

School District of Osceola County, FL

Celebration High School



2022-23 Schoolwide Improvement Plan

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Celebration High School

1809 CELEBRATION BLVD, Celebration, FL 34747

www.osceolaschools.net

Demographics

Principal: Conner Gilbert

Start Date for this Principal: 5/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2021-22 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	2021-22: B (55%) 2018-19: B (57%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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www.osceolaschools.net

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">58%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">76%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To accomplish our purpose, our school must be committed to being transparent amongst our strengths and weaknesses to ensure we are helping all students achieve proficiency on all academic content.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gilbert, Conner	Principal	Observations, budget and finance, attendance, master calendar, CTE programs, data analysis, department chairs, ELL compliance
Seabolt, Justin	Assistant Principal	Observations, grade 9 and 10 student services, testing, school improvement plan, ESE compliance, Let's Talk, custodial services, technology services
Armour, John	Assistant Principal	Observations, athletics, student services, AP program, Stocktake, MTSS, literacy plan, expulsions
Bass, Kendyl	Assistant Principal	Observations, grade 11 & 12 student services, college and career, AVID, emergencies/drills, social media, facilities and keys, yearbook
Miglionico, Jacqueline	Assistant Principal	Observations, master schedule, guidance services, PLCs, IB program, instructional materials, professional development, SAC/PTSA, Wellness Wednesday
Jones, Laura	Reading Coach	Instructional reading coach for all teachers, district testing
Osborne, Lauren	Instructional Coach	Graduation requirements, MTSS
Hoffer, Alethea	Math Coach	Instructional math support for all teachers, district testing
Taylor, Rokaia	Dean	Student discipline for students with last names N-R
Munoz, Beltran	Dean	Student discipline for students with last names A-C
Santiago, Keith	Dean	Student discipline for students with last names D-H
Day, Raquel	Dean	Student discipline for students with last names I-M, PBIS contact
Martinez Gonzalez, Samuel	Dean	Student discipline for students with last names S-Z
Russell, Crystal	Administrative Support	Test coordinator over all state testing
Rock, Elizabeth	ELL Compliance Specialist	Ensures compliance for all ELL students and provides instructional support to teachers
Galarza Gonzalez, Idelisse	ELL Compliance Specialist	Ensures compliance for all ELL students and provides instructional support to teachers

Demographic Information

Principal start date

Monday 5/1/2017, Conner Gilbert

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

26

Total number of teacher positions allocated to the school

111

Total number of students enrolled at the school

2,787

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

24

Identify the number of instructional staff who joined the school during the 2022-23 school year.

33

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	712	661	665	695	2733
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	156	155	187	214	712
One or more suspensions	0	0	0	0	0	0	0	0	0	0	56	64	47	38	205
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	14	98	99	65	276
Course failure in Math	0	0	0	0	0	0	0	0	0	0	25	66	53	75	219
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	167	129	128	110	534
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	167	140	128	87	522
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	110	135	117	114	476

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 8/1/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	709	662	692	679	2742
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	53	60	61	67	241
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	17	101	102	65	285
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	170	133	141	113	557
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	17	146	144	92	399
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	30	61	61	51	203

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	709	662	692	679	2742
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	53	60	61	67	241
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	17	101	102	65	285
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	170	133	141	113	557
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	17	146	144	92	399
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	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	30	61	61	51	203

The number of students identified as retainees:

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	45%	51%				60%	57%	56%
ELA Learning Gains	52%						52%	48%	51%
ELA Lowest 25th Percentile	50%						44%	43%	42%
Math Achievement	40%	37%	38%				45%	46%	51%
Math Learning Gains	42%						45%	41%	48%
Math Lowest 25th Percentile	38%						39%	46%	45%
Science Achievement	63%	32%	40%				68%	69%	68%
Social Studies Achievement	62%	39%	48%				72%	70%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	62%	4%	67%	-1%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	62%	3%	70%	-5%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	36%	49%	-13%	61%	-25%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	44%	1%	57%	-12%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	35	30	13	28	31	33	29		88	24
ELL	30	51	54	31	40	35	48	45		94	51
ASN	71	61		59	56		69			95	67
BLK	44	53	47	33	40		64	50		91	46
HSP	42	51	52	37	41	38	57	58		94	55
MUL	63	50		36	40		71	60		85	73
WHT	67	55	43	52	46	36	78	75		94	62
FRL	45	48	41	30	33	29	54	61		93	52
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	43	39	23	42	48	20	35		87	24
ELL	35	58	53	32	42	39	46	42		94	55
ASN	68	60		25	8		67	75		100	75
BLK	45	51	33	28	28	27	60	81		88	47
HSP	54	59	55	37	42	42	57	54		95	61
MUL	48	55		50	53		60	86		100	78
WHT	73	63	32	55	29	42	72	82		94	68
FRL	54	57	46	34	34	36	56	60		91	64
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	39	38	24	25	30	41	40		81	34
ELL	33	50	43	31	45	36	54	45		78	33
ASN	73	51		57	52		86	89		100	77
BLK	63	59	46	44	34	17	75	69		93	57
HSP	49	50	43	40	46	38	62	63		86	44
MUL	54	45		36	14		78	95		90	
WHT	76	57	53	54	47	46	75	85		96	70
FRL	51	49	44	38	42	40	61	64		89	49

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	601
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

We have a high population of students who are English Language Learners (ELL) on campus that need more support in reading and language arts. Our ELL students had an English Language Arts FSA achievement rate of 30% as compared to our overall school average of 51%. This trend is similar in math - Our ELL students are achieving proficiency at a rate of 31% whereas our school rate is at 40%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Students in Algebra 1 who are now in Geometry. They were only 22% proficient in 2021-22 on the Algebra 1 EOC. There is also a need to monitor the incoming group of students who are enrolled in Algebra 1 this year. We also need to focus on our ELL students, who as previously mentioned in the prior question, are achieving proficiency at a much lower rate overall than our school as a whole. And while the ELA pass rate is higher than in Math, data indicates there is need for better support in these classes as well.

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

A lot of students lack foundational math skills needed to be successful in Algebra 1. It is possible we are still seeing the negative impacts of Covid and not being in a face to face learning environment while in middle school. Additionally, our schoolwide MTSS and leadership team will meet regularly to discuss interventions for struggling ELL students. We also have a dedicated math coach and literacy coach on staff who can work with teachers to help with instructional strategies for ELL students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains increased from 38% to 42%. Science achievement for students with disabilities increased from 20% to 33%. For black students, math achievement increased from 28% to 33% and math learning gains increased from 28% to 40%.

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

A continued emphasis on the teacher professional learning communities and analyzing their data. In addition, new actions taken were the discussions about what to do with the data from an instructional standpoint to better serve students who were struggling.

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

For ELA and math, the two coaches will need to continue to support teachers based on individual pedagogical needs. There should be more targeted professional development this year based on what teacher's need in their classrooms. Additionally, a focus on consistent schoolwide systems, lesson planning, and continued focused on the work of PLCs will help to accelerate learning.

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.

There will be a focus on in-house professional development based on the work that teachers are doing in PLCs. Teachers were able to sign up for different areas of focus on what they would like to learn -- this was based on input from the teachers at the conclusion of the 2021-22 school year.

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

We were able to increase the number of staff on our leadership team. The increase in human capital on our leadership team will allow responsibilities to be spread out more evenly and focused on with greater detail.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-22 school year, only 33% of professional learning communities (PLCs) were operating at a minimum of stage 5 (analyzing student learning). Of the remaining 67%, 52.38% were operating at stage 4 (developing common assessments) and 14.29% were operating at stage 3 (planning, planning, planning).

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At minimum, 100% of PLCs should be operating at stage 5 (analyzing student learning) by the conclusion of the 2022-23 school year. For PLCs that are currently operating at stage 5, the expectation will be they are operating (at minimum) at stage 6 (adapting instruction to student needs).

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Each PLC will be required to maintain a weekly binder that includes notes, data, and discussions they are having during their PLCs. These binders will be reviewed by administration. Quarterly, PLCs will be required to complete a self-evaluative tool that provides three examples of evidence that support the work they are doing in their current stage, two examples of steps and/or plans they are working on to move to the next stage, and one example of evidence they can provide they are working to close the achievement gap. Additionally, administrators will be required to at visit each PLC they oversee at least once per quarter provide feedback to members of the team.

Person responsible for monitoring outcome:

Jacqueline Miglionico (jacqueline.miglionico@osceolaschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Literature supports the needs for alignment between curriculum and assessment (Webb, 2007). Creating systems that allow for teachers to collaborate effectively on instructional strategies and provide evidence for their work, as well as allowing for feedback from leadership and their peers, should allow for learning to become the focus of each classroom.

Rationale for Evidence-based

Alignment between standards, curriculum, and assessment is crucial in helping ensure students reach their maximum achievement level (Contino, 2012; Roach et al., 2008, Webb, 2007).

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Development of self-evaluative tool.

Person Responsible Justin Seabolt (justin.seabolt@osceolaschools.net)

Analysis of self-evaluative tool once per quarter.

Person Responsible Justin Seabolt (justin.seabolt@osceolaschools.net)

Development of weekly binder system for PLCS.

Person Responsible Jacqueline Miglionico (jacqueline.miglionico@osceolaschools.net)

Analysis of PLC binders.

Person Responsible Jacqueline Miglionico (jacqueline.miglionico@osceolaschools.net)

PLC visit and feedback provided for each PLC.

Person Responsible Jacqueline Miglionico (jacqueline.miglionico@osceolaschools.net)

PLC visit and feedback provided for each PLC.

Person Responsible Justin Seabolt (justin.seabolt@osceolaschools.net)

PLC visit and feedback provided for each PLC.

Person Responsible Conner Gilbert (conner.gilbert@osceolaschools.net)

PLC visit and feedback provided for each PLC.

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

PLC visit and feedback provided for each PLC.

Person Responsible Kendyl Bass (kendyl.bass@osceolaschools.net)

The AVID coordinator will provide professional development related to effective AVID strategies.

Person Responsible Amanda Jacobs (amanda.jacobs@osceolaschools.net)

Additionally, Lorie Thuesen will be assisting Jackie Miglionico in all PLC facilitating for CHS.

**Person
Responsible**

Lorie Thuesen (lorie.thuesen@osceolaschools.net)

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The pass rates for 9th and 10th grade ELA (respectively) for the 2021-22 school year was 44% and 49%. In comparison to the other schools in the district, this places us at an average to above average percent passing.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The first goal for the 2022-23 school year is to have 55% proficiency for both 9th and 10th grade ELA. The second goal is to ensure 80% of all 11th grade students have met ELA graduation requirements by the end of the school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress toward meeting the goal will be monitored by analyzing data in professional learning communities amongst teachers and Stocktake meetings with school leadership. Data will also be collected and feedback shared with teachers via classroom observations. Use of FAST progress monitoring and SAT/ACT data will also be used to identify areas of growth for ELA teachers and students.

Person responsible for monitoring outcome:

Laura Jones (laura.jones@osceolaschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will differentiate instruction in academically diverse classrooms seeking to provide learning experiences for all students. Additionally, students will be provided multiple opportunities to show mastery for a particular topic to help increase self-efficacy, classroom collaboration, and conceptual understanding.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Any time a student shows mastery of any concept, this moment should be acknowledged to help increase self-efficacy (Bandura, 1993). A study by Galla, Wood, Tsukayama, Har, Chiu, and Langer (2014) stated, "As students changed (relative to their own mean levels) in their ability to focus on learning activities and to exert effort, as well in their perceived confidence to do well in school, so too did their performance."

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional learning communities will use a self-evaluative template to ensure they are always (at minimum) striving at analyzing student learning (stage 5).

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

Professional development will be created and offered based on staff input and areas for growth.

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

The reading coach will work with teachers on developing and implementing effective small groups and rotations.

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

ELA teachers will be provided with common planning whenever possible.

Person Responsible Jacqueline Miglionico (jacqueline.miglionico@osceolaschools.net)

The reading coach will work with teachers on developing and implementing effective ESOL strategies in English and Reading classes.

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

Subgroup data will be further analyzed during MTSS meetings as well as part of assigned duties by the graduation and MTSS coach.

Person Responsible Lauren Osborne (lauren.osborne@osceolaschools.net)

The AVID coordinator will provide professional development related to effective AVID strategies.

Person Responsible Amanda Jacobs (amanda.jacobs@osceolaschools.net)

#3. Instructional Practice specifically relating to Math**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Only 22% of Algebra 1 students were proficient during the 2021-22 school year. For Geometry, 53% of students were proficient. Most students in Algebra 1 will be progressing to Geometry, however, so it is critical that we continue to improve math education for all students at Celebration High School.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

For Algebra 1, the goal is for 30% of students to be proficient on the state end of course exam. For Geometry, the goal is for 55% of students to be proficient on the state end of course exam.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Progress toward meeting the goal will be monitored by analyzing data in professional learning communities amongst teachers and Stocktake meetings with school leadership. Data will also be collected and feedback shared with teachers via classroom observations. Use of district and NWEA progress monitoring and SAT/ACT data will also be used to identify areas of growth for math teachers and students.

Person responsible for monitoring outcome:

Justin Seabolt (justin.seabolt@osceolaschools.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Teachers will provide differentiated instruction to students that includes scaffolding as well as providing guidance of the transfer of knowledge from conceptual to application based learning.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.**

A more conceptual knowledge and deeper understanding of the material may be what is needed to help students transfer what they have learned and apply to other situations (Anderson & Krathwohl, 2001). This inability to transfer knowledge is also related to Vygotsky's Sociocultural Theory. This theory, which supports scaffolding, helps students perform within their Zone of Proximal Development. The Zone of Proximal Development is the difference between what students can accomplish on their own and what they can do with the help of a more knowledgeable other (Wass, Harland, & Mercer, 2011).

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional learning communities will use a self-evaluative template to ensure they are always (at minimum) striving at analyzing student learning (stage 5).

Person Responsible Justin Seabolt (justin.seabolt@osceolaschools.net)

Professional development will be created and offered based on staff input and areas for growth.

Person Responsible Denise Carpenter (denise.carpenter@osceolaschools.net)

The math coach and/or administrator will work with teachers on developing and implementing effective small groups and rotations.

Person Responsible Justin Seabolt (justin.seabolt@osceolaschools.net)

Math teachers will be provided with common planning whenever possible.

Person Responsible Jacqueline Miglionico (jacqueline.miglionico@osceolaschools.net)

The math coach and/or administrator will work with teachers on developing and implementing effective ESOL strategies in math classes.

Person Responsible Justin Seabolt (justin.seabolt@osceolaschools.net)

Subgroup data will be further analyzed during MTSS meetings as well as part of assigned duties by the graduation and MTSS coach.

Person Responsible Lauren Osborne (lauren.osborne@osceolaschools.net)

The AVID coordinator will provide professional development related to effective AVID strategies.

Person Responsible Amanda Jacobs (amanda.jacobs@osceolaschools.net)

#4. Instructional Practice specifically relating to Science**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-22 school year, 60% of students taking the Biology EOC were proficient.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The goal is to have at least 65% of students who take the Biology EOC during the 2022-23 school year score at the proficiency level.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress toward meeting the goal will be monitored by analyzing data in professional learning communities amongst teachers and Stocktake meetings with school leadership. Data will also be collected and feedback shared with teachers via classroom observations. Use of SchoolCity common assessments will also be used to identify areas of growth for Biology teachers and students.

Person responsible for monitoring outcome:

Janet Bisogno (janet.bisogno@osceolaschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The science curriculum must be made relevant to students by framing lessons in contexts that give facts meaning, teach concepts that matter in students' lives, and provide opportunities for solving complex problems.

Rationale for Evidence-based Strategy:

Explain the rationale

for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Students who manipulate scientific ideas using hands-on/minds-on strategies and activities are more successful than peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional learning communities will use a self-evaluative template to ensure they are always (at minimum) striving at analyzing student learning (stage 5).

Person Responsible

Jacqueline Miglionico (jacqueline.miglionico@osceolaschools.net)

Subgroup data will be further analyzed during MTSS meetings as well as part of assigned duties by the graduation and MTSS coach.

Person Responsible

Lauren Osborne (lauren.osborne@osceolaschools.net)

The AVID coordinator will provide professional development related to effective AVID strategies.

Person Responsible Amanda Jacobs (amanda.jacobs@osceolaschools.net)

The science department chair will work with teachers on developing and implementing effective ESOL strategies in Biology classes.

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

The science department chair will work with teachers on developing and implementing effective small groups and rotations.

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

Biology teachers will be provided with common planning whenever possible.

Person Responsible Jacqueline Miglionico (jacqueline.miglionico@osceolaschools.net)

#5. Positive Culture and Environment specifically relating to Observation and Feedback

Area of Focus
Description and Rationale: Insight survey data indicates that on a scale score of 1-10, teachers rated the instructional culture score related to observation and feedback at 4.5 in January, 2021 and 3.8 in October, 2021. The district average was 5.4. More specifically, in January, teach 57% of teachers agreed they get enough feedback on their instructional practice. By October, this number dropped to 47%. Additionally, in January, 62% of teachers agreed the feedback they get from being observed helps them improve student outcomes. By October, this number dropped to 49%. And lastly, in January, 49% of teachers agreed that when they get feedback after an observation, they receive support to implement those changes (e.g., someone models suggestions for me, I have time to practice outside of class, etc.). By October, this number dropped to 39%.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. The overall scale score will improve to 5.4. For each individual statement discussed above, 70% of teachers will agree.
This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. This will be monitored though culture surveys given to teachers twice per year.

Person responsible for monitoring outcome: Conner Gilbert (conner.gilbert@osceolaschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being Providing teachers with specific feedback, modeling, and providing resources to help improve instructional and classroom management practices will improve student outcomes, both academically and behaviorally.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Teachers do benefit from the encouragement and support of their collaborative colleagues. This includes both their peers and leadership team (Fani & Ghaemi, 2011).

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use of district Standard Based Instructional Framework Non-Evaluative School Trend (NEST) Instrument by all administrators.

Person Responsible Conner Gilbert (conner.gilbert@osceolaschools.net)

Calibration and Analysis of NEST tool amongst all administrators once per quarter.

Person Responsible Conner Gilbert (conner.gilbert@osceolaschools.net)

Minimum of 1 non-evaluative classroom visit per quarter by all administrators.

Person Responsible Conner Gilbert (conner.gilbert@osceolaschools.net)

Dissemination of data from NEST tool to instructional coaches to help develop and/or recommend professional development needs for teachers.

Person Responsible Conner Gilbert (conner.gilbert@osceolaschools.net)

Dissemination of data from NEST tool and/or other feedback to counselors to help develop and/or recommend college and career needs for teachers to use with students (e.g., Xello, WICOR strategies, etc.).

Person Responsible Conner Gilbert (conner.gilbert@osceolaschools.net)

#6. Positive Culture and Environment specifically relating to Emotional Regulation

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

2021-22 Panorama Survey data showed 50% of students answered favorably about emotional regulation.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In 2022-23, this data will be increased by 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

All surveys will be analyzed to identify schools' interventions that will be needed to help support students in their emotional regulation. Additionally, members of the school's leadership team will meet monthly during MTSS and Stocktake meetings to analyze and develop interventions as required. Lastly, school attendance data will be monitored to ensure students are present on campus on a regular basis.

Person responsible for monitoring outcome:

Kendyl Bass (kendyl.bass@osceolaschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Many of the questions are related to the beliefs that students have to be able to emotionally regulate themselves in certain situations or when faced with certain decisions. It is crucial we provide students with the necessary tools to be able to regulate their emotions.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Bandura (1993) noted the ability of an individual to be in control of their environment and perform on a given activity as an important skill set. Students with high self-efficacy perform better than students with low self-efficacy (Usher & Pajares, 2008). Therefore, we must ensure students are equipped with the right tools to maintain a higher self-efficacy.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will integrate Wellness Wednesday lessons on a monthly basis.

Person Responsible Kendyl Bass (kendyl.bass@osceolaschools.net)

PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stocktake.

Person Responsible Raquel Day (raquel.day@osceolaschools.net)

Counselors and teachers will integrate lessons from Xello (post-secondary) or WICOR strategies on a monthly basis.

Person Responsible Jacqueline Miglionico (jacqueline.miglionico@osceolaschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Celebration High School has a well rounded School Advisory Committee made up of parents, teachers, students, administrators, and business people who assist the principal in developing and evaluating the School Improvement Plan and offer support in various ways to support student success. Between our SAC, PTSA, and business partners, we are able to form positive relationships in the community which add value to our students' success. A positive school culture and environment is also being improved through the implementation of school-wide systems that, once in place, create a focus on teaching and learning. We also have a PBIS system that is being revamped - we want to make coming to school or work at Celebration High School an enjoyable experience for all.

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

The stakeholders are the school administrators, deans, instructional support staff, teachers, students, and community members. A positive school culture can not be obtained with just one particular group being involved. There are systems in place and opportunities on campus for all groups of individuals to be involved in promoting a positive culture. The roles span from our day-to-day activities that teachers are doing in their classrooms, parent nights, sporting activities, and any other school sponsored event. It takes all people on campus working toward a common mission of supporting our students to accomplish a positive school culture.