



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Celebration High School

1809 CELEBRATION BLVD

Celebration, FL 34747

321-939-6600

www.osceola.k12.fl.us

School Demographics

School Type
High School

Title I
Yes

Free and Reduced Lunch Rate
63%

Alternative/ESE Center
No

Charter School
No

Minority Rate
68%

School Grades History

2013-14
PENDING

2012-13
A

2011-12
B

2010-11
A

2009-10
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Celebration High School

Principal

Charles M. Lisby

School Advisory Council chair

Lizette Wagoner

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Charles M. Lisby	Principal
Kelly Myers	Assistant Principal
Yvette Ponzoa	Assistant Principal
Dr. Peter Straker	Assistant Principal

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Charles Lisby Principal (SAC Secretary and Finance)
 Lizette Wagoner SAC Chair
 Leah Carius Community
 Steve Curtis Parent
 Mona Curtis Parent
 Collen Schmidt Parent
 Jorge Astudillo Parent
 Daniel Curtis Student
 Daniela Reeve Student
 Tricia Prevost Student
 Dr. Peter Straker Assistant Principal (Principal Alternative)
 Yvette Ponzoa Assistant Principal (Principal Alternative)
 Kelly Myers Assistant Principal (Principal Alternative)

Involvement of the SAC in the development of the SIP

For the second SAC meeting, Dr Straker explained to parents and staff the process through which we would develop the School Improvement Plan. Dr. Straker presented data to parents and staff, and indicated the biggest areas of concern. Dr. Straker then suggested focusing on 2 overarching goals: Student achievement will improve when teachers and students utilize moderate to higher order tasks and assessments which match the Next Generation Sunshine State Standards (NGSSS), Common Core Standards and the rigor of the Test Item Specifications for the subject area and Student achievement will improve when parent and students understand the importance of a successful high school education. Parents and staff agreed on these, and brainstormed strategies to address them, and possible barriers that may prevent their attainment.

Activities of the SAC for the upcoming school year

SAC Mini Conference September 23, 2013

Revisiting each school improvement goal to reflect and edit if necessary.

A Sub Committee will meet to look into getting more SAC members by reaching out to parents.

Especially those parents who have English as their second language.

Continue to review the implementation of 9th Grade Orientation Night and Curriculum Night for incoming 9th grade students and their parents to the high school environment. To ensure all important information is relayed to the students and parents.

Projected use of school improvement funds, including the amount allocated to each project

Multicultural Day

STORM 101 Carnival

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Charles M. Lisby		
Principal	Years as Administrator: 36	Years at Current School: 0
Credentials	BME in Music Education MS in Educational Administration and Supervision Ed.S. in Educational Administration and Supervision	
Performance Record	2009-2013 Osceola School of The Arts, Combination School Grade A	
Kelly Myers		
Asst Principal	Years as Administrator: 0	Years at Current School: 6
Credentials	BA in English Education Med in Educational Leadership NBCT English Language	
Performance Record	Celebration High School 2008-2009 FCAT D, AYP no. Celebration High School 2007 - 2008 FCAT D, AYP no. Celebration High School 2006 - 2007 FCAT C, AYP no. Celebration High School 2005 - 2006 FCAT C, AYP no. 2010 Celebration High School FCAT Grade A, AYP 79% met, Correct II 2011 celebration High School FCAT A, AYP 82%, Correct I 2012 Celebration High School , High School Grade B, Prevent II 2013 Celebration High School, High School Grade Pending	
Dr. Peter Straker		
Asst Principal	Years as Administrator: 10	Years at Current School: 4
Credentials	BSC in Secondary Mathematics. MS in Mathematics Education and Computing. Ed.S. in Educational Leadership. Ed.D. in Educational Leadership	
Performance Record	2010 Celebration High School FCAT Grade A, AYP 79% met, Correct II 2011 Celebration High School FCAT A, AYP 82%, Correct I 2012 Celebration High School , High School Grade B, Prevent II 2013 Celebration High School, High School Grade Pending	

Yvette Ponzoa

Asst Principal

Years as Administrator: 3

Years at Current School: 10

Credentials

Bachelors in Elementary Education
 Masters in Varying Exceptionalities
 Specialist in Educational Leadership

Performance Record

Celebration High School 2008-2009 FCAT D, AYP no.
 Celebration High School 2007 - 2008 FCAT D, AYP no.
 Celebration High School 2006 - 2007 FCAT C, AYP no.
 Celebration High School 2005 - 2006 FCAT C, AYP no.
 2010 Celebration High School FCAT Grade A, AYP 79% met, Correct II
 2011 celebration High School FCAT A, AYP 82%, Correct I
 2012 Celebration High School , High School Grade B, Prevent II
 2013 Celebration High School, High School Grade Pending

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Christine Harrison**

Full-time / School-based

Years as Coach: 9

Years at Current School: 14

Areas

Reading/Literacy

Credentials

BS in Elementary Education.
 M.Ed. in Reading
 Reading Endorsement.
 ESOL Certification

Performance Record

Celebration High School 2008-2009 FCAT D, AYP no.
 Celebration High School 2007 - 2008 FCAT D, AYP no.
 Celebration High School 2006 - 2007 FCAT C, AYP no.
 Celebration High School 2005 - 2006 FCAT C, AYP no.
 2010 Celebration High School FCAT Grade A, AYP 79% met, Correct II
 2011 celebration High School FCAT A, AYP 82%, Correct I
 2012 Celebration High School , High School Grade B, Prevent II
 2013 Celebration High School, High School Grade Pending

Classroom Teachers**# of classroom teachers**

107

receiving effective rating or higher

107, 100%

Highly Qualified Teachers

95%

certified in-field

102, 95%

ESOL endorsed

21, 20%

reading endorsed

9, 8%

with advanced degrees

49, 46%

National Board Certified

5, 5%

first-year teachers

16, 15%

with 1-5 years of experience

26, 24%

with 6-14 years of experience

51, 48%

with 15 or more years of experience

14, 13%

Education Paraprofessionals**# of paraprofessionals**

12

Highly Qualified

12, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

15

receiving effective rating or higher

15, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

When recruiting, the Principal and Assistant Principals ask highly-qualified, effective teachers in the faculty to be part of the interviewing process. The Principal and Assistant Principals with input from

the faculty involved in the interview process arrive at a decision together.

The questions asked during the interviews are tied to the 10 design questions addressing goals and routines, instructional practices, and strategies enacted on the spot, with an emphasis on identifying candidates' ability to work with our students' academic needs and behaviors, strong knowledge of content area, and belief that all students can learn.

To retain highly qualified teachers, the Principal and Assistant Principals provide teachers with leadership opportunities in various committees, are receptive of teachers' feedback, and promote Professional Development and a positive culture.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Ms. Erica Walters is in charge of the Teacher Mentoring Program for New Faculty Members. New faculty members were assigned a mentor who is highly qualified and highly effective, teaches the same subject and when possible the same grade level, and whose room is close in proximity. Depending on new teachers' status, Ms. Walters will meet with the new teachers every other week (or more often if needed) to go over school procedures, grading, planning, instructional strategies, evaluation, portfolio, requirements, and other support teachers may need by following the District handbook.

An orientation meeting was held with the new teachers to provide them with information to assist them in their transition into their new positions. Teachers were provided with valuable resources, a review of the Teacher Handbook, important information regarding daily attendance, and were offered an introduction to many key personnel in the school.

Mentors will meet with mentees on a regular basis to provide guidance, offer assistance with teaching strategies and best practices, and answer day-to-day questions that might be specific to the school.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Every student receives MTSS services through Tier 1. The Intervention Assistance Team is comprised of the Principal, Assistant Principals, School Psychologist, Guidance Counselors, Literacy Coach, Positive Behavior Support (PBS) Designee, ELL Compliance Specialist, Deans, Social Worker, and ESE RLS coordinator.

The MTSS leadership team, consisting of the Assistant Principal, Counselors, Deans (and Grade Level Chair), School Psychologist, Speech and Language Therapist, Reading Coach, Math/Science Coach, and MTSS Coordinator meet weekly to dis-aggregate data and identify students who need services in Tier 2 and Tier 3.

Reading: Students with a Level 1 score in the FCAT Reading are receiving Tier 2 intervention in a double block Intensive Language Arts class. Students with a Level 2 score in the FCAT Reading are receiving Tier 2 intervention in a single block Intensive Language Arts class.

Math: The team will gather data from different sources, namely FCAT scores (Lowest Quartile), Diagnostic and Screening Assessment (STAR), and grades in common assessments, to determine students who are not making adequate progress in Math and need interventions through Tier 2. These will take place in small group instruction, 3 times a week, during students' elective period.

Behavior: The team will identify students with challenging behaviors and use appropriate PBS strategies

to modify these behaviors, including assigning Mentors), and keeping Behavior Contracts. Given the overwhelming number of students scoring below grade level. Our focus is to strengthen the instruction and interventions available through Tier 1. The MTSS team will work with grade level and academic PLC's to continually monitor interventions and form new interventions as needed. Communication between these grade level and content level teams occurs through academic coaches, grade level chairs and deans and guidance counselors, collectively monitored by the MTSS coordinator. In addition, PLC meetings, school- wide faculty meetings, grade level meetings, instructional team meetings, department meetings, and Staff Development days will strengthen school-wide MTSS communication.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Team will meet monthly as a PLC to discuss interventions and assess data to determine how the core curriculum can be adjusted to meet the needs of all students. The team reconvenes as needed on a case by case basis. Team consists of teachers/staff with expertise in special areas. Each person plays a different role in order to achieve success.

MTSS Coordinator, is responsible for leading monthly meetings to discuss specific student and school-wide performance effectiveness. These student-centered meetings utilize academic and behavioral data to determine both area's levels of success and need. Guidance counselors, deans, social worker, school psychologist will focus on struggling students in need of behavior interventions and attendance issues. Literacy coach, and guidance counselors will focus on students struggling with academic interventions. The whole MTSS team will address students in need of both social and academic interventions as well as work with ESE, and ESOL students that need specialized interventions.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school's MTSS leadership team and instructional staff all have MTSS responsibilities. The MTSS leadership team is responsible for developing and maintaining strategies and interventions for the school. Both groups provide input to the development of goals and strategies through the school's SAC. The MTSS team will help the SAC determine which areas of the curriculum are in need to improvement and help the SAC better focus their goals on student needs. As per the MTSS process, every student who has received a Level I or Level II on the Reading and Algebra 1, Geometry, and Biology are monitored in Tier I. In Tier I teachers implement the curricula and instruction in Intensive Reading and Math classes and their fidelity of implementation is documented. Teachers have been assigned an advisory (STAR) group of students which they meet with once per week for 32 minutes. Teachers will talk to the students about grades, missed assignments and other topics throughout the year. In Tier II at risk students or non-responders are targeted and monitored through an Extended Learning Plan and the Academic Rescue Unit has been developed to support these students. In Tier III, students who do not respond to the interventions are monitored on a weekly basis with an individualized intervention plan. Assessments data is collected for possible program identification.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data sources for Tier 1: The Osceola Data Management System, Data Director, and Terms (FCAT, SESIR, discipline, demographic, attendance). We will use a variety of data sources including ODMS, Pinnacle Grade Book, teacher evaluations, Data Director, fluency, District Tests and observations to determine if interventions are being successful.

Describe the plan to train staff on MTSS. Staff will be trained during a faculty meeting and MTSS will be woven into the plans of all professional development with the emphasis being on what we do when students are not learning.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS, provided an overview of the MTSS approach to staff during pre-planning, and to parents during the first SAC Meeting. The MTSS leadership team will create a professional development plan for the rest of the school year.

Administration, Literacy Coach and Department Chairs will be responsible for building teachers' capacity in academic PLC meetings, to ensure data collection and problem solving are an integral part of the MTSS process. Deans, ESE Learning Resource Specialist, ESOL Compliance Specialist, school psychologist, and social worker will be responsible for building teachers and parents' capacity, and bring feedback and related information to the team.

The principal and assistant principals will further develop staff and parents' their understanding of MTSS through professional development and at SAC meetings. The core group is divided into subgroups based on areas of expertise. The subgroups meet on alternating weeks (academic and behavioral) to define student concerns, analyze the roots of those concerns, develop and implement new interventions, and evaluate the process. The MTSS Team assists grade level teams in implementation of intervention strategies, helps in conducting observations/screenings, develops methods of progress monitoring, and evaluate the effectiveness of intervention strategies. The MTSS Coach is in constant communication with the District Support Team for MTSS and integrates best practices from colleagues.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 17,280

Academic Recovery Unit: Students in need of tutoring or homework help in core academic subjects are welcome to attend this program during 40 minute lunch periods. On Tuesday, Wednesday and Thursday of each week.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by student attendance and grades in core academic subjects. Effectiveness of the program will be determined by analyzing grades of students who attend the program at least 80% of the time (2 out 3 days a week).

Who is responsible for monitoring implementation of this strategy?

School-Based administration and ARU Team.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Charles M. Lisby	Principal
Dr. Peter Straker	Assistant Principal Accountability
Yvette Ponzoa	Assistant Principal Instruction
Kelly Myers	Assistant Principal Student Services
Jacqueline Miglionico	Guidance Chair / IB Coordinator
Christine Harrison	Literacy Coach
Crystal Harrison	ELA/Reading Chair
Denise Carpenter	Math Chair
Howard Sherman	Social Studies Chair
Kelly George	ESE Chair
Barbara Bowers	Fine Arts Chair
Betsey Larson	CTE Chair
Rokaia Collison	PE Chair
Dominique Shimizu	Science Chair

How the school-based LLT functions

The Literacy Coach, will set the agenda with the Principal. Our role is to provide the leadership in their curriculum areas for all things supporting school-wide literacy--such as mini professional development strategies; literacy celebrations; directives from admin; feedback and reflections on data.

Major initiatives of the LLT

Developing and implementing vocabulary in every classroom. Analyzing data and focus on impact group. Implementing mini trainings (based on teacher requirements) as needed. The Literacy Leadership Team LTT reports of upcoming PD workshops that focus on literacy across subjects. In addition, PD during planning time that focuses on literacy is provided to the Literacy Leadership Team LLT and teachers. The Literacy Leadership Team at CHS meets once a month to discuss monitoring of student achievement data and working with teachers to improve academic instruction. The Literacy Leadership Team LLT develops school-wide reading initiatives that promote disciplinary literacy and a school culture of student readers as leaders, included but not limited to school-wide Battle of the Books, Book Clubs, and participation in Read Across America Day.

Every Teacher Contributes to Reading Improvement:

Teachers meet during their common planning time with the Literacy Coach to discuss lesson plans, and literacy strategies and goals for the school year. Every week, the Literacy Coach posts the Reading Standard all teachers should review during CIM time (Continuous Improvement Model), together with Literacy Tips or Strategies on our email system, FirstClass. Teachers apply these reading strategies when analyzing texts in their own content subject.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Celebration High School, through instructional strategies/activities and lesson study will apply real world problems to the courses to make them relevant to the students, for example: CTE programs, College Readiness Math and College Readiness Language Arts.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Celebration High School, through instructional strategies/activities and lesson study will apply real world problems to the courses to make them relevant to the students, for example: CTE programs, College Readiness Math and College Readiness Language Arts.

Celebration High School offers various elective classes that help students develop skills they need for their current classes, college, and future careers. Computer Application Business and Web Design: This course is designed to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management, and Administration. The content includes but is not limited to instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and soft skills for business applications.

Computing for College and Career: This course has direct relevance to all subjects that students are taking. Microsoft Word, Excel, and Power Point so that they are capable of correctly completing all projects, reports, papers using the computer. Students learn soft business skills that are needed for their future careers and other core subjects such as filing, correct word choice, prioritizing specific work, etc. The course includes a career unit which involves creating a resume developing interview skills, which enhance students' public speaking skills. Public speaking is a skill needed to present assignments for all classes.

Personal Development and Career Preparation: This course focuses on preparing ESE students for responsibilities related to the workplace. Students develop self-awareness, career knowledge and exploration, employability skills, leadership, and lifelong learning skills. Students understand that preparing for the future requires knowledge and skills. There is a link between school and building foundational goals for the future. This is done through focusing on objectives that correlate transferable skills through academic training and a scope of family, school, and work concepts.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Celebration High School promotes academic and career planning through the Guidance Counselors.

Strategies for improving student readiness for the public postsecondary level

Celebration High School will focus on reading in the content areas by implementing non-negotiable: 1. Instructional Strategies - EVERY teacher will develop and implement instructional strategies in all classes. Research based instructional strategies such as Marzano Institute, NG-CAR-PD and CRISS will be implemented. 2. Collaborative Pairs - EVERY teacher will utilize collaborative paired reading in their instruction so that each student is practicing reading skills in each class. Also text marking and high level contextual text within each lesson. Research supporting the effectiveness of paired reading will be reviewed with all core teachers through, Vocabulary, CRISS and Marzano training.

The AVID strategies for college readiness will be employed throughout campus. Students will receive instruction in the Cornell note-taking system, critical reading skills such as annotating and summarizing texts, and reflective writing. To improve the level of critical thinking and inquiry, students will participate in philosophical chairs and Socratic seminars.

Based on the High School Feedback Report the following has been implemented in order to increase the numbers in each of the defined areas by the state:

Increase in number of students participating in Advanced Placement courses

Increase in number of students passing at level 3 or better in Algebra I

Increase in number of students passing at level 3 or better in Geometry

Increase in number of students passing at level 3 or better in Biology.

Increase in number of students performing at a level 3 or better in Reading

Increase in number of students participating in Industry Certification courses

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	54%	No	65%
American Indian				
Asian	78%	71%	No	80%
Black/African American	58%	39%	No	63%
Hispanic	50%	44%	No	55%
White	74%	72%	No	77%
English language learners	30%	16%	No	37%
Students with disabilities	39%	25%	No	45%
Economically disadvantaged	52%	43%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	529	54%	65%
Students scoring at or above Achievement Level 4	316	31%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		49%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	672	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	176	65%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	100	44%	49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	52	23%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	47	21%	26%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	364	66%	71%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	323	71%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		48%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	64%	Yes	48%
American Indian				
Asian	91%	81%	No	92%
Black/African American	36%	52%	Yes	42%
Hispanic	38%	56%	Yes	44%
White	57%	76%	Yes	61%
English language learners	29%	39%	Yes	36%
Students with disabilities	29%	40%	Yes	36%
Economically disadvantaged	38%	57%	Yes	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		38%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	279	71%	76%
Students in lowest 25% making learning gains (EOC)	70	72%	77%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	203	56%	61%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	156	41%	46%
Students scoring at or above Achievement Level 4	87	23%	28%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	23%	28%
Students scoring at or above Achievement Level 4	170	39%	44%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		35%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	206	35%	40%
Students scoring at or above Achievement Level 4	194	35%	40%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	40	2%	7%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	538	23%	17%
Students in ninth grade with one or more absences within the first 20 days	281	49%	44%
Students in ninth grade who fail two or more courses in any subject	27	5%	0%
Students with grade point average less than 2.0	433	23%	18%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	509	24%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	229	11%	6%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	3	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	302	83%	88%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	75	64%	69%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	309	83%	88%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Celebration High School has a historical low parent involvement. Celebration High School will increase parent and community informational tools in 2014 to increase from 44% to 50% involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase participation of parents in school activities, student academics and School Advisory Council.	1756	44%	50%

Goals Summary

- G1.** Student achievement will improve when teachers and students utilize moderate to higher order tasks and assessments which match the Next Generation Sunshine State Standards (NGSSS), Common Core Standards and the rigor of the Test Item Specifications.
- G2.** Student achievement will improve with an increased parent and student involvement.

Goals Detail

G1. Student achievement will improve when teachers and students utilize moderate to higher order tasks and assessments which match the Next Generation Sunshine State Standards (NGSSS), Common Core Standards and the rigor of the Test Item Specifications.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- District Resource Teacher will provide PD for teachers in Math, Science Reading, Writing and Social Studies. PLC time during common planning time and two Wednesdays per month. Literacy Coach will provide training, model, and monitor the use of literacy strategies in all classes. Consultant from Marzano Research Lab will provide ongoing PD in best practices three times throughout the year.

Targeted Barriers to Achieving the Goal

- There are some variations on how teachers used guided practice (e.g. collaborative structures, small groups, checks for understanding) within the "Gradual Release Instructional Model" to reinforce the Next Generation Sunshine State Standards (NGSSS) and Common Core Standards.
- There are variations on the teachers use of high complexity tasks that are aligned to the Next Generation Sunshine State Standards and Common Core Standards.
- There are variations on the amount of rigorous tasks and assessments that teachers give which align to the cognitive complexity of the Standards.

Plan to Monitor Progress Toward the Goal

Effective shift to Common Core State Standards

Person or Persons Responsible

Literacy Coach, classroom teachers, Administration team

Target Dates or Schedule:

Throughout 2013-2014

Evidence of Completion:

Formative and summative assessments, data from FAIR testing, Data Director, Teen Biz etc.

G2. Student achievement will improve with an increased parent and student involvement.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Parental Involvement
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Consultant from Marzano Research Lab will provide ongoing PD in best practices three times throughout the year. SAC Mini Conference. PD provided by District Resource MTSS and School Improvement Specialists Social and Psychology Services. Family in Transition Services. TV Productions

Targeted Barriers to Achieving the Goal

- There is a need for more informational modes to inform parents, students and community of up to date school news and events.
- Some students lack motivation and involvement to complete a program of study.

Plan to Monitor Progress Toward the Goal

Increased student and parent involvement in academics and school events.

Person or Persons Responsible

SAC, Administration Team, classroom teachers, department chairs, non classroom teachers, and students.

Target Dates or Schedule:

Throughout 2013-2014

Evidence of Completion:

Formative and summative assessments, sign in sheets for activities.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student achievement will improve when teachers and students utilize moderate to higher order tasks and assessments which match the Next Generation Sunshine State Standards (NGSSS), Common Core Standards and the rigor of the Test Item Specifications.

G1.B1 There are some variations on how teachers used guided practice (e.g. collaborative structures, small groups, checks for understanding) within the "Gradual Release Instructional Model" to reinforce the Next Generation Sunshine State Standards (NGSSS) and Common Core Standards.

G1.B1.S1 Literacy Coach will create an observation checklist to evaluate implementation of the "Gradual Release Instructional Model".

Action Step 1

Create a Checklist to evaluate implementation of the Gradual Release Model".

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

October 2013

Evidence of Completion

Coaches Log, Observation Form

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Walkthroughs, Lesson Plans and PLC Minutes.

Person or Persons Responsible

School-Based Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Review of documentation Literacy's Coaching Log and completed Checklists.

Plan to Monitor Effectiveness of G1.B1.S1

Consistent utilization of the Gradually Release Model

Person or Persons Responsible

Literacy Coach and School-Based Administration

Target Dates or Schedule

When results are released.

Evidence of Completion

State Assessments, District Assessments.

G1.B1.S2 Administration and Literacy Coach will facilitate discussions during Professional Learning Communities (PLC) to incorporate guided practice through collaborative structures when teaching the Benchmarks.

Action Step 1

Teachers will utilize all phases of the "Gradual Release Instructional Model" including collaborative structures

Person or Persons Responsible

Administration, Literacy Coach, Department Chair and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

PLC documentation, coaches log, lesson plan documentation, Lesson Study documentation and classroom observation data.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Focused PLC time utilizing student data

Person or Persons Responsible

Administrative team, Department Chairs

Target Dates or Schedule

Weekly PLC meetings, Leadership team PLCs, MTSS meetings

Evidence of Completion

Data notebooks, agendas

Plan to Monitor Effectiveness of G1.B1.S2

PLC agendas and meetings notes, data notebooks.

Person or Persons Responsible

Department Chairs and Administrative team

Target Dates or Schedule

Weekly and monthly.

Evidence of Completion

Agendas and data binders.

G1.B1.S3 Literacy Coach will utilize the coaching cycle to model guided practice through collaborative structures in all content areas.

Action Step 1

Teachers will utilize all phases of the guided practice including collaborative structures.

Person or Persons Responsible

Literacy Coach, Department Chair and Teachers.

Target Dates or Schedule

Monthly.

Evidence of Completion

PLC documentation, coaches log, lesson plan documentation, Lesson Study documentation and classroom observation data.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Allow teachers to see best practices and collaborate with their colleagues to analyze and plan for the new CCSS and implement in their classrooms..

Person or Persons Responsible

Admin team, Literacy Coach

Target Dates or Schedule

Classroom walk-throughs, observations, reflective visits.

Evidence of Completion

Formative assessments, diagnostic testing, end of year test.

Plan to Monitor Effectiveness of G1.B1.S3

Incorporation of higher order tasks within CCSS, NGSSS and test specifications.

Person or Persons Responsible

Admin team, Literacy Coach

Target Dates or Schedule

Throughout the year

Evidence of Completion

Success on progress monitoring and success on state and national tests.

G1.B1.S4 Teachers will implement the use of collaborative structures during the guided practice component of the "Gradual Release Instructional Delivery Model."

Action Step 1

.Collaborative structures will be implemented through Gradual Release.

Person or Persons Responsible

Literacy Coach, Department Chair and Teachers.

Target Dates or Schedule

Monthly.

Evidence of Completion

PLC documentation, coaches log, lesson plan documentation, Lesson Study documentation and classroom observation data.

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Teachers will utilize all phases of the "Gradual Release Instructional Model" including collaborative structures

Person or Persons Responsible

Admin team, Literacy Coach

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Classroom walk-throughs, observations, reflective visits.

Plan to Monitor Effectiveness of G1.B1.S4

Incorporation of collaborative structures.

Person or Persons Responsible

Admin team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Formative assessments, diagnostic testing, end of year exams. Success on progress monitoring and success on state and national exams.

G1.B1.S5 Administration will conduct classroom walkthroughs and review lesson plan documentation to ensure that instruction includes the utilization of the guided practice component of the "Gradual Release Instructional Model". To identify teachers in need of additional support with the implementation of collaborative structures.

Action Step 1

Development a of consistent walkthroughs to identify teachers requiring additional support.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches log, lesson plan documentation, and classroom observation data.

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Implemented walkthrough plan to support the teachers.

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Marzano Observation Tool.

Plan to Monitor Effectiveness of G1.B1.S5

Teacher in need of support receives it.

Person or Persons Responsible

Principal, and district

Target Dates or Schedule

June 2014

Evidence of Completion

Success on progress monitoring and increased student achievement on exams.

G1.B2 There are variations on the teachers use of high complexity tasks that are aligned to the Next Generation Sunshine State Standards and Common Core Standards.

G1.B2.S1 Administration, in collaboration with district personnel, will provide professional development to content teachers on utilizing high complexity tasks and rigorous assessments.

Action Step 1

Professional Development will be given so teachers will utilize high cognitive complexity tasks.

Person or Persons Responsible

Literacy Coach, District Specialists and Outside Consultants.

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Professional Development documentation, PLC documentation.

Facilitator:

Marzano Institute

Participants:

All Celebration High School Faculty

Action Step 2

Professional Development will be given on Common Core Modules

Person or Persons Responsible

Literacy Coach, Department Chairs, District Specialist

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Professional Development documentation, PLC documentation.

Facilitator:

Literacy Coach, Department Chairs

Participants:

All Celebration High School Faculty and admin team.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Incorporation of high cognitive tasks.

Person or Persons Responsible

Department Chairs and Literacy Coach.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

PLC documentation and coaches' log.

Plan to Monitor Effectiveness of G1.B2.S1

Monitor for full implementation of high cognitive complexity tasks throughout the school.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Common assessment data, classroom observation data and lesson plans.

G1.B2.S2 Administration, in collaboration with the Literacy Coach, will facilitate discussions through Professional Learning Communities (PLC) to identify the steps and procedures necessary to unwrap the NGSSS, Common Core Standards and teach to the rigor of the Item Specifications.

Action Step 1

Discussion through Professional Learning Communities (PLC) to identify the steps and procedures necessary to unwrap the NGSSS, Common Core Standards and teach to the rigor of the Item Specifications will be developed.

Person or Persons Responsible

Department Chair

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

PLC documentation.

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Observations and walkthroughs.

Person or Persons Responsible

Administration and Literacy Coach.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

Classroom observation data and coaches log.

Plan to Monitor Effectiveness of G1.B2.S2

Monitor of assessments

Person or Persons Responsible

Administration.

Target Dates or Schedule

June 2014.

Evidence of Completion

District, state, and national exams.

G1.B2.S3 Teachers will implement the use of high complexity tasks and assessments in all classrooms which are aligned to the Benchmarks and the Item Specifications.

Action Step 1

Teachers will implement the use of high complexity tasks and assessments in all classrooms

Person or Persons Responsible

Department Chair and Teachers.

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Lesson plans, common assessment data, classroom observation data, and coaches' log.

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Observations and walkthroughs.

Person or Persons Responsible

Administration, Literacy Coach, and Department Chairs

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Lesson plans, classroom observation data, and coaches' log.

Plan to Monitor Effectiveness of G1.B2.S3

Monitor student grades and assessments.

Person or Persons Responsible

Administration.

Target Dates or Schedule

June 2014.

Evidence of Completion

District, state, national exams, and report cards.

G1.B2.S4 Administration and Literacy Coach will develop and schedule Instructional Rounds for teachers to observe high complexity tasks and assessments aligned to the rigor of the Benchmarks identified in the Item Specifications.

Action Step 1

The development and schedule for Instructional Rounds.

Person or Persons Responsible

Administration, Literacy Coach

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Lesson plans and reflection logs

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Implementation of high complexity tasks within the classroom.

Person or Persons Responsible

Administration, Department Chair and Literacy Coach.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

Formative assessments, diagnostic testing, classroom walkthroughs, observations, and reflective visits.

Plan to Monitor Effectiveness of G1.B2.S4

Full incorporation of high complexity tasks within the classroom.

Person or Persons Responsible

Admin team and Literacy Coach.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

Success on progress monitoring and success on high stakes test

G1.B2.S5 Administration will collaborate with the Literacy Coach will provide additional modeling on the implementation of rigorous tasks for teachers who need additional support.

Action Step 1

Modeling of rigorous tasks for teachers who need additional support.

Person or Persons Responsible

Department Chairs.

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Common assessment data, lesson plans, and PLC minutes.

Plan to Monitor Fidelity of Implementation of G1.B2.S5

Observations of teachers who need added support.

Person or Persons Responsible

Literacy coach.

Target Dates or Schedule

Throughout 2013-2014 when support is required.

Evidence of Completion

Coaches' log, and lesson plans and classroom observations.

Plan to Monitor Effectiveness of G1.B2.S5

Monitoring for rigor and complexity of tasks.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

Classroom walkthroughs and lesson plans.

G1.B3 There are variations on the amount of rigorous tasks and assessments that teachers give which align to the cognitive complexity of the Standards.

G1.B3.S1 District personnel, in collaboration with the Administration and Literacy Coach, will provide professional development to content teachers on the utilization of higher order questioning strategies (i.e. scaffolding, pacing, prompting and probing techniques, text analyzer tools) and student discourse.

Action Step 1

Teachers will utilize higher-order questioning and discourse after professional development.

Person or Persons Responsible

District Specialists, Department Chairs.

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Professional development documentation, PLC Minutes and lesson plans.

Facilitator:

Literacy Coach

Participants:

All contents area teachers.

Action Step 2

Teachers will be able to create Common Core Units after Professional Development.

Person or Persons Responsible

Literacy Coach and Outside Company

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Lesson Plans and PLC Minutes

Facilitator:

Literacy Coach and Core Connections

Participants:

ELA Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Implementation rigorous and complex tasks.

Person or Persons Responsible

Literacy Coach.

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Coaches' log, observations, and lesson plans.

Plan to Monitor Effectiveness of G1.B3.S1

monitor for full incorporation of tasks.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Classroom walkthroughs, lesson plans, and district, state and national exams.

G1.B3.S2 The restructure of English and Reading Department: (Reading teachers will now be intensive language arts; pair grade-level Intensive Language Arts teachers with English Language Arts teachers)

Action Step 1

Master schedule with common planning .

Person or Persons Responsible

Administration

Target Dates or Schedule

July 2013

Evidence of Completion

Master Schedule.

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Ensure common planning and team meetings are correctly utilized.

Person or Persons Responsible

Department Chairs and Literacy Coach.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

PLC minutes, common planning minutes.

Plan to Monitor Effectiveness of G1.B3.S2

Monitor collaboration through the two departments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

Lesson plans, PLC notes, Team notes, classroom observations and assessments.

G1.B3.S3 Continue to focus on deconstructing Standards, teacher delivery and student rigorous tasks, writing higher order thinking questions, use of data to plan lessons during Professional Learning Community (PLC) and common planning.

Action Step 1

Professional development and continued implementation of deconstructing standards, teacher delivery and student rigorous tasks, writing higher order thinking questions.

Person or Persons Responsible

Literacy Coach, District Specialists and Department Chairs.

Target Dates or Schedule

2013-2014

Evidence of Completion

Professional development documentation, PLC documentation, common assessment data, classroom observation data, and coaches' logs.

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Incorporate the use of guiding questions in the development of standard based lessons.

Person or Persons Responsible

Literacy Coach and Department Chairs.

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Standards-based lesson plan.

Plan to Monitor Effectiveness of G1.B3.S3

Monitor the use of rigorous guided questions in standard based lessons.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Common assessment data, lesson plans, and classroom observations.

G2. Student achievement will improve with an increased parent and student involvement.

G2.B1 There is a need for more informational modes to inform parents, students and community of up to date school news and events.

G2.B1.S1 Continue to have a Family In Transition Liaison within the school.

Action Step 1

FIT liaison will continue to work with FIT families and the district.

Person or Persons Responsible

Guidance and district.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

FIT documentation.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Ensure that FIT program is being implemented correctly.

Person or Persons Responsible

District.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

FIT documentation.

Plan to Monitor Effectiveness of G2.B1.S1

FIT program is incorporated within the entire school.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

School Compliance with FIT regulations.

G2.B1.S2 SAC will collaborate with the Digital Video Production program to create a student-generated informational video.

Action Step 1

TV Production will develop an informational video for parent and community members on Celebration High School. For release in 2014-2015.

Person or Persons Responsible

SAC, TV Production teacher, and students.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

SAC minutes.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Implementation of stages for completion of each section of the video.

Person or Persons Responsible

SAC and TV Production teacher.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

Presentation of each information section of the video.

Plan to Monitor Effectiveness of G2.B1.S2

Completion of video.

Person or Persons Responsible

SAC

Target Dates or Schedule

June 2014

Evidence of Completion

Approval of SAC and CHS Informational Video.

G2.B2 Some students lack motivation and involvement to complete a program of study.

G2.B2.S1 Academic Intervention Team members will implement a 9th grade transition center with identified students.

Action Step 1

Development of the 9th Grade Transition Center.

Person or Persons Responsible

Administration, Guidance, and teachers.

Target Dates or Schedule

July 2013.

Evidence of Completion

Master Schedule and room assignments.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Implementation of 9th grade Transition Center.

Person or Persons Responsible

Guidance, Administration, and Transition Team.

Target Dates or Schedule

August 2013.

Evidence of Completion

9th Grade Transition Team minutes of meetings.

Plan to Monitor Effectiveness of G2.B2.S1

Evaluation of the program.

Person or Persons Responsible

Administration.

Target Dates or Schedule

July 2014.

Evidence of Completion

Grade reports, formative assessment and school wide data.

G2.B2.S2 Academic Intervention Team will review behavioral data to identify at-risk students as well as evaluate students' responses to the Behavior Education Program.

Action Step 1

Continue to review school wide student data.

Person or Persons Responsible

MTSS Team.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

School wide data.

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Coordinate student data and present to the Academic Intervention team.

Person or Persons Responsible

MTSS Coordinator and School Psychologist.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

MTSS minutes and agendas.

Plan to Monitor Effectiveness of G2.B2.S2

Analyze academic and social data.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

Report cards, high state exams and PBS data.

G2.B2.S3 Academic Intervention Team will provide teachers and staff with an overview of the ARU and 9th Grade Transition Center throughout the year.

Action Step 1

Prepare presentation regarding Academic Rescue Unit and 9th Grade Transition Center.

Person or Persons Responsible

Guidance, 9th Grade Transition Team Leader and MTSS Coordinator.

Target Dates or Schedule

January 2014.

Evidence of Completion

Presentation minutes and plans.

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Implement presentation to all staff.

Person or Persons Responsible

Administration.

Target Dates or Schedule

January 2014.

Evidence of Completion

Faculty Meeting Agenda.

Plan to Monitor Effectiveness of G2.B2.S3

Survey of the faculty on completion of presentation.

Person or Persons Responsible

Administration.

Target Dates or Schedule

January 2014.

Evidence of Completion

Analysis of faculty evaluations after presentation.

G2.B2.S4 Academic Intervention Team will identify students who do not respond to ARU, collect additional data on those students, and provide them with appropriately designed individualized interventions.

Action Step 1

Review of grades every 4 1/2 weeks to identify those students who need support.

Person or Persons Responsible

Guidance, 9th Grade Transition Team Leader and MTSS Team.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

Progress reports, report cards.

Plan to Monitor Fidelity of Implementation of G2.B2.S4

MTSS team will review data on identified students and offer strategies and interventions.

Person or Persons Responsible

MTSS Coordinator.

Target Dates or Schedule

Throughout 2013-2014.

Evidence of Completion

Meeting notes.

Plan to Monitor Effectiveness of G2.B2.S4

All students identified receive interventions within the correct tier to be successful.

Person or Persons Responsible

Administration.

Target Dates or Schedule

2013-2014.

Evidence of Completion

Meeting notes.

G2.B2.S5 Members of the Academic Intervention Team will meet with MTSS Coaches from feeder middle schools to identify incoming ninth grade students who may be at-risk for poor performance.

Action Step 1

Development of a schedule for team to meet middle school MTSS Coaches

Person or Persons Responsible

MTSS Team.

Target Dates or Schedule

January 2014.

Evidence of Completion

Schedule.

Plan to Monitor Fidelity of Implementation of G2.B2.S5

Meetings conducted with middle school MTSS Coaches..

Person or Persons Responsible

MTSS Coordinator.

Target Dates or Schedule

March - June 2014

Evidence of Completion

MTSS minutes of meetings.

Plan to Monitor Effectiveness of G2.B2.S5

Review of data gathered about incoming students and correct placement.

Person or Persons Responsible

Administration.

Target Dates or Schedule

June 2014.

Evidence of Completion

Student schedules.

G2.B2.S6 Continued development and implementation of AVID in the 9th, 10th, 11th, and 12th grade.

Action Step 1

Continued implementation of AVID Program with all necessary training.

Person or Persons Responsible

AVID Coordinator

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Master Schedule and Training Logs.

Plan to Monitor Fidelity of Implementation of G2.B2.S6

Monitors that AVID strategies are correctly utilizes in all classes.

Person or Persons Responsible

Administration and AVID Coordinator.

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Lesson plans, classroom walkthroughs, and student folders.

Plan to Monitor Effectiveness of G2.B2.S6

The National AVID Portfolio is complete.

Person or Persons Responsible

Administration and AVID Coordinator.

Target Dates or Schedule

April 2014

Evidence of Completion

AVID Certification.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory . It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement will improve when teachers and students utilize moderate to higher order tasks and assessments which match the Next Generation Sunshine State Standards (NGSSS), Common Core Standards and the rigor of the Test Item Specifications.

G1.B2 There are variations on the teachers use of high complexity tasks that are aligned to the Next Generation Sunshine State Standards and Common Core Standards.

G1.B2.S1 Administration, in collaboration with district personnel, will provide professional development to content teachers on utilizing high complexity tasks and rigorous assessments.

PD Opportunity 1

Professional Development will be given so teachers will utilize high cognitive complexity tasks.

Facilitator

Marzano Institute

Participants

All Celebration High School Faculty

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Professional Development documentation, PLC documentation.

PD Opportunity 2

Professional Development will be given on Common Core Modules

Facilitator

Literacy Coach, Department Chairs

Participants

All Celebration High School Faculty and admin team.

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Professional Development documentation, PLC documentation.

G1.B3 There are variations on the amount of rigorous tasks and assessments that teachers give which align to the cognitive complexity of the Standards.

G1.B3.S1 District personnel, in collaboration with the Administration and Literacy Coach, will provide professional development to content teachers on the utilization of higher order questioning strategies (i.e. scaffolding, pacing, prompting and probing techniques, text analyzer tools) and student discourse.

PD Opportunity 1

Teachers will utilize higher-order questioning and discourse after professional development.

Facilitator

Literacy Coach

Participants

All contents area teachers.

Target Dates or Schedule

Throughout 2013-2014

Evidence of Completion

Professional development documentation, PLC Minutes and lesson plans.

PD Opportunity 2

Teachers will be able to create Common Core Units after Professional Development.

Facilitator

Literacy Coach and Core Connections

Participants

ELA Teachers

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Lesson Plans and PLC Minutes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Student achievement will improve when teachers and students utilize moderate to higher order tasks and assessments which match the Next Generation Sunshine State Standards (NGSSS), Common Core Standards and the rigor of the Test Item Specifications.	\$19
Total		\$19

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
School	\$19	\$19
Total	\$19	\$19

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Student achievement will improve when teachers and students utilize moderate to higher order tasks and assessments which match the Next Generation Sunshine State Standards (NGSSS), Common Core Standards and the rigor of the Test Item Specifications.

G1.B2 There are variations on the teachers use of high complexity tasks that are aligned to the Next Generation Sunshine State Standards and Common Core Standards.

G1.B2.S1 Administration, in collaboration with district personnel, will provide professional development to content teachers on utilizing high complexity tasks and rigorous assessments.

Action Step 1

Professional Development will be given so teachers will utilize high cognitive complexity tasks.

Resource Type

Professional Development

Resource

Marzano Institute with conduct three trainings on site with faculty.

Funding Source

School

Amount Needed

\$19