feedback after the new implementation of strategies.

Person Responsible Rhonda McMahon (rhonda.mcmahon@osceolaschools.net)

NEST - Non-evaluative school trend instrument. Administrators will complete five walkthrough observations per week to track trends in instructions to observe what instructional strategies and practices teachers are using or not using.

Person Responsible Rhonda McMahon (rhonda.mcmahon@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus	Continued improvement among students in ELA is essential to maintaining high standards of learning. We saw a drop in proficiency among 4th grade students in this area. The schools overall achievement in ELA dropped seven percentage points from 2019.
Description and Rationale:	
Measurable Outcome:	Overall, Celebration K8 should see a 5% increase in proficiency in ELA. Economically disadvantaged students should see an increase of 5% points in proficiency.
Monitoring:	Teachers will administer the NWEA three times a year and data will be reviewed by teachers and the leadership team to track progress toward the goal. Additionally, students will complete ORF testing and Diebels testing which will provide data to teachers.
Person responsible for monitoring outcome:	Deborah Jones (deborah.jones@osceolaschools.net)
Evidence-based Strategy:	Teachers will focus on standards aligned instruction while implementing AVID strategies including Writing, Inquiry, Collaboration, Organization, and Rigor daily in their classroom instruction. WICOR strategies will be implemented in all curriculum areas. Use NWEA data to develop instructional plans for interventions during Tier1 instruction
Rationale for Evidence-based Strategy:	District-wide teachers will implement WICOR in their classrooms. District official have provided teachers with numerous trainings to prepare them to build these strategies into their instruction. develop reteaching plans, lesson Study to identify a problem of practice, plan, execute, and evaluate to refine teaching practice, continue to build PLC capacity to move along PLC stages

Action Steps to Implement

Collaborative planning- Professional learning communities- Teachers in each grade level and/ or subject area will have common planning times. Additionally, teachers will have Wednesday afternoons to meet with their professional learning communities where they will create common assessments, review data, and work to implement appropriate teaching strategies to have the highest student achievement.

Person Responsible Elisa Connolly (elisa.connolly@osceolaschools.net)

Differentiation- Through the PLC process and review of data, teachers will plan to differentiate their instruction based on student needs. While working collaboratively, teachers will focus on specific subgroups to bring about the greatest change in student achievement including ELL teaching strategies.

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

Instructional Coaching- The literacy coach will work with each teacher team to ensure the new curriculum is understandable and that the Curriculum Unit Plan is followed with efficacy. The Coach can help teachers with classroom strategies and serve as a mentor when teachers struggle with a particular concept. Coaches also offer support and follow-up information to teachers after professional development training to ensure we have PD to practice.

Person Responsible Elisa Connolly (elisa.connolly@osceolaschools.net)

Professional Learning - Teachers will continue to participate in professional learning opportunities offered both at the school and through the district. Focused trainings will include AVID strategies training and Kagan structures training. Teachers will also be trained on the new standards and the corresponding curriculum being implemented.

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

Small group learning - Teachers will utilize the concepts acquired in professional learning to implement effective, differentiated small group lessons to enhance student learning. The collaborative groups will focus on AVID structures.

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

Standards-aligned instruction- Teachers will utilize the curriculum plans which have been designed to strictly adhere to the Florida Best standards. Teachers will receive professional learning opportunities concentrating on the new standards.

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

Tier 1 - Celebration K8 teachers will focus on building rigorous Tier 1 instruction utilizing the AVID strategies. By utilizing the Curriculum Unit Plans which have engagement strategies built in, teachers will keep students engaged in the instruction.

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

Tier 2 and 3 instruction - all teachers will participate in monthly MTSS meetings focused on the data concerning Tier 2 and Tier 3 students and their leveled instruction. ELA and Math Tier 2 and 3 students will receive specific interventions during the school's PRIDE period. Teachers will maintain a data binder for each student in Tier 2 and Tier 3.

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

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Celebration will maintain a focus on high achievement in mathematics. Fourth grade math students saw a decrease in performance on the NWEA and the FSA. Additionally, with the addition of more students in middle school, we saw an increase in the number of students taking Pre-Algebra versus Algebra. Math achievement schoolwide dropped 14 percentage points from 2019. Additionally, mathematics learning gains sharply decreased from 82 to 61. Math lowest quartile decreased 21 percentage points.
Measurable Outcome:	Overall, Celebration K8 expects to see an increase in proficiency of 5%. We expect learning gains to increase by 5% points and our lowest quartile to increase to 60%.
Monitoring:	Teachers will administer the NWEA three times a year and data will be reviewed by teachers and the leadership team to track progress toward the goal. Math teachers will also administer quarterly district formative assessments to track students progress toward mastery of the standards.
Person responsible for monitoring outcome:	Rose Pollzzie (rose.pollzzie@osceolaschools.net)
Evidence-based Strategy:	Teachers will focus on standards aligned instruction while implementing AVID strategies including Writing, Inquiry, Collaboration, Organization, and Rigor daily in their classroom instruction. WICOR strategies will be implemented in all curriculum areas. Utilize Marzano high yield, research-based practices/strategies to deliver Tier 1 instruction and analyze students' quantitative and qualitative data- to determine specific learning needs of students.
Rationale for Evidence-based Strategy:	District-wide teachers will implement WICOR in their classrooms. District officials have provided teachers with numerous trainings to prepare them to build these strategies into their instruction. Enhancing our overall Tier 1 and Tier 2 instruction to meet the needs of individual students to fill in gaps in learning.

Action Steps to Implement

Collaborative planning - Professional learning communities - Teachers in each grade level and/or subject area will have common planning times. Additionally, teachers will have Wednesday afternoons to meet with their professional learning communities where they will create common assessments, review data, and work to implement appropriate teaching strategies to have the highest student achievement.

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

Differentiation - Through the PLC process and review of data, teachers will plan to differentiate their instruction based on student needs. While working collaboratively, teachers will focus on specific subgroups to bring about the greatest change in student achievement including ELL teaching strategies.

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

Instructional Coaching - The math coach will work with each teacher team to ensure the new curriculum is understandable and that the curriculum unit plan is followed with efficacy. Instructional Coaching - help teachers develop a repertoire of strategies to deliver effective Tier 1 instruction

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

Professional Learning - Teachers will continue to participate in professional learning opportunities offered both at the school and through the district. Focus of trainings will include AVID strategies training and

Kagan structures training. Teachers will also have trainings focused on the new standards and the curriculum being implemented.

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

Small group learning - Teachers will utilize the concepts acquired in professional learning to build high functioning small groups to enhance student learning. The collaborative groups will focus on AVID structures.

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

Standards-aligned instruction- Teachers will utilize the curriculum plans which have been designed to strictly adhere to the Florida Best standards. Teachers will receive professional learning opportunities concentrating on the new standards.

Person Responsible Rhonda McMahon (rhonda.mcmahon@osceolaschools.net)

Tier 1 - Celebration K8 teachers will focus on building rigorous Tier 1 instruction utilizing the AVID strategies. By utilizing the Curriculum Unit Plans which have engagement strategies built in, teachers will keep students engaged in the instruction.

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

Tier 2 and 3 instruction - all teachers will participate in monthly MTSS meetings and discussions surrounding the data concerning Tier 2 and Tier 3 students and their leveled instruction. ELA and Math Tier 2 and 3 students will receive specific interventions during the school's PRIDE period. Teachers will maintain a data binder for each student in Tier 2 and Tier 3.

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

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Celebration K8 will focus on increasing science achievement by utilizing standards-aligned instruction in a student-centered classroom especially in 8th grade courses. Last year, all areas of 8th grade science decreased including all subgroups identified by ESSA. Science overall achievement dropped from 82 to 74%.

Measurable Outcome: Celebration K8 will increase student proficiency on the FSA Science assessment by 5% points. Additionally, each subgroup performance will increase by 5% points. Overall achievement should be 79% in 2022.

Monitoring: Science area of focus will be monitored by district assessments administered quarterly and through the NWEA assessment administered three times a year. Classroom observations and walk-throughs will be conducted by administrators and coaches. Data will be reviewed in Stocktake meetings throughout the year.

Person responsible for monitoring outcome: Denise Kanner (denise.kanner@osceolaschools.net)

Evidence-based Strategy: Teachers will focus on standards-aligned instruction while implementing AVID strategies including Writing, Inquiry, Collaboration, Organization, and Rigor daily in their classroom instruction. WICOR strategies will be implemented in all curriculum areas.

Rationale for Evidence-based Strategy: District-wide teachers will implement WICOR in their classrooms. District official have provided teachers with numerous trainings to prepare them to build these strategies into their instruction.

Action Steps to Implement

Collaborative Planning in Professional Learning Communities - Teachers in each grade level and/or subject area will have common planning times. Additionally, teachers will have Wednesday afternoons to meet with their professional learning communities where they will create common assessments, review data, and work to implement appropriate teaching strategies to have the highest student achievement.

Person Responsible Elisa Connolly (elisa.connolly@osceolaschools.net)

Differentiation - Through the PLC process and review of data, teachers will plan to differentiate their instruction based on student needs. While working collaboratively, teachers will focus on specific subgroups to bring about the greatest change in student achievement including ELL teaching strategies.

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

Instructional Coaching - The math/science coach will work with each teacher team to ensure the new curriculum is understandable and that the curriculum unit plan is followed with efficacy. Coaches also offer support and follow-up information to teachers after professional development training to ensure we have PD to practice. The coach will work with teachers to disaggregate data in PLCs and develop a plan to help students who are struggling with specific instructional content.

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

Professional Learning - Teachers will continue to participate in professional learning opportunities offered both at the school and through the district. Focus of trainings will include AVID strategies training and

Kagan structures training. Teachers will also have trainings focused on the new standards and the curriculum being implemented.

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

Small group learning - Teachers will utilize the concepts acquired in professional learning to build high functioning small groups to enhance student learning. The collaborative groups will focus on AVID structures.

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

Standards-aligned instruction - Teachers will utilize the curriculum plans which have been designed to strictly adhere to the Florida Best standards. Teachers will receive professional learning opportunities concentrating on the new standards.

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

Tier 1 - Celebration K8 teachers will focus on building rigorous Tier 1 instruction utilizing the AVID strategies. By utilizing the Curriculum Unit Plans which have engagement strategies built in, teachers will keep students engaged in the instruction.

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

Tier 2 and 3 instruction- all teachers will participate in monthly MTSS meeting and discussions surrounding the data concerning Tier 2 and Tier 3 students and their leveled instruction. ELA, Math, and Science tier 2 and 3 students will receive specific interventions during the schools PRIDE period. Teachers will maintain a data binder for each student in Tier 2 and Tier 3.

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

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

Area of Focus	Based on NWEA data, students in the ESSA subgroups in 4th grade and 7th grade performed lower than all students in ELA. In order to close the achievement gap, instructional strategies need to be implemented to target these specific subgroups.
Description and Rationale:	
Measurable Outcome:	Students in each subgroup in 4th and 7th grade should improve by 5% points on the final NWEA assessment.
Monitoring:	Administrators will monitor the progress in each of these identified areas of need by conducting classroom observations. Instructional coaches and MTSS interventionists will review the data collected through district formative assessments and NWEA. PLCs will discuss data in their respective settings and how to use this data to improve instruction.
Person responsible for monitoring outcome:	Elisa Connolly (elisa.connolly@osceolaschools.net)
Evidence-based Strategy:	Teachers will focus on standards aligned instruction while implementing AVID strategies including Writing, Inquiry, Collaboration, Organization, and Rigor daily in their classroom instruction. WICOR strategies will be implemented in all curriculum areas.
Rationale for Evidence-based Strategy:	Increase the number of teacher leaders at Celebration K8 to be both mentors and decision-makers. By providing opportunities for interested parties to shadow current leadership team members, teachers will understand the complexities of managing a school while focusing on student achievement.

Action Steps to Implement

Social-emotional learning - Students will receive lessons focusing on SEL that is built into the District's curriculum pacing guides. Additionally, in Pride period students will have access to the curriculum provided by school counselors.

Person Responsible Jane Howe (jane.howe@osceolaschools.net)

Community and Parent involvement - Throughout the years Celebration K8 has always had a vast amount of involvement from the community. Parents, business partners, and community members participate in the Bookmark Buddies reading program, Doughnuts with Dad, science nights, Fun Run, PTA, and SAC. While the global pandemic has stalled the involvement, we anticipate when parents and staff feel safe, involvement will increase.

Person Responsible Rhonda McMahon (rhonda.mcmahon@osceolaschools.net)

Positive Behavior Intervention and Support- Deans and guidance counselors are collaborating to lead the charge to increase PBIS participation at our school. The PBIS committee meets monthly to review data and discuss areas of focus. While there is a reward system in place for positive behavior, the school is attempting to bring more frequent whole campus rewards to the forefront by offering them one time a quarter as a cumulative experience. The other goal of PBIS is to help shape positive interactions with the more than 200 new middle school students who joined our school this year by offering inclusive events.

Person Responsible Brandon Western (brandon.western@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Based on the data reported on SafeSchoolsforAlex.org Celebration K8 has very few violent, drug or property incidents. Only 1 incident was reported to law enforcement. This year Celebration K8 will add over 200 new students to its middle school campus through redistricting. To ensure that the school culture remains positive and safe, the leadership team will conduct monthly Stocktake meetings to review disciplinary data and address ongoing concerns.

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.

The school district has incorporate SEL lessons throughout all subject areas grades K-12. Students will be teaching these routinely during the school year. Many teachers attended training this summer on AVID culturally relevant classrooms. PBIS will continue to be implemented schoolwide to support students. All staff participated in a Warm Demand training that highlighted the importance of relationships and trust while maintaining high expectations for all.

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

Celebration K8 has an active PTA that works to provide support to teachers and students. The PTA provides teachers with grants and funding for supplies and to attend conferences. The School Advisory Council meets monthly to listen to school and community concerns and offers a forward thinking solutions-based approach to making the school a better place for all. Business partners in the community provide financial support for students and teacher events. Teachers participate in the PBIS program and meet regularly to hear feedback from staff and create plans to better engage all in the positive culture of the school.