

Celebration School



2014-15 School Improvement Plan

Celebration School

510 CAMPUS ST, Celebration, FL 34747

www.osceola.k12.fl.us

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

21%

Alternative/ESE Center

No

Charter School

No

Minority

32%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Celebration K-8 School will be a nationally recognized, top performing school in the state. (#1)
(Currently ranking 2nd overall in regular, non-choice/magnet K-8 schools, and 7th overall in all k-8 schools in the state with 731 Accountability Points)

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Describe how the school creates an environment where students feel safe and respected before, during and after school

PRIDE Expectations schoolwide--classroom, hallway, cafeteria, etc.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The expectations and rules: Expectations: PRIDE-Preparation, Respect, Integrity, Dedication, Effort. PRIDE Expectations will be located in every classroom, in the media center, hallway, cafeteria, gym, and playground. Consistent common rules will be established for each location. Posters, "PRIDE" located around the school, newsletters, school website, Pride Portfolio and announcements

.Expectations and Rules will be taught at the beginning of the year by teachers. Expectations will be reinforced daily on a consistent basis by all staff. Student led morning announcements with short reminders of PRIDE expectations. New students will be oriented to expectations, rules, PRIDE dollar, by leadership team.

The school's reward/incentive program and procedures for reinforcing positive behavioral expectations: Students will receive school cash (i.e., PRIDE dollars) for exhibiting positive behavioral expectations and following rules. Positive, specific verbal praise such as, "You have shown responsibility by throwing your trash away" will also be used. Each staff member is encouraged to distribute at least 8 PRIDE dollars per week to students who require behavioral change, students who always or most often follow expectations and rules, and to any students who follow expectations and rules in the classroom, hallway, cafeteria, special areas, etc. With the PRIDE dollars, students will be able to purchase rewards.

Upon observation of violation of an expectation, staff member reviews positive school expectations and rules with student. If violation continues, minor infractions will be written. 3 minor infractions become a referral. Based on data, if the team notices an increase in referrals, expectations and rules will be re-taught to all students via announcements.

The process: The team will develop a continuum of behaviors that can be teacher-managed and those that may require a referral depending on severity, duration, and/or frequency and will develop a flowchart that depicts the discipline process. The team will develop a list of consequences/

interventions that teachers will use based on the behavior. All staff members will be trained at preplanning and follow up will occur, as needed. Describe the plan for training ALL staff (e.g. cafeteria personnel, bus drivers, paraprofessionals, etc.) An introduction and rollout will occur during pre-planning with follow-up throughout the year as needed based on data and on development of new intervention plans. Follow-up training by team members will occur during PLC's.

Describe the monitoring plan: Graphs of specific targeted behaviors, OSS, ISS, attendance (refer to question 2 for areas being monitored) will be reviewed monthly. The team will review climate surveys at the end of the school year.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

3 school Guidance Counselors provide classroom lessons/sessions to educate students on the services they can provide at any time during the year and how to utilize those services. They also conduct classroom lessons on topics such as Being a Good Friend, Bullying, College and Career Readiness, and more. They conduct small group or one on one counseling sessions as needed. Second Step curriculum is one of many resources utilized. Social Services referrals are made as needed. Homework help, community mentors, bookmark buddies and one-on-one tutoring services are provided for those in need. Families in Transition are provided with a multitude of resources and a point of contact person to coordinate all needs from food, clothing, supplies, transportation, to assistance and resources on how to get back in the workforce and becoming permanently housed. Teachers are trained in how to recognize and refer students with the above needs. MTSS is utilized to identify students at risk.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

MTSS process tracking all students and
Attendance
Discipline
Failing grades
Level 1 ELA/Math

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	5	5	3	7	5	25
One or more suspensions	2	1	3	1	1	2	10
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	11	7	26

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	1	4	5	
Students exhibiting two or more indicators	1	1	1	3

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance tracking, PRIDE schoolwide expectations and individual behavior plans, interventions

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school values parents and community as an integral role in the success of all programs. This is a true community based school that works in partnership with the Town Hall and many community based programs such as Parks and Rec, Little League, Rotary, Kiwanis, 34747 Cares, The Celebration Foundation, WINGS program for girls, Girl Scouts and Boy Scouts, Illuminate Church, The Celebration Athletic Foundation, local businesses, and parents to support one another. The School Advisory Council, Parent Teacher Association, PRIDE Parents, Bookmark Buddies, parent mentors and parent volunteers work together to elevate the school by providing time, support, fundraising, and supplemental programs to enrich the school experience beyond the normally funded programs. Budget constraints and staffing deficiencies are filled through this excellent partnership. Many parent information programs, Open house, Family Involvement nights for Math, Science, and Reading, and a multitude of enrichment experiences such as Math and Science Olympiads, STEM programs, etc are also opportunities for parents to maintain involvement to increase student progress. The school works at building positive relationships with families by organizing these events, inviting and recruiting parents to participate in the many opportunities to support their children and the school and by emphasizing the importance of the partnership to reach our vision and mission.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school values parents and community as an integral role in the success of all programs. This is a true community based school that works in partnership with the Town Hall and many community based programs such as Parks and Rec, Little League, Rotary, Kiwanis, 34747 Cares, The Celebration Foundation, WINGS program for girls, Girl Scouts and Boy Scouts, Illuminate Church, The Celebration Athletic Foundation, local businesses, and parents to support one another. The School Advisory Council, Parent Teacher Association, PRIDE Parents, Bookmark Buddies, parent mentors and parent volunteers work together to elevate the school by providing time, support, fundraising events, donations, grants, and supplemental programs to enrich the school experience beyond the normally funded programs. Budget constraints and staffing deficiencies are filled through this excellent partnership.

Many parent information programs, Open house, Family Involvement nights for Math, Science, and Reading, and a multitude of enrichment experiences such as Math and Science Olympiads, STEM programs, etc are also opportunities for parents to maintain involvement to increase student progress. The school works at building positive relationships with families by organizing these events, inviting and recruiting parents to participate in the many opportunities to support their children and the school and by emphasizing the importance of the partnership to reach our vision and mission.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Clayton, Rene	Principal
Ballone, Michael	Assistant Principal
Cassano, Cheryl	Assistant Principal
Schad, Rhonda	Instructional Coach
Medrano, Tamara	Instructional Coach
Damers, Agustin	Dean
Pollzzie, Rose	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Each member of the team takes as specific role in the following:

- offers trainings and facilitative support to teachers during PLCs in grade level or content areas during Wednesday meeting times and/or planning, as needed, for effective instructional strategies to meet high expectations of the Marzano Instructional Model and the Florida Standards
- monitoring all student progress and learning gains in their assigned subject areas K-8 based on ongoing formative assessments;
- provide resources and supports for subject areas assigned, share current education research with teachers, and distribute and train on usages of available resources.
- shared decision making is utilized in all Leadership meetings and PLCs to ensure complete collaboration in all areas that will have an impact on student achievement and organizational effectiveness.
- Counselors maintain open and consistent communication with parents regarding interventions and progress monitoring.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Personnel-- All teachers are assigned to teaching assignments in which they are most effective based on previous year results and/or areas of certification; Paraprofessionals are carefully matched with

students and groups in which they can produce the most supplemental support for ELL students and students who are identified at risk. 3 ESE/VE teachers are placed in CoTeach and Support Facilitation groupings based on areas of strength by content and grade level.

Instructional-- All administrators and instructional coaches serve as instructional leaders providing observational feedback to teachers based on Marzano Instructional Model and/or provide modeling and training on best practices and strategies. Instructional professional development is provided to all teachers for Core Connections writing, Math Solutions, and effective Professional Learning Communities.

Curricular-- New and up to date Curriculum resources are provided to align with district provided curriculum mapping of the new Florida Standards in all content areas. All resources also include additional supplemental material for intervention and acceleration opportunities. Where intervention and acceleration cannot be met in the regular class time, additional curriculum resources and time are provided through virtual options and before and after school opportunities. These also include computer based adaptive resources.

Extended learning opportunities are provided for students in grades 3-8. Students are identified through base line data, FCAT scores and formative assessments. Extended learning curriculum is tailored to the needs of the targeted students.

All courses K-8 have mandatory end of year assessments, either FSA, EOC, or EOY. Course content progress is monitored throughout the year, unit by unit to ensure adequate learning occurs. Lesson plans are maintained, monitored, and improved each week as the new standards become familiar to teachers in this first year of standards driven planning.

Leadership team meetings occur weekly or bi-weekly with the School Leadership Team members and facilitated by the School Principal/Administration.

MTSS team meetings occur monthly for K-2, 3-5, and 6-8; resulting in 3x per month for leadership members and once per month for each teacher. These meetings are facilitated by the MTSS coaches (Guidance Counselors-Rose Pollzzie 6-8, and Jannine Martino K-5) as well as the Instructional Coaches (Rhonda Schad-Literacy Coach, Tamara Medrano-Math/Science K-5, Agustin Damers-Math/Science 6-8). Teachers participate in these meetings to discuss not only the identified students in the MTSS T2 and T3, but also any/all students who may not be on the appropriate trajectory of growth.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
John Warner	Parent
Jim MacGregor	Education Support Employee
Leah Carius	Business/Community
Lindsay Benet	Parent
Andrea Andrews	Teacher
Stacy Thompson	Parent
Katherine Forrester	Parent
JOhn Pickert	Parent
Vanessa Winter	Business/Community
Carl Fiore	Parent
Suellen Heskett	Parent
Tanja Coronado	Parent
Erin Best	Parent
Daniel Heskett	Parent
KathleenSipio	Parent
Rebecca Newman	Parent
Steven Rish	Parent
Amanda Barritt	Parent
Michelle Kostuch	Parent
Tamara Medrano	Teacher
Rene Clayton	Principal
Ann Brock	Parent
Faith Kraemer	Parent
Erica Rosado	Parent
Catherine Edwards	Parent
Ayila Cottrell	Parent
Amy Parrish	Parent
Michael Ballone	Education Support Employee
Candee Hoffman	Parent
Melissa Oldfield	Parent
Steven Rish	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Evaluate all areas in the plan based on School Accountability data and surveys.

Development of this school improvement plan

Review, provide feedback previous year plan that needs updates on current plan

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No funds

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Clayton, Rene	Principal
Cassano, Cheryl	Assistant Principal
Schad, Rhonda	Instructional Coach
Medrano, Tamara	Instructional Coach
Damers, Agustin	Dean
Pollzzie, Rose	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Implementation of Standards driven curriculum with core resources and supplemental resources

Literacy Week activities K-8

Implementation of CCSS ELA Standards across curriculum areas

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

common planning times built into master schedule

Professional Learning Communities every Wednesday focused on planning and instruction

vertical articulation

professional development opportunities embedded throughout the school year

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Mentor new teachers - Person Responsible: Admin/Lead Team

2. Professional Learning Support - Person Responsible: Admin/Lead Team

3. Positive School Community - Person Responsible: Admin/Lead Team/PTA/SAC

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentors: Rhonda Schad and Tamara Medrano,

Mentees Assigned: Andrea Andrews(only 1st year teacher), Carol Hamilton, Elizabeth Moore, Dana Umstead, Leroy Smith, Katie Parisi, Leigh McBroom, SaraBeth Vanemon--all experienced teachers new to the school

Rationale for Pairing: Grade level, experienced--teachers new to the school

Planned Mentoring Activities: preplanning orientation, PLC, new teacher mentoring, new to school mentoring, once a month meetings

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Utilizing CPalms electronic resource and district provided Curriculum map for all core content areas based on Florida Standards. New textbook resources, technology resources, and supplemental resources were purchased and/or accessed to match the Florida Standards. Curriculum coaches and Leadership Team oversee implementation.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

STAR reading and Math, and District Formative Assessments provided and administered school wide for baseline and ongoing progress monitoring. Results are reviewed by teachers, Leadership Team, and the MTSS team to make data driven instructional decisions for core instruction as well as interventions and extensions. All results are reviewed for learning at or above benchmark as well as learning gains over time. All students who are below benchmark are provided with supplemental interventions. All students who are high achieving are provided with extension and/or acceleration opportunities. All students who are not showing adequate learning gains between each progress monitoring assessment will be given differentiated instruction to ensure learning gains.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Provide enrichment opportunities for high achievers and tutoring/support for at risk. Math and Science Olympiads, Battle of the Books, Noetic Math, Algebra 1 club, TSA & SECME STEM Clubs, before and after school tutoring and mentoring programs
Immediate Intensive Interventions take place within the classroom with teachers and for Tier 2/3 students with paraprofessionals in small group intervention labs.
Student data is analyzed by teachers and MTSS team to determine areas needing extra support and practice, strategies implemented to work on weak areas, practice for students provided and analyzed for effectiveness, support offered on a one-on-one basis, assessments of students given to monitor growth/improvement, new strategies implemented based on continuing needs of students
Data analyzed to determine students at risk, letters sent home to parents for targeted students to participate in extended learning opportunities, teachers selected based on certifications and experience in subject areas in need, before school tutoring for students whose parents provide permission to join program,

Strategy Rationale

Intervention and Enrichment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Assessments given in STAR, Plato, Teenbiz to progress monitor student growth and analyzed by level of improvement in weak areas, new strategies and interventions offered based on needs determined from data

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Summer parent informational meeting, summer orientation lunch for Kindergarten students, request and receive input from feeder preschools with beneficial student recommendations, staggered start for Kindergarten students with one half the class attending day one, the other half attending day two, all students attending day three

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students are met on an individual basis from 5th-8th grade, conferencing on their course selections and strategic planning for their high school relevant to their four year academic plan. 8th grade students receive on-going consultation through counselor classroom lessons regarding high school academic requirements as well as State University Systems admission requirements.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

APPS (Accelerated Placement Program for Success) This program identifies top 10% of 7th and 8th graders and exposes them to IB/AP skill development

STEM- Engineering focus electives-Automation and Robotics, Design and Modeling, Flight and Space

High School Credit Classes - We offer multiple high school credit classes--Algebra 1, Geometry, Physical Science, Culinary Careers, Spanish 1, Computing for Careers, additional online options are made available for additional acceleration

Student and Parent transitional informational meetings regarding strategic planning

DUKE TIP - 7th grade students are identified to participate in taking the SAT/ACT

8th grade High School/College/Career Planning

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students and parents are invited to our DUKE TIP presentation which encourages students to take the SAT in 7th grade. Parent High School information night provides an overview of important county data of AP/IB enrollment, SAT requirements of Bright Futures Scholarship, & Parent Information night for elementary students regarding acceleration options and the impact of acceleration for high school planning.

All APPS students complete PSAT prep. PLATO test pack software identifies and prescribes lessons based on student's deficiencies.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

-High school and College and Career Readiness programs throughout the year

-232 students out of 500 middle school students are enrolled in high school credit courses to prepare for more rigorous high school coursework

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers of mathematics will implement quality and rigorous instruction aligned to the Florida Standards and Standards for Mathematical Practices. This will have an impact to increase overall math performance, specifically in the area of learning gains for all students.
- G2.** All teachers of ELA/Reading will implement data driven, effective teaching instruction (Art and Science of Teaching) aligned to the new Florida Standards and curriculum timelines. This will have an impact to ensure learning gains in reading for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers of mathematics will implement quality and rigorous instruction aligned to the Florida Standards and Standards for Mathematical Practices. This will have an impact to increase overall math performance, specifically in the area of learning gains for all students. 1a

G041953

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	80.0
AMO Math - SWD	63.0
AMO Math - ELL	68.0
FSA - Mathematics - Proficiency Rate	

Resources Available to Support the Goal 2

- Math Solutions training and hands on math resources
- Curriculum time lining and data driven instruction through use of FCAT results and Star Math progress monitoring
- Math Coach and Lead Teachers
- PLATO and MobyMath adaptive technology learning paths
- Extended Learning opportunities for individual students
- Multi-Tier System of Supports (MTSS) monitoring of at-risk students
- District provided curriculum resource materials
- Professional Development Days, Common Teacher Planning, and Early Release Days for use in PLCs
- Administrative Support
- Online Teacher Resources through Marzano's Art and Science of Teaching, Think Central (K-5), Go Math(6-8)

Targeted Barriers to Achieving the Goal 3

- Previous year baseline knowledge gaps

Plan to Monitor Progress Toward G1. 8

Reports of class performance in math

Person Responsible

Rene Clayton

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

MTSS, PLC and Leadership Team minutes and notes

G2. All teachers of ELA/Reading will implement data driven, effective teaching instruction (Art and Science of Teaching) aligned to the new Florida Standards and curriculum timelines. This will have an impact to ensure learning gains in reading for all students. 1a

G041954

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0
AMO Reading - SWD	67.0
AMO Reading - ELL	70.0

Resources Available to Support the Goal 2

- Florida Standards, HMH Reading resource 6-8, and Journeys, supplemental materials
- Curriculum time lining and data driven instruction through use of FCAT results and Star Reading progress monitoring
- Reading Coach and Lead Teachers
- PLATO and Teenbiz adaptive technology learning paths
- Extended Learning opportunities for individual students
- Multi-Tier System of Supports (MTSS) monitoring of at-risk students
- District provided curriculum resource materials
- Professional Development Days, Common Teacher Planning, and Early Release Days for use in PLCs
- Administrative Support
- Online Teacher Resources through Marzano's Art and Science of Teaching, JourneysThink Central (K-5), HMH Collections 6-8

Targeted Barriers to Achieving the Goal 3

- Previous year baseline knowledge gaps

Plan to Monitor Progress Toward G2. 8

Reports of class performance in Reading

Person Responsible

Rene Clayton

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

MTSS, PLC and Leadership Team minutes and notes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. All teachers of mathematics will implement quality and rigorous instruction aligned to the Florida Standards and Standards for Mathematical Practices. THIS will have an impact to increase overall math performance, specifically in the area of learning gains for all students. **1**

 **G041953**

G1.B1 Previous year baseline knowledge gaps **2**

 **B102055**

G1.B1.S1 Design and deliver data driven problem solving and differentiated instruction. **4**

 **S113249**

Strategy Rationale

Ensure that all students perform with adequate learning gains in Mathematics.

Action Step 1 **5**

Use of baseline assessments to determine individual student gaps and areas of need from previous years' content standards.

Once gaps are determined, individualized learning paths will be utilized via instructional technology opportunities such as PLATO and MobyMax. These programs will be used in addition to teacher intervention and hands on learning opportunities via the Standards for Mathematical Practice

Person Responsible

Michael Ballone

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Progress monitoring results from PLATO, MobyMax, and STAR Math will show evidence of progress over time. Time on task and learning paths with the technology based programs will provide evidence of interventions. Teacher lesson plans will show evidence of teacher planned interventions and curriculum implementation for student needs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership meetings to review data, classroom observations, PLCs

Person Responsible

Rene Clayton

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom instructional observation reports with feedback to teachers, progress monitoring data review, instructional lesson plan reviews, MTSS, PLC agendas/notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Progress monitoring reports will be reviewed and adjustments made as needed to ensure effectiveness

Person Responsible

Rene Clayton


Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

STAR reading and math reports, Teen Biz reports, Moby Max reports will be analyzed for effectiveness

G1.B1.S2 Implementation of the Florida Math Standards and Standards for Mathematical Practice through ongoing training with teachers and follow up implementation 4

 S113250

Strategy Rationale

Ensure that teachers are competent and confident in teaching the new standards which will ensure teaching for adequate learning gains in all students.

Action Step 1 5

Monthly PLC meetings

Person Responsible

Tamara Medrano

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Calendar, PLC notes

Action Step 2 5

Math Solutions Training for Teachers

Person Responsible

Tamara Medrano

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Calendar schedule of training dates assigned by district Professional Development, Sign In Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Math Solutions Training for Administrators, Coaches Training, and Leadership meetings to discuss school-wide observations, new data, and implementation to provide support and follow-up to the training.

Person Responsible

Rene Clayton

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Professional Development log of in-service training for administrators and coaches PRIDE Leadership Agendas August 2014 - May 2015

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Progress Monitoring on STAR Math testing in Grades K-8

Person Responsible

Rene Clayton

Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Data Reports following testing

G2. All teachers of ELA/Reading will implement data driven, effective teaching instruction (Art and Science of Teaching) aligned to the new Florida Standards and curriculum timelines. This will have an impact to ensure learning gains in reading for all students. 1

 G041954

G2.B1 Previous year baseline knowledge gaps 2

 B102061

G2.B1.S1 Design and deliver data driven problem solving and differentiated instruction. 4

 S113253

Strategy Rationale

Meet the needs of all students to ensure adequate learning gains, no matter how high or low performing at the baseline.

Action Step 1 5

Use of baseline assessments to determine individual student gaps and areas of need from previous years' content standards. Differentiated instruction for all students needs will be delivered in various ways by the teacher and support programs on a daily and weekly basis. Once gaps are determined, individualized learning paths will be utilized via instructional technology opportunities such as PLATO and MobyMax and TeenBiz. These programs will be used in addition to teacher intervention and hands on learning opportunities via the Florida Standards.

Person Responsible

Rene Clayton

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Progress monitoring results from MobyMax and STAR Reading will show evidence of progress over time. Time on task and learning paths with the technology based programs will provide evidence of interventions. Teacher lesson plans will show evidence of teacher planned interventions and enrichment opportunities and curriculum implementation for student needs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Leadership team will review lesson plans and classroom observations and progress monitoring data results.

Person Responsible

Rene Clayton

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Star Reading reports, Teen biz reports, lesson plans, observation results

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Data results will be reviewed to monitor adequate gains for all students

Person Responsible

Rene Clayton


Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Star reading results & TeenBiz results will show adequate growth percentile for each assessment to ensure learning gains.

G2.B1.S2 Implementation of the Florida Standards for ELA through ongoing training with teachers and follow up implementation **4**

 S113254

Strategy Rationale

Ensure that teachers are competent and confident in delivering instruction utilizing the new Florida Standards for ELA to also ensure that students have adequate learning gains.

Action Step 1 **5**

Monthly PLC meetings

Person Responsible

Rhonda Schad

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Calendar, PLC notes and agendas

Action Step 2 **5**

Core Connections Training for Teachers

Person Responsible

Rhonda Schad

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Calendar schedule of training dates assigned by district Professional Development, Sign In Sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Core Connections Training for Administrators, Coaches Training, and Leadership meetings to discuss school-wide observations, new data, and implementation to provide support and follow-up to the training.

Person Responsible

Rene Clayton

Schedule

On 10/6/2014

Evidence of Completion

Professional Development log of in-service training for administrators and coaches PRIDE Leadership Agendas August 2014 - May 2015; Osceola Writes progress monitoring data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Progress Monitoring on STAR Reading and Osceola Writes testing in Grades K-8

Person Responsible

Rene Clayton

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data Reports following testing

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Use of baseline assessments to determine individual student gaps and areas of need from previous years' content standards. Once gaps are determined, individualized learning paths will be utilized via instructional technology opportunities such as PLATO and MobyMax. These programs will be used in addition to teacher intervention and hands on learning opportunities via the Standards for Mathematical Practice	Ballone, Michael	8/18/2014	Progress monitoring results from PLATO, MobyMax, and STAR Math will show evidence of progress over time. Time on task and learning paths with the technology based programs will provide evidence of interventions. Teacher lesson plans will show evidence of teacher planned interventions and curriculum implementation for student needs.	6/5/2015 biweekly
G1.B1.S2.A1	Monthly PLC meetings	Medrano, Tamara	8/18/2014	Calendar, PLC notes	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Use of baseline assessments to determine individual student gaps and areas of need from previous years' content standards. Differentiated instruction for all students needs will be delivered in various ways by the teacher and support programs on a daily and weekly basis. Once gaps are determined, individualized learning paths will be utilized via instructional technology opportunities such as PLATO and MobyMax and TeenBiz. These programs will be used in addition to teacher intervention and hands on learning opportunities via the Florida Standards.	Clayton, Rene	8/18/2014	Progress monitoring results from MobyMax and STAR Reading will show evidence of progress over time. Time on task and learning paths with the technology based programs will provide evidence of interventions. Teacher lesson plans will show evidence of teacher planned interventions and enrichment opportunities and curriculum implementation for student needs.	6/5/2015 weekly
G2.B1.S2.A1	Monthly PLC meetings	Schad, Rhonda	8/18/2014	Calendar, PLC notes and agendas	6/5/2015 weekly
G1.B1.S2.A2	Math Solutions Training for Teachers	Medrano, Tamara	8/18/2014	Calendar schedule of training dates assigned by district Professional Development, Sign In Sheets	6/5/2015 monthly
G2.B1.S2.A2	Core Connections Training for Teachers	Schad, Rhonda	8/18/2014	Calendar schedule of training dates assigned by district Professional Development, Sign In Sheets	6/5/2015 monthly
G1.MA1	Reports of class performance in math	Clayton, Rene	8/18/2014	MTSS, PLC and Leadership Team minutes and notes	6/5/2015 biweekly
G1.B1.S1.MA1	Progress monitoring reports will be reviewed and adjustments made as needed to ensure effectiveness	Clayton, Rene	8/18/2014	STAR reading and math reports, Teen Biz reports, Moby Max reports will be analyzed for effectiveness	6/5/2015 monthly
G1.B1.S1.MA1	Leadership meetings to review data, classroom observations, PLCs	Clayton, Rene	8/18/2014	Classroom instructional observation reports with feedback to teachers, progress monitoring data review, instructional lesson plan reviews, MTSS, PLC agendas/notes	6/5/2015 biweekly
G1.B1.S2.MA1	Progress Monitoring on STAR Math testing in Grades K-8	Clayton, Rene	8/18/2014	Data Reports following testing	6/5/2015 monthly
G1.B1.S2.MA1	Math Solutions Training for Administrators, Coaches Training, and Leadership meetings to discuss school-wide observations, new data, and implementation to provide support and follow-up to the training.	Clayton, Rene	8/18/2014	Professional Development log of in-service training for administrators and coaches PRIDE Leadership Agendas August 2014 - May 2015	6/5/2015 monthly
G2.MA1	Reports of class performance in Reading	Clayton, Rene	8/18/2014	MTSS, PLC and Leadership Team minutes and notes	6/5/2015 monthly
G2.B1.S1.MA1	Data results will be reviewed to monitor adequate gains for all students	Clayton, Rene	8/18/2014	Star reading results & TeenBiz results will show adequate growth percentile for each assessment to ensure learning gains.	6/5/2015 monthly
G2.B1.S1.MA1	Leadership team will review lesson plans and classroom observations and progress monitoring data results.	Clayton, Rene	8/18/2014	Star Reading reports, Teen biz reports, lesson plans, observation results	6/5/2015 biweekly
G2.B1.S2.MA1	Progress Monitoring on STAR Reading and Osceola Writes testing in Grades K-8	Clayton, Rene	8/18/2014	Data Reports following testing	6/5/2015 quarterly
G2.B1.S2.MA1	Core Connections Training for Administrators, Coaches Training, and Leadership meetings to discuss school-wide observations, new data, and implementation to provide support and follow-up to the training.	Clayton, Rene	8/18/2014	Professional Development log of in-service training for administrators and coaches PRIDE Leadership Agendas August 2014 - May 2015; Osceola Writes progress monitoring data	10/6/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers of mathematics will implement quality and rigorous instruction aligned to the Florida Standards and Standards for Mathematical Practices. This will have an impact to increase overall math performance, specifically in the area of learning gains for all students.

G1.B1 Previous year baseline knowledge gaps

G1.B1.S1 Design and deliver data driven problem solving and differentiated instruction.

PD Opportunity 1

Use of baseline assessments to determine individual student gaps and areas of need from previous years' content standards. Once gaps are determined, individualized learning paths will be utilized via instructional technology opportunities such as PLATO and MobyMax. These programs will be used in addition to teacher intervention and hands on learning opportunities via the Standards for Mathematical Practice

Facilitator

Math Solutions trainer for Standards of Mathematical Practices. Leadership and MTSS Team to review data problem solving

Participants

Teachers of mathematics, MTSS team

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

G1.B1.S2 Implementation of the Florida Math Standards and Standards for Mathematical Practice through ongoing training with teachers and follow up implementation

PD Opportunity 1

Monthly PLC meetings

Facilitator

Grade Level Leaders K-5 and Department Chairperson 6-8

Participants

All faculty teaching mathematics

Schedule

Weekly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Math Solutions Training for Teachers

Facilitator

Math Solutions consultant, district resource teachers, school based Math/Science coaches K-5, 6-8

Participants

All faculty teaching mathematics

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G2. All teachers of ELA/Reading will implement data driven, effective teaching instruction (Art and Science of Teaching) aligned to the new Florida Standards and curriculum timelines. This will have an impact to ensure learning gains in reading for all students.

G2.B1 Previous year baseline knowledge gaps

G2.B1.S1 Design and deliver data driven problem solving and differentiated instruction.

PD Opportunity 1

Use of baseline assessments to determine individual student gaps and areas of need from previous years' content standards. Differentiated instruction for all students needs will be delivered in various ways by the teacher and support programs on a daily and weekly basis. Once gaps are determined, individualized learning paths will be utilized via instructional technology opportunities such as PLATO and MobyMax and TeenBiz. These programs will be used in addition to teacher intervention and hands on learning opportunities via the Florida Standards.

Facilitator

Common Core Standards Trainer, Core Connections Trainer Leadership and MTSS Team to review data problem solving

Participants

Teachers of ELA/Reading, MTSS team Content area teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G2.B1.S2 Implementation of the Florida Standards for ELA through ongoing training with teachers and follow up implementation

PD Opportunity 1

Monthly PLC meetings

Facilitator

Grade Level Leaders K-5 and Department Chairperson 6-8

Participants

All faculty teaching ELA

Schedule

Weekly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Core Connections Training for Teachers

Facilitator

Core Connections consultant, Literacy Coach for ongoing follow up

Participants

All faculty with ELA connections

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0