

Celebration High School

1809 CELEBRATION BLVD, Celebration, FL 34747

www.osceola.k12.fl.us

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

63%

Alternative/ESE Center

No

Charter School

No

Minority

68%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	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 High School is a challenging and rigorous educational learning community that is dedicated to the preparation of students to be life-long learners and contributing members in a rapidly changing world.

Provide the school's vision statement

A comprehensive, standards-based course of study with a personalized approach, will provide the students of Celebration High School the opportunity to:

- Graduate with a certified Florida High School Diploma.
 - Have the skills to effectively read, write, compute, communicate and use technology.
 - Gather, analyze, synthesize and use information for a variety of purposes.
 - Be creative, problem-solving decision makers who can interact cooperatively with others in any environment.
 - Engage in a rich elective program designed to meet the individual interests of students.
 - Enhance one's self-esteem by engaging in a learning community that is caring for all of its members.
- Community members will be invited and given opportunities, when possible, to be a part of the learning community.

School Environment

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

School has a very diverse population of students. Through activities in class, teachers and students will have opportunities to learn about the cultures of the students. STAR period provides the perfect opportunity for teachers to build relationships with students in a small setting. All lessons are structured around opportunities that allow for discussion and the demonstration of interest in the individual students.

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

Through the use of Positive Behavior Support (PBS), students and teachers are called upon to demonstrate the Five Pillars - Supportive, Tolerant, Organized, Respectful and Motivated at all times. These Five Pillars are front and center in all parts of the school day and guide the behavior expected at all times from students and staff.

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 PBS team has developed a continuum of behaviors that can be teacher-managed and those that may require a minor infraction or 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 PLC meetings throughout the year.

Upon observation of violation of an expectation, staff member reviews positive school expectations and rules with student. Based on data, if the team notices an increase in referrals during the school year, expectations and rules will be re-taught to all students during the class period. The team will track student behaviors. Graphs of specific targeted behaviors, OSS, ISS, attendance will be reviewed weekly. 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

Through the school's Guidance Office, students are able to receive assistance with social-emotional needs - severe or significant emotional situations are referred to the school psychologist for further consideration. Through efforts of deans a mentoring program will continue to allow for mentoring opportunities for students. All teachers will monitor social and emotional needs of students and explore further opportunities for counseling as required.

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

The school is utilizing the district's Early Warning System to provide data to identify students who have one or more variables that indicate a cause for concern. We will be looking at early warning indicators of attendance below 90%, one or more suspensions, course failure in ELA or Math, Level 1 on statewide assessments, and GPA of less than 2.0.

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
	10	11	12	
Attendance below 90 percent	67	59	45	171
One or more suspensions	199	155	132	486
Course failure in ELA or Math	19	31	23	73
Level 1 on statewide assessment	158	125	58	341
GPA Less Than 2	190	119	98	407

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

Indicator	Grade Level			Total
	10	11	12	
Students exhibiting two or more indicators	63	77	54	194

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

In order to work with students with attendance, behavior, and academic indicators, deans have been paired with guidance counselors . Deans will be calling students encouraging students to attend school. Chronically truant students are placed on attendance contracts. Behavior contracts are issued

for students with persistent or repetitive behaviors. The Positive Behavior Support program is in place to set expectations and recognize positive target behaviors. Joint efforts between deans and guidance counselors provide an additional layer of support for these students. The Academic Recovery Unit is part of the progressive discipline policy and allows for students to attend to academic work in an environment outside of their normal class schedule. Students with academic indicators are placed in Intensive classes for support. Recommendation for Tier 3 interventions in MTSS is considered for those who are still not successful in the Intensive classrooms. Students who have low GPAs or are behind in credits have the opportunity to work in the PLATO Lab during the school day for credit recovery or to boost their grade point averages. Guidance counselors conduct group sessions for students failing one or more courses each 9 weeks. MTSS is suggested for students who are exhibiting two or more indicators.

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

Celebration High School has a historical low parent involvement. Celebration High School will increase parent and community informational tools in 2015 to increase from 44% to 50% involvement. The school will continue to provide more informational modes to inform parents, students and community of up to date school news and events. Celebration High School will continue to have a Family In Transition Liaison within the school to provide much needed resources. Academic Intervention Team will review behavioral data to identify at-risk students as well as evaluate students' responses to the Behavior Education Program. Academic Intervention Team will also identify students who do not respond to ARU, collect additional data on those students, and provide them with appropriately designed individualized interventions and will make contact with parents to ensure they are involved with the decision making process. Continued development and implementation of AVID in the 9th, 10th, 11th, and 12th grade. The district has developed a Parent Portal in the new Student Report system FOCUS to allow parents to sign on and check grades, behavior, and attendance in a real time environment.

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 is in the process of building a sustainable Business Partner Program with local and district business serving as partners for the school. The school has appointed a staff member to serve as the Business Partner Liaison for the purpose of securing partners and developing activities that would benefit the students and their achievement.

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
Lisby, Charles	Principal
Straker, Peter	Assistant Principal
Ponzoa, Yvette	Assistant Principal
Myers, Kelly	Assistant Principal
Munoz, Beltran	Dean
Harris, Demetrik	Dean
Walters, Erica	Dean
Holder, Susan	Dean
Harrison, Christine	Instructional Coach
Bates, Sue	Guidance Counselor
Covell, Deana	Guidance Counselor
Harris, Crystal	Guidance Counselor
Hernandez, Mary	Guidance Counselor
Himes, Heather	Other
Jacobs, Kathryn	Guidance Counselor
Judge, Virginia	Guidance Counselor
Keesling, Linda	Teacher, ESE
Luna, Lillibetts	Other
Miglionico, Jacqueline	Guidance Counselor

Duties

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

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

MTSS Coordinator, is responsible for leading monthly meetings to discuss specific student and school- wide performance effectiveness. These student-centered meetings utilize academic and behavioral data to determine both area’s levels of success and need. Guidance counselors, deans, social worker, school psychologist will focus on struggling students in need of behavior interventions and attendance issues.

Literacy coach, and guidance counselors will focus on students struggling with academic interventions.

The whole MTSS team will address students in need of both social and academic interventions as well as work with ESE, and ESOL students that need specialized interventions.

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

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

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

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

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

Behavior: The team will identify students with challenging behaviors and use appropriate PBS strategies to modify these behaviors, including assigning Mentors), and keeping Behavior Contracts. Given the overwhelming number of students scoring below grade level. Our focus is to strengthen the instruction and interventions available through Tier 1. The MTSS team will work with grade level and academic PLC's to continually monitor interventions and form new interventions as needed.

Communication between these grade level and content level teams occurs through academic coaches, grade level chairs and deans and guidance counselors, collectively monitored by the MTSS coordinator. In addition, PLC meetings, school-wide faculty meetings, grade level meetings, instructional team meetings, department meetings, and Staff Development days will strengthen school-wide MTSS communication.

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

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

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

Professional Development is provided. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lizette Wagoner	Parent
Taha Ismael	Student
Jane Wheeler	Student
Betsey Larson	Teacher
Jorge Astudillo	Parent
Leah Carius	Parent
Nicholas Eynon	Student
Sophia Graves	Student
Charles Lisby	Principal

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

The SAC committee receives an update monthly on the school improvement plan and has the opportunity to provide input, ask questions, or offer guidance. This year's school improvement plan and Climate Surveys will be reviewed at the second SAC meeting of the year in September 2014. The school will solicit input on the results of meeting the goals of the SIP and will revise the SIP if required for the current year.

Development of this school improvement plan

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan. The SAC reviews relevant data, identifies problem areas, develops improvement strategies, and monitors their implementation. Goals for the current year were generated by school team in alignment with the Differentiated Accountability Sustainability Plan. The plan was brought to the SAC committee for review, recommendations, and approval.

Preparation of the school's annual budget and plan

SAC funds will be used to support PBS and other initiatives related to the goals of the school as well to fund teacher requests. Current SAC fund balance is \$22,176.66

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

- Multicultural Day \$500
- STORM 101 Carnival \$11,000
- PBS \$1,000
- College and Career \$2,000

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

Yes

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
Lisby, Charles	Principal
Myers, Kelly	Assistant Principal
Ponzoa, Yvette	Assistant Principal
Straker, Peter	Assistant Principal
Harrison, Christine	Instructional Coach
Bowers, Barbara	Teacher, K-12
Bronson, Elizabeth	Teacher, K-12
Carpenter, Denise	Teacher, K-12
Davila, Rosa	Teacher, K-12
Larson, Betsey	Teacher, Career/Technical
Miglionico, Jacqueline	Guidance Counselor
Sherman, Howard	Teacher, K-12
Shimizu, Dominique	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

Every Teacher Contributes to Reading Improvement:

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

The LLT will be focused on supporting the implementation of Marzano strategies across the school as well as the implementation of reading and writing strategies in all subject areas. The LLT will be a guiding force in planning and implementing professional development.

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

Celebration High School has adopted the most recent text books and instructional programs offered by our district. These resources were selected based on their tie to the Florida Standards and their

instructional strengths. Teachers have received training in the proper use of the materials, including online resources, and will participate in ongoing professional development to support their instruction.

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

When recruiting, the Principal and Assistant Principals ask highly-qualified, effective teachers in the faculty to be part of the interviewing process. The Principal and Assistant Principals with input from the faculty involved in the interview process arrive at a decision together.

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

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

New teacher induction program which includes a New Teacher Orientation, appointment of a veteran teacher mentor, and periodic meetings/events to help teachers acclimate to the school. - all administrators and academic coach.

High functioning Professional Learning Communities, research-based instructional strategies, job embedded high quality professional development, development of teacher leaders

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

Teacher Mentoring Supervisor is in charge of the Teacher Mentoring Program for New Faculty Members. New faculty members are assigned a mentor who is highly qualified and highly effective, teaches the same subject and when possible the same grade level, and whose room is close in proximity.

Depending on new teachers' status, the supervisor will meet with the new teachers every other week (or more often if needed) to go over school procedures, grading, planning, instructional strategies, evaluation, portfolio, requirements, and other support teachers may need by following the District handbook.

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

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

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

Celebration High School has adopted the most recent text books and instructional programs offered by our district. These resources were selected based on their tie to the Florida Standards and their instructional strengths. Teachers have received training in the proper use of the materials, including online resources, and will participate in ongoing professional development to support their instruction.

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

Differentiated instruction is a philosophy and an approach to teaching in which teachers and school communities actively work to support the learning of all students through strategic assessment, thoughtful planning and targeted, flexible instruction. Celebration High School believes that differentiated instruction begins with truly knowing the students, both as individual learners and as a community of learners. It is important to intentionally create opportunities to learn about students' strengths, needs, interests, preferences and ways of learning. Learner profiles, interest inventories, and ongoing formal and informal assessment are essential at Celebration High School. This information helps for planning instruction that goes beyond general student needs to address the specific, identified needs of our students. Throughout the instructional cycle, the teachers continue to systematically study learner traits to understand what each student needs to succeed.

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: 17,280

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

Strategy Rationale

This allows the students to have individual attention for the subject they are having problems with. It also allows them to makeup work so they are on pace with the rest of the students in the class.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Myers, Kelly, myerskel@osceola.k12.fl.us

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

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

Strategy: Extended School Day

Minutes added to school year: 6,480

Students will have the opportunity to work on credit recovery in a PLATO lab after school two days per week, 3 hours each day for 18 weeks..

Strategy Rationale

Allows students who are behind and at risk of not graduating with their cohort a chance to recover credits at a faster rate than regular classroom sessions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ponzoa, Yvette, ponzoay@osceola.k12.fl.us

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

The number of courses successfully completed will be tracked and the contribution these credits make toward increasing on-time graduation rates will be monitored.

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

Students in 12th grade receive a variety of support as they prepare to transition to post-secondary education or the work environment. Through the efforts of our dedicated College and Career Specialist, students and parents are offered information on preparing for life beyond high school.

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

Celebration High School promotes academic and career planning through the Guidance Counselors. All students develop a four year plan through FACTS.org and re-visit their plans during scheduling for the following year. The school's Career and College Counselor works with students to assess areas of interest for college study and post-secondary options. Based on these explorations, students are able to make informed decisions about their academic course selections.

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

Celebration High School, through instructional strategies/activities and lesson study will apply real world problems to the courses to make them relevant to the students, for example: CTE programs, College Readiness Math and College Readiness Language Arts. Celebration High School offers various elective classes that help students develop skills they need for their current classes, college, and future careers. Computer Application Business and Web Design: This course is designed to assist students in making informed decisions regarding their future

academic and occupational goals and to provide information regarding careers in the Business Management, and Administration. The content includes but is not limited to instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and soft skills for business applications.

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

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

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

Celebration High School will focus on reading in the content areas by implementing non-negotiable:
1. Instructional Strategies - EVERY teacher will develop and implement instructional strategies in all classes. Research based instructional strategies such as Marzano Institute, NG-CAR-PD and CRISS will be implemented.
2. Collaborative Pairs - EVERY teacher will utilize collaborative paired reading in their instruction so that each student is practicing reading skills in each class. Also text marking and high level contextual text within each lesson. Research supporting the effectiveness of paired reading will be reviewed with all core teachers through, Vocabulary, CRISS and Marzano training.
The AVID strategies for college readiness will be employed throughout campus. Students will receive instruction in the Cornell note-taking system, critical reading skills such as annotating and summarizing texts, and reflective writing. To improve the level of critical thinking and inquiry, students will participate in philosophical chairs and Socratic seminars.

We are challenging our students through rigorous curriculum in part by strengthening our AP courses and increasing enrollment in those advanced classes. Our students continue to have the option of attending Valencia College through the Dual Enrollment program.

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

Increase in number of students participating in Advanced Placement courses

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

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

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

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

Increase in number of students participating in Industry Certification courses

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

Celebration High School has introduced Readiness and Success classes for English and Math in the 12th grade. These classes prepare the students for the College PERT Test and introduces them to the rigor of a college course. The school has also added a College and Career Counselor who works with students on a daily basis. Finally each student will create a plan for post secondary education which will be monitored by the school counselors each year to ensure they are on track or revise.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the number of students by 10% that increase their scale score by a minimum of 1 year in Reading as measured by the Florida Standards Assessment.

- G2.** Increase the number of students by 10% that increase their scale score by a minimum of 1 year in Algebra 1 and Geometry as measured by the Florida Standards Assessment.

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. Increase the number of students by 10% that increase their scale score by a minimum of 1 year in Reading as measured by the Florida Standards Assessment. 1a

G039829

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	74.0

Resources Available to Support the Goal 2

- District Resource Teacher will provide PD for teachers in Math, Science Reading, Writing and Social Studies. PLC time during common planning time and two Wednesdays per month. Literacy Coach will provide training, model, and monitor the use of literacy strategies in all classes.

Targeted Barriers to Achieving the Goal 3

- There are some variations on how teachers used guided practice (e.g. collaborative structures, small groups, checks for understanding) within the "Gradual Release Instructional Model" to reinforce the Florida Standards.
- There are variations on the teachers use of high complexity tasks that are aligned to the Florida Standards.

Plan to Monitor Progress Toward G1. 8

Effective shift to Florida Standards

Person Responsible

Peter Straker

Schedule

On 6/12/2015

Evidence of Completion

Formative and summative assessments, data from STAR, Achieve 3000, FOCUS

G2. Increase the number of students by 10% that increase their scale score by a minimum of 1 year in Algebra 1 and Geometry as measured by the Florida Standards Assessment. 1a

G040808

Targets Supported 1b

Indicator	Annual Target
Math Gains	75.0

Resources Available to Support the Goal 2

- Content specific professional development, implementation of Instructional Focus Calendars, modeling of effective instructional strategies, and academic support in small group pull-out settings.

Targeted Barriers to Achieving the Goal 3

- Inconsistency in following Instructional Focus Calendars to provide students with rigorous lessons and assessments.
- Inconsistency in utilizing data-driven, small group, differentiated instruction.
- Inconsistent use of higher order thinking activities that integrate the Florida Standards expectations

Plan to Monitor Progress Toward G2. 8

Monitoring for rigor and complexity of lessons and assessments.

Person Responsible

Peter Straker

Schedule

Quarterly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Lesson Plans, Formative and Summative assessments.

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. Increase the number of students by 10% that increase their scale score by a minimum of 1 year in Reading as measured by the Florida Standards Assessment. **1**

 G039829

G1.B1 There are some variations on how teachers used guided practice (e.g. collaborative structures, small groups, checks for understanding) within the "Gradual Release Instructional Model" to reinforce the Florida Standards. **2**

 B096194

G1.B1.S1 Administration and Literacy Coach will facilitate discussions during Professional Learning Communities (PLC) to incorporate guided practice through collaborative structures when teaching the Benchmarks. **4**

 S107389

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Christine Harrison

Schedule

Daily, from 8/18/2014 to 6/12/2015

Evidence of Completion

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

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

Focused PLC time utilizing student data

Person Responsible

Peter Straker

Schedule

Monthly, from 8/18/2014 to 6/12/2015

Evidence of Completion

Data notebooks, agendas

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

PLC agendas and meetings notes, data notebooks.

Person Responsible

Peter Straker


Schedule

Monthly, from 8/18/2014 to 6/12/2015

Evidence of Completion

Agendas and data binders.

G1.B1.S2 Literacy Coach will utilize the coaching cycle to model guided practice through collaborative structures in all content areas. 4

 S107390

Strategy Rationale

Action Step 1 5

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

Person Responsible

Charles Lisby

Schedule

Biweekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

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

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

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

Person Responsible

Peter Straker

Schedule

Quarterly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Formative assessments, diagnostic testing, end of year test.

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

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

Person Responsible

Christine Harrison


Schedule

Monthly, from 8/18/2014 to 6/11/2015

Evidence of Completion

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

G1.B1.S3 Teachers will implement the use of collaborative structures during the guided practice component of the "Gradual Release Instructional Delivery Model." 4

 S107391

Strategy Rationale

Action Step 1 5

.Collaborative structures will be implemented through Gradual Release.

Person Responsible

Kelly Myers

Schedule

Monthly, from 8/18/2014 to 6/11/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

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

Person Responsible

Kelly Myers

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Classroom walk-throughs, observations, reflective visits.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Incorporation of collaborative structures.

Person Responsible

Peter Straker


Schedule

Semiannually, from 8/18/2014 to 6/11/2015

Evidence of Completion

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

G1.B1.S4 Administration will conduct classroom walkthroughs and review lesson plan documentation to ensure that instruction includes the utilization of the guided practice component of the "Gradual Release Instructional Model". To identify teachers in need of additional support with the implementation of collaborative structures. 4

 S107392

Strategy Rationale

Action Step 1 5

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

Person Responsible

Yvette Ponzoa

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Implemented walkthrough plan to support the teachers.

Person Responsible

Yvette Ponzoa

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

District Observation Tool.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Teacher in need of support receives it.

Person Responsible

Charles Lisby


Schedule

Monthly, from 8/18/2014 to 6/11/2015


Evidence of Completion

Success on progress monitoring and increased student achievement on exams.

G1.B2 There are variations on the teachers use of high complexity tasks that are aligned to the Florida Standards. 2

 B096195

G1.B2.S1 Administration, in collaboration with district personnel, will provide professional development to content teachers on utilizing high complexity tasks and rigorous assessments. 4

 S107393

Strategy Rationale

Action Step 1 5

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

Person Responsible

Christine Harrison

Schedule

Monthly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Professional Development documentation, PLC documentation.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Incorporation of high cognitive tasks.

Person Responsible

Christine Harrison

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

PLC documentation and coaches' log.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

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

Person Responsible

Yvette Ponzoa

Schedule

Monthly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Common assessment data, classroom observation data and lesson plans.

G1.B2.S2 Administration, in collaboration with the Literacy Coach, will facilitate discussions through Professional Learning Communities (PLC) to identify the steps and procedures necessary to unwrap the Florida Standards and teach to the rigor of the Item Specifications. 4

 S107394

Strategy Rationale

Action Step 1 5

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

Person Responsible

Elizabeth Bronson

Schedule

Biweekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

PLC documentation.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Observations and walkthroughs.

Person Responsible

Charles Lisby

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Classroom observation data and coaches log.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Monitor of assessments

Person Responsible

Peter Straker


Schedule

Monthly, from 8/18/2014 to 6/11/2015

Evidence of Completion

District, state, and national exams.

G1.B2.S3 Teachers will implement the use of high complexity tasks and assessments in all classrooms which are aligned to the Benchmarks and the Item Specifications. 4

 S107395

Strategy Rationale

Action Step 1 5

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

Person Responsible

Christine Harrison

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Observations and walkthroughs.

Person Responsible

Kelly Myers

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Monitor student grades and assessments.

Person Responsible

Peter Straker


Schedule

Monthly, from 8/18/2014 to 6/11/2015

Evidence of Completion

District, state, national exams, and report cards.

G1.B2.S4 Administration will collaborate with the Literacy Coach will provide additional modeling on the implementation of rigorous tasks for teachers who need additional support. 4

 S107397

Strategy Rationale

Action Step 1 5

Modeling of rigorous tasks for teachers who need additional support.

Person Responsible

Yvette Ponzoa

Schedule

Monthly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Common assessment data, lesson plans, and PLC minutes.

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Observations of teachers who need added support.

Person Responsible

Kelly Myers

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Coaches' log, and lesson plans and classroom observations.

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Monitoring for rigor and complexity of tasks.

Person Responsible

Christine Harrison


Schedule

Weekly, from 8/18/2014 to 6/11/2015


Evidence of Completion

Classroom walkthroughs and lesson plans.


G2. Increase the number of students by 10% that increase their scale score by a minimum of 1 year in Algebra 1 and Geometry as measured by the Florida Standards Assessment. 1

 G040808

G2.B1 Inconsistency in following Instructional Focus Calendars to provide students with rigorous lessons and assessments. 2

 B098845

G2.B1.S1 Consistently use standards based instruction and lesson assessments aligned to the rigor and depth of district and state assessments 4

 S110196

Strategy Rationale

Through PLC's, common lesson planning, and professional development. Teachers will analyze how standards are assessed and ensure alignment with classroom instruction and assessment (use of standards based instruction)

Action Step 1 5

Common planning periods and PLC's to prepare lessons and assessments

Person Responsible

Yvette Ponzoa

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Lesson plans, classroom observations, data gathered from common assessments

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

Monitoring for fidelity of implementation of Focus Calendar lessons and assessments

Person Responsible

Peter Straker

Schedule

Monthly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Classroom walk-throughs

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

Assessment data

Person Responsible

Peter Straker

Schedule

Every 2 Months, from 8/18/2014 to 6/11/2015

Evidence of Completion

Increase in student performance on assessments

G2.B1.S2 Math Chair and Administration will assist in analysis of lessons and assessments, and gather and track data. **4**

 S110204

Strategy Rationale

Development of rigorous lessons and assessments aligned to the Florida Standards

Action Step 1 **5**

Development of lessons and assessments

Person Responsible

Denise Carpenter

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Effective lessons and assessments for Instructional Focus pacing Calendars aligned to End of Course assessment

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

Monitor effective implementation of lessons and use of assessments

Person Responsible

Peter Straker

Schedule

Biweekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Effective implementation of lessons

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

Implementation of mini-lessons aligned to EOC assessments and the Florida Standards

Person Responsible

Peter Straker


Schedule

Every 2 Months, from 8/18/2014 to 6/11/2015


Evidence of Completion

Increased proficiency on End of Course assessments

G2.B2 Inconsistency in utilizing data-driven, small group, differentiated instruction. 2

 B098846

G2.B2.S1 Teachers will develop common assessments aligned to the rigor of the Florida Standards analysis and modify lesson when appropriate. 4

 S110203

Strategy Rationale

Consistent assessments aligned to the Florida Standards.

Action Step 1 5

Professional development in lessons that require higher-order thinking

Person Responsible

Peter Straker

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Common assessments

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

PLC review of common assessments and tracking of student progress

Person Responsible

Peter Straker


Schedule

Monthly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Increase in student proficiency on common assessments

G2.B2.S2 District will provide professional development focused on the use of small group, differentiated instruction. 4

 S110221

Strategy Rationale

To increase the use of small group and differentiated instruction.

Action Step 1 5

Professional development in small group and differentiated instruction

Person Responsible

Yvette Ponzoa

Schedule

Monthly, from 8/18/2014 to 6/21/2015

Evidence of Completion

Teacher lesson plans, classroom observations, district assessments

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Classroom Walk-throughs

Person Responsible

Peter Straker

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Classroom Walk-through data

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Increased use of differentiated instruction in math classrooms

Person Responsible

Peter Straker

Schedule


Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion


More differentiated instruction evidenced in lesson plans and classroom implementation

G2.B3 Inconsistent use of higher order thinking activities that integrate the Florida Standards expectations

2

 B098847

G2.B3.S1 Provide teacher training in lessons that utilize differentiated higher-order thinking within the whole classroom. 4

 S110201

Strategy Rationale

To create lessons that require higher-order thinking for all students.

Action Step 1 5

Professional development in lessons that require higher-order thinking

Person Responsible

Yvette Ponzoa

Schedule

Every 6 Weeks, from 8/18/2014 to 6/11/2015

Evidence of Completion

Professional development activities

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom Observations and Walk-throughs

Person Responsible

Peter Straker

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Classroom walk-through data, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom walk-throughs

Person Responsible

Peter Straker

Schedule

Biweekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Evidence of use of higher-order thinking questions, materials, and tasks

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	Teachers will utilize all phases of the "Gradual Release Instructional Model" including collaborative structures	Harrison, Christine	8/18/2014	PLC documentation, coaches log, lesson plan documentation, Lesson Study documentation and classroom observation data.	6/12/2015 daily
G1.B1.S2.A1	Teachers will utilize all phases of the guided practice including collaborative structures.	Lisby, Charles	8/18/2014	PLC documentation, coaches log, lesson plan documentation, Lesson Study documentation and classroom observation data.	6/11/2015 biweekly
G1.B1.S3.A1	.Collaborative structures will be implemented through Gradual Release.	Myers, Kelly	8/18/2014	PLC documentation, coaches log, lesson plan documentation, Lesson Study documentation and classroom observation data.	6/11/2015 monthly
G1.B1.S4.A1	Development a of consistent walkthroughs to identify teachers requiring additional support.	Ponzoa, Yvette	8/18/2014	Coaches log, lesson plan documentation, and classroom observation data.	6/11/2015 weekly
G1.B2.S1.A1	Professional Development will be given so teachers will utilize high cognitive complexity tasks.	Harrison, Christine	8/18/2014	Professional Development documentation, PLC documentation.	6/11/2015 monthly
G1.B2.S2.A1	Discussion through Professional Learning Communities (PLC) to identify the steps and procedures necessary to unwrap the NGSSS, Common Core Standards and teach to the rigor of the Item Specifications will be developed.	Bronson, Elizabeth	8/18/2014	PLC documentation.	6/11/2015 biweekly
G1.B2.S3.A1	Teachers will implement the use of high complexity tasks and assessments in all classrooms	Harrison, Christine	8/18/2014	Lesson plans, common assessment data, classroom observation data, and coaches' log.	6/11/2015 weekly
G1.B2.S4.A1	Modeling of rigorous tasks for teachers who need additional support.	Ponzoa, Yvette	8/18/2014	Common assessment data, lesson plans, and PLC minutes.	6/11/2015 monthly
G2.B1.S1.A1	Common planning periods and PLC's to prepare lessons and assessments	Ponzoa, Yvette	8/18/2014	Lesson plans, classroom observations, data gathered from common assessments	6/11/2015 weekly
G2.B1.S2.A1	Development of lessons and assessments	Carpenter, Denise	8/18/2014	Effective lessons and assessments for Instructional Focus pacing Calendars aligned to End of Course assessment	6/11/2015 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.B2.S1.A1	Professional development in lessons that require higher-order thinking	Straker, Peter	8/18/2014	Common assessments	6/11/2015 weekly
G2.B2.S2.A1	Professional development in small group and differentiated instruction	Ponzoa, Yvette	8/18/2014	Teacher lesson plans, classroom observations, district assessments	6/21/2015 monthly
G2.B3.S1.A1	Professional development in lessons that require higher-order thinking	Ponzoa, Yvette	8/18/2014	Professional development activities	6/11/2015 every-6-weeks
G1.MA1	Effective shift to Florida Standards	Straker, Peter	8/18/2014	Formative and summative assessments, data from STAR, Achieve 3000, FOCUS	6/12/2015 one-time
G1.B1.S1.MA1	PLC agendas and meetings notes, data notebooks.	Straker, Peter	8/18/2014	Agendas and data binders.	6/12/2015 monthly
G1.B1.S1.MA1	Focused PLC time utilizing student data	Straker, Peter	8/18/2014	Data notebooks, agendas	6/12/2015 monthly
G1.B2.S1.MA1	Monitor for full implementation of high cognitive complexity tasks throughout the school.	Ponzoa, Yvette	8/18/2014	Common assessment data, classroom observation data and lesson plans.	6/11/2015 monthly
G1.B2.S1.MA1	Incorporation of high cognitive tasks.	Harrison, Christine	8/18/2014	PLC documentation and coaches' log.	6/11/2015 weekly
G1.B1.S2.MA1	Incorporation of higher order tasks within CCSS, NGSSS and test specifications.	Harrison, Christine	8/18/2014	Success on progress monitoring and success on state and national tests.	6/11/2015 monthly
G1.B1.S2.MA1	Allow teachers to see best practices and collaborate with their colleagues to analyze and plan for the new CCSS and implement in their classrooms..	Straker, Peter	8/18/2014	Formative assessments, diagnostic testing, end of year test.	6/11/2015 quarterly
G1.B2.S2.MA1	Monitor of assessments	Straker, Peter	8/18/2014	District, state, and national exams.	6/11/2015 monthly
G1.B2.S2.MA1	Observations and walkthroughs.	Lisby, Charles	8/18/2014	Classroom observation data and coaches log.	6/11/2015 weekly
G1.B1.S3.MA1	Incorporation of collaborative structures.	Straker, Peter	8/18/2014	Formative assessments, diagnostic testing, end of year exams.Success on progress monitoring and success on state and national exams.	6/11/2015 semiannually
G1.B1.S3.MA1	Teachers will utilize all phases of the "Gradual Release Instructional Model" including collaborative structures	Myers, Kelly	8/18/2014	Classroom walk-throughs, observations, reflective visits.	6/11/2015 weekly
G1.B2.S3.MA1	Monitor student grades and assessments.	Straker, Peter	8/18/2014	District, state, national exams, and report cards.	6/11/2015 monthly
G1.B2.S3.MA1	Observations and walkthroughs.	Myers, Kelly	8/18/2014	Lesson plans,classroom observation data, and coaches' log.	6/11/2015 weekly
G1.B1.S4.MA1	Teacher in need of support receives it.	Lisby, Charles	8/18/2014	Success on progress monitoring and increased student achievement on exams.	6/11/2015 monthly
G1.B1.S4.MA1	Implemented walkthrough plan to support the teachers.	Ponzoa, Yvette	8/18/2014	District Observation Tool.	6/11/2015 weekly
G1.B2.S4.MA1	Monitoring for rigor and complexity of tasks.	Harrison, Christine	8/18/2014	Classroom walkthroughs and lesson plans.	6/11/2015 weekly
G1.B2.S4.MA1	Observations of teachers who need added support.	Myers, Kelly	8/18/2014	Coaches' log, and lesson plans and classroom observations.	6/11/2015 weekly
G2.MA1	Monitoring for rigor and complexity of lessons and assessments.	Straker, Peter	8/18/2014	Lesson Plans, Formative and Summative assessments.	6/11/2015 quarterly
G2.B1.S1.MA1	Assessment data	Straker, Peter	8/18/2014	Increase in student performance on assessments	6/11/2015 every-2-months
G2.B1.S1.MA1	Monitoring for fidelity of implementation of Focus Calendar lessons and assessments	Straker, Peter	8/18/2014	Classroom walk-throughs	6/11/2015 monthly
G2.B3.S1.MA1	Classroom walk-throughs	Straker, Peter	8/18/2014	Evidence of use of higher-order thinking questions, materials, and tasks	6/11/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1	Classroom Observations and Walk-throughs	Straker, Peter	8/18/2014	Classroom walk-through data, lesson plans	6/11/2015 weekly
G2.B2.S1.MA1	PLC review of common assessments and tracking of student progress	Straker, Peter	8/18/2014	Increase in student proficiency on common assessments	6/11/2015 monthly
G2.B1.S2.MA1	Implementation of mini-lessons aligned to EOC assessments and the Florida Standards	Straker, Peter	8/18/2014	Increased proficiency on End of Course assessments	6/11/2015 every-2-months
G2.B1.S2.MA1	Monitor effective implementation of lessons and use of assessments	Straker, Peter	8/18/2014	Effective implementation of lessons	6/11/2015 biweekly
G2.B2.S2.MA1	Increased use of differentiated instruction in math classrooms	Straker, Peter	8/18/2014	More differentiated instruction evidenced in lesson plans and classroom implementation	6/11/2015 weekly
G2.B2.S2.MA1	Classroom Walk-throughs	Straker, Peter	8/18/2014	Classroom Walk-through data	6/11/2015 weekly

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. Increase the number of students by 10% that increase their scale score by a minimum of 1 year in Reading as measured by the Florida Standards Assessment.

G1.B1 There are some variations on how teachers used guided practice (e.g. collaborative structures, small groups, checks for understanding) within the "Gradual Release Instructional Model" to reinforce the Florida Standards.

G1.B1.S1 Administration and Literacy Coach will facilitate discussions during Professional Learning Communities (PLC) to incorporate guided practice through collaborative structures when teaching the Benchmarks.

PD Opportunity 1

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

Facilitator

Christine Harrison Literacy Coach

Participants

Whole school faculty

Schedule

Daily, from 8/18/2014 to 6/12/2015

G1.B1.S2 Literacy Coach will utilize the coaching cycle to model guided practice through collaborative structures in all content areas.

PD Opportunity 1

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

Facilitator

Christine Harrison Literacy Coach

Participants

Whole school faculty

Schedule

Biweekly, from 8/18/2014 to 6/11/2015

G1.B2 There are variations on the teachers use of high complexity tasks that are aligned to the Florida Standards.

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

PD Opportunity 1

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

Facilitator

Literacy Coach

Participants

All Celebration High School Faculty

Schedule

Monthly, from 8/18/2014 to 6/11/2015

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

PD Opportunity 1

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

Facilitator

Celebration High School PLC Lead/ Literacy Coach

Participants

ELA, Math, Science & Social Studies teachers

Schedule

Biweekly, from 8/18/2014 to 6/11/2015

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

PD Opportunity 1

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

Facilitator

District Curriculum Specialist/ Administration/ Literacy Coach

Participants

Whole Faculty

Schedule

Weekly, from 8/18/2014 to 6/11/2015

G2. Increase the number of students by 10% that increase their scale score by a minimum of 1 year in Algebra 1 and Geometry as measured by the Florida Standards Assessment.

G2.B1 Inconsistency in following Instructional Focus Calendars to provide students with rigorous lessons and assessments.

G2.B1.S1 Consistently use standards based instruction and lesson assessments aligned to the rigor and depth of district and state assessments

PD Opportunity 1

Common planning periods and PLC's to prepare lessons and assessments

Facilitator

PLC Lead/ Department Chairs/Administration

Participants

Whole faculty

Schedule

Weekly, from 8/18/2014 to 6/11/2015

G2.B2 Inconsistency in utilizing data-driven, small group, differentiated instruction.

G2.B2.S1 Teachers will develop common assessments aligned to the rigor of the Florida Standards analysis and modify lesson when appropriate.

PD Opportunity 1

Professional development in lessons that require higher-order thinking

Facilitator

District Math Specialist / Literacy Coach

Participants

Math Department.

Schedule

Weekly, from 8/18/2014 to 6/11/2015

G2.B2.S2 District will provide professional development focused on the use of small group, differentiated instruction.

PD Opportunity 1

Professional development in small group and differentiated instruction

Facilitator

Literacy Coach/ District Math specialist

Participants

Math Department

Schedule

Monthly, from 8/18/2014 to 6/21/2015

G2.B3 Inconsistent use of higher order thinking activities that integrate the Florida Standards expectations

G2.B3.S1 Provide teacher training in lessons that utilize differentiated higher-order thinking within the whole classroom.

PD Opportunity 1

Professional development in lessons that require higher-order thinking

Facilitator

District Math Specialist/ Literacy Coach

Participants

Math Department

Schedule

Every 6 Weeks, from 8/18/2014 to 6/11/2015

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