

FLORIDA DEPARTMENT OF EDUCATION



Celebration High School-School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: : Celebration High School	District Name: Osceola
Principal: Laura Rhinehart E.d.D.	Superintendent: Melba Luciano
SAC Chair: : Lizette Wagoner	Date of School Board Approval: Pending

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Dr. Laura Rhinehart	BA in Mathematics Education MA in Mathematics Education Ed.D. in Educational Leadership/ Mathematics 6-12 School Principal	4	15	2006-2007, 2007-2008 PATHS FCAT A, AYP yes. 2008 – 2009 Celebration High School FCAT D, AYP no. 2010 Celebration High School FCAT Grade A, AYP 79% met, Correct II 2011 Celebration High School FCAT A, AYP 82%, Correct I 2012 Celebration High School , High School Grade Pending

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Assistant Principal	Dr. Peter Straker	BSC in Secondary Mathematics. MS in Mathematics Education and Computing. Ed.S. in Educational Leadership. Ed.D. in Educational Leadership	3	9	2002-2006 Poinciana High School, FCAT C, AYP no. 2006 - 2007 Liberty High School FCAT N/A, AYP N/A. 2007 - 2009 Poinciana High School FCAT D/F, AYP no. 2010 Celebration High School FCAT Grade A, AYP 79% met, Correct II 2011 Celebration High School FCAT A, AYP 82%, Correct I 2012 Celebration High School , High School Grade Pending
Assistant Principal	Mr. Gary Weeden	BA in Physical Education. MA in Educational Leadership	14	7	Celebration High School 2008-2009 FCAT D, AYP no. Celebration High School 2007 - 2008 FCAT D, AYP no. Celebration High School 2006 - 2007 FCAT C, AYP no. Celebration High School 2005 - 2006 FCAT C, AYP no. 2010 Celebration High School FCAT Grade A, AYP 79% met, Correct II 2011 celebration High School FCAT A, AYP 82%, Correct I 2012 Celebration High School , High School Grade Pending
Assistant Principal	Ms. Yvette Ponzoa	Bachelors in Elementary Education, Masters in Varying Exceptionalities, Specialist in Educational Leadership	9	2	Celebration High School 2008-2009 FCAT D, AYP no. Celebration High School 2007 - 2008 FCAT D, AYP no. Celebration High School 2006 - 2007 FCAT C, AYP no. Celebration High School 2005 - 2006 FCAT C, AYP no. 2010 Celebration High School FCAT Grade A, AYP 79% met, Correct II 2011 celebration High School FCAT Ag, AYP 82%, Correct I 2012 Celebration High School , High School Grade Pending

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Christine Harrison	BS in Elementary Education. M.Ed. in Reading Reading Endorsement. ESOL Certification	14	9	2003-2006 Celebration High School, FCAT C, AYP no. 2007-2009 Celebration High School, FCAT D, AYP no. 2010 A FCAT Grade, 79% AYP met. 2011 FCAT A AYP 82% 2012 Pending High Standards 2007 36%,2008 46%, 2009 44%, 2010 49%, 2011 50% 2012 53% Learning Gains 2007 43%,2008 57%, 2009 51%, 2010 54%, 2011 58%. 2012 68% Lowest Quartile 2007 47%, 2008 46%, 2009 41%, 2010 43%, 2011 56%. 2012 64%
Math	Tamala McDermont	BS. Mathematics Education MS. Integrated Technology Ed.S Teacher Leadership	9	2	Celebration High School, FCAT D, AYP no. 2010 A FCAT Grade, 79% AYP met. 2011 FCAT A, AYP 82% High Standards 2010 72%, 2011 78%., 2012 66% (EOC) Learning gains 2010 74%, 2011 80% 2012 83%. Lowest Quartile 2010 65%, 2011 71% 2012 81%
Science	TBA	TBA	TBA	TBA	TBA

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
Mentorship Program	Kim Manion	June 2013
Department Meetings that are data driven, best practices, collaboration	Department Heads	June 2013
Staff Development	Principal, Assistant Principals, Literacy Coach, Math Coach	June 2013

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	Science Coach, District	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
1.5% (3) Out of field Only (3)	Reading Endorsement Program, and Gifted Endorsement Program Add Business Certification to Certificate

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
125	7.1%(9)	21.2%(27)	54.0%(68)	17.7%(22)	69.0%(86)	100%(125)	8.8%(11)	4.4%(5)	15.0%(19)

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Kim Manion	Sondra Ahlers Stan Brown Jay Vedder	Experienced teacher coordinator for IB program.	An orientation meeting was held with the new teachers to provide them with information to assist them in their
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			<p>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.</p> <p>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. New teachers working toward permanent certification are provided one-on-one assistance from Kim Manion, the school's Novice Educator Training mentor.</p>
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Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs

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Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Yvette Ponzoa(RTI Coordinator), Dr. Laura Rhinehart (Principal) Dr. Peter Straker (Assistant Principal), Gary Weeden(Assistant Principal, Sue Bates (Guidance), Tamala McDermott (Math Coach), Christine Harrison (Literacy Coach), TBA (Science Coach), School Psychologist, Susan Holder Attendance Dean and Kelly Myers Dean ARU Coordinator.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? 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.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The RtI team will help the SAC determine which areas of the curriculum are in need to improvement and help the SAC better focus their goals on student needs. As per the RTI process, every student who has received a Level I or Level II on the Reading and Algebra 1, Geometry, and Biology are monitored in Tier I. In Tier I teachers implement the curricula and instruction in Intensive Reading and Math classes and their fidelity of implementation is documented. Teachers have been assigned an advisory (STAR) group of students which they meet with once per week for 32 minutes. Teachers will talk to the students about grades, missed assignments and other topics throughout the year. In Tier II at risk students or non-responders are targeted and monitored through an Extended Learning Plan and the Academic Rescue Unit has been developed to support these students. In Tier III, students who do not respond to the interventions are monitored on a weekly basis with an individualized intervention plan. Assessments data is collected for possible program identification.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. We will use a variety of data sources including ODMS, Pinnacle Grade Book, teacher evaluations, Data Director, fluency, District Tests and observations to determine if interventions are being successful.
Describe the plan to train staff on MTSS. Staff will be trained during a faculty meeting and RtI will be woven into the plans of all professional development with the emphasis being on what we do when students are not learning.

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Describe the plan to support MTSS. School based administrator take an active and monitoring role in the support of the MTSS. This is done by analysis of data, meetings with the RTI team and data chats with the targeted students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). Dr. Laura Rhinehart (Principal) Dr. Peter Straker (Assistant Principal), Gary Weeden (Assistant Principal, Sue Bates (Guidance), Aaron Foley (LA Dept. Head), Leslie Rivera (Science Dept. Head), Christine Harrison (Literacy Coach), Denise Carpenter (Math Department Chair) Howard Sherman (Social Studies Dept. Head), Kelly George (ESE Dept. Head), Nancy Martinez (Reading Dept. Head), Barbara Bowers (Fine Arts Dept. Head), Betsey Larson (Vocational dept. Head), Jeff Bean (PE Dept. Head)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Coach, will set the agenda with the Principal. Our role is to provide the leadership in their curriculum areas for all things supporting school-wide literacy--such as mini professional development strategies; literacy celebrations; directives from admin; feedback and reflections on data.

What will be the major initiatives of the LLT this year? Developing and implementing vocabulary in every classroom. Analyzing data and focus on impact group. Implementing mini trainings (based on teacher requirements) as needed.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

**Elementary Title I Schools Only: Pre-School Transition*

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

**Grades 6-12 Only Sec. 1003.413 (2)(b) F.S*

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

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 Learning Focused Solutions, 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. Research supporting the effectiveness of paired reading will be reviewed with all core teachers through LFS, Vocabulary, Marzano and CRISS training.

**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

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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, Advanced Algebra with Financial Literacy, CTE programs, College Readiness Math and College Readiness Language Arts.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

In 2012-2013 school year, all 9th graders were required to complete an EPEP (Electronic Personal Education Plan). In this plan, students choose a course of study that is personally meaningful to them. This process will continue. Counselors have access to student EPEPs and use these in making student course selections.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

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 taking Algebra I prior to 9th grade
- Increase in number of students performing at a level 3 or better in Reading and Mathematics
- All 9th, 10th grade and selected 11th grade students will take PSAT
- Implemented High School Scholars program
- Implemented IMPACT for credit recovery for graduation
- Offer PERT testing and remediation courses for College Readiness

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. There was inconsistent evidence that supports teachers' utilization of guided practice (e.g. collaborative structures,	1A.1. 1.1. Student achievement will improve when teachers utilize guided practice (i.e. collaborative structures, small groups,	1A.1. Administration, Christine Harrison Literacy Coach, Department Chair	1A.1. 1.1. Evidence: Teachers will utilize all phases of the "Gradual Release Instructional Model" including	1A.1. FAIR, FCAT, District Assessments.
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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<p>Celebration High School will increase the amount of students proficient in Reading in 2013 by 3%.</p>	<p>53%</p>	<p>56%</p>	<p>small groups, checks for understanding) within the "Gradual Release Instructional Model" to reinforce the Next Generation Sunshine State Standards (NGSSS).</p>	<p>explicit initial instruction) within the classroom.</p> <p>Reading Coach will create an observation checklist to evaluate implementation of the "Gradual Release Instructional Model".</p> <p>Reading Coach will create an observation checklist to evaluate implementation of the "Gradual Release Instructional Model".</p> <p>Reading Coach will facilitate discussions during Professional Learning Communities (PLC) to incorporate guided practice through collaborative structures when teaching the Benchmarks.</p> <p>Reading Coach will utilize the coaching cycle to model guided practice through collaborative structures.</p> <p>Teachers will implement the use of collaborative structures during the guided practice component of the "Gradual Release Instructional Delivery Model." School based administrators will conduct classroom observations to identify teachers in need of additional support with the implementation of collaborative structures.</p>		<p>collaborative structures as measured by PLC documentation, coaches log, lesson plan documentation, Lesson Study documentation and classroom observation data.</p>	
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			<p>Reading Coach will provide additional modeling on the use of collaborative structures to identified teachers.</p> <p>Teachers and Reading Coach will collaborate during subject specific Professional Learning Communities to target challenges and share ideas related to collaborative structures.</p> <p>School based administrators 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".</p>			
		<p>IA.2. There were inconsistencies with teachers' use of high complexity tasks that are aligned to the Next Generation Sunshine State Standards.</p>	<p>IA.2. Student achievement will improve when teachers and students utilize higher order tasks and assessments which match the Next Generation Sunshine State Standards (NGSSS) and the rigor of the Reading FCAT Test Item Specifications.</p> <p>School based administrators, in collaboration with district personnel, will provide professional development to reading teachers on utilizing high complexity tasks and rigorous assessments.</p>	<p>IA.2. Administration, Christine Harrison Literacy Coach, Department Chair</p>	<p>IA.2. Teachers will utilize high cognitive complexity tasks and assessments as measured by professional development documentation, PLC documentation, common assessment data, demonstration classroom schedule, classroom observation data, coaches' logs, and lesson plan documentation.</p>	<p>IA.2. FAIR, FCAT, District Assessments</p>

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			<p>School based administrators, in collaboration with the Reading Coach, will facilitate discussions through Professional Learning Communities (PLC) to identify the steps and procedures necessary to unwrap the NGSSS and teach to the rigor of the Reading FCAT Test Item Specifications.</p> <p>Teachers will implement the use of high complexity tasks and assessments in all classrooms which are aligned to the Benchmarks and the Reading FCAT Test Item Specifications.</p> <p>Reading Coach will develop a demonstration classroom to support and model the utilization of high complexity tasks and assessments that showcase the rigor of the Benchmarks and Reading FCAT Test Item Specifications.</p> <p>Reading Coach will develop and schedule lesson observation cycles (preconference, observation, post conference) for teachers to observe high complexity tasks and assessments aligned to the rigor of the Benchmarks identified in the Reading FCAT Test Item Specifications.</p>			
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			<p>Teachers will participate in a Lesson Study cycle focusing on developing rigorous tasks and assessments to drive instruction.</p> <p>Teachers will implement the use of rigorous tasks and assessments during reading instruction.</p> <p>School based administrators will collaborate with the Reading Coach to develop a plan for teachers who are in need of additional support with the implementation of high complexity tasks and assessments.</p> <p>Reading Coach will provide additional modeling on the implementation of rigorous tasks for teachers who need additional support.</p>				
			1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. There were inconsistencies with teachers' use of the IEP and complexity tasks that are aligned to the Next Generation Sunshine State Standards.	1B.1. Teachers will implement lessons aligned with Access Point criteria. Teachers will use PLCs to plan and develop lessons based on Access Point criteria and examine cognitive level of the lesson. The school will explore differentiating the post post-graduation IND students and Access Point IND students. School based administration will monitor and support implementation	1B.1. Administration, RCS, department Chair	1B.1. Teachers will analyze month to month student data to check on progress	1B.1. Walk through, FAA, Data.
Reading Goal #1B: Students scoring at level 4,5,and 6 in reading on the Florida Alternate Assessment will increase by10% in 2013	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33%	43%					

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			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. There is still inconsistent evidence that supports teachers' utilization of higher order questioning and discourse that align to the Next Generation Sunshine State Standards (NGSSS) and cognitive complexity of the FCAT Test Item Specifications.	2A.1. Student achievement will improve when teachers and students utilize higher order questioning strategies to promote critical, independent and creative thinking to allow for student discourse within the classroom. Reading Coach will develop a coaching schedule to provide differentiated support and professional development to teachers. Reading Coach, in collaboration with teachers, will utilize text analyzer tools to determine text complexity. Reading Coach will develop a coaching schedule to provide differentiated support and professional development to teachers. Teachers will serve as peer coaches to provide support to new teachers.	2A.1. Administration, Christine Harrison, Literacy Coach, Department Chair	2A.1. Teachers will utilize higher-order questioning and discourse as measured by professional development documentation, lesson plans, Lesson Study documentation, demonstration classroom visitation schedules, classroom walkthrough data and coach's log.	2A.1. FAIR, FCAT, District Assessments
Reading Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Celebration High School will show an increase of 3% of students achieving above proficiency FCAT levels 4 in reading in 2013	28%	31%					

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				<p>District personnel, in collaboration with the Reading Coach, will provide professional development to reading teachers on the utilization of higher order questioning strategies (i.e. scaffolding, pacing, prompting and probing techniques) and student discourse.</p> <p>Teachers will implement the use of higher order questioning within daily lessons to align instruction with the Next Generation Sunshine State Standards (NGSSS) and rigor of the Reading FCAT Test Item Specifications.</p> <p>Teachers will utilize the Lesson Study process to become proficient at developing higher order questions to enhance student discourse within the classroom. Reading Coach will develop a demonstration classroom which will serve as a model for the use of higher order questioning strategies.</p> <p>Reading Coach will provide opportunities for teachers to visit the demonstration classroom to observe higher order questioning strategies during instruction.</p>			
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				<p>Teachers will implement the use of higher order questioning strategies during instruction to promote discourse.</p> <p>School based administrators will conduct classroom observations to identify teachers in need of additional support with the implementation of higher order questioning strategies and student to-student discourse.</p> <p>Reading Coach will provide additional modeling to teachers who are in need of assistance with the implementation of higher order questioning strategies.</p> <p>School based administrators will conduct classroom observations and review lesson plan documentation to ensure that instruction includes higher order questioning.</p>			
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<p>Reading Goal #2B:</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>	<p>There were inconsistencies with teachers' use of the IEP and complexity tasks that are aligned to the Next Generation Sunshine State Standards.</p>	<p>All teachers will implement Access Point criteria, IEP, mini lessons, informal assessments within instruction.</p> <p>Teachers will utilize data from assessments, progress monitoring and IEP to</p>	<p>Administration, RCS, Department Chair</p>	<p>Teachers will analyze month to month student data to check on progress.</p>	<p>Walk through, FAA, Data</p>
<p>Students scoring at level 7 in reading on the Florida Alternate</p>	<p>17%</p>	<p>27%</p>					

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Assessment will increase by 10% in 2013				monitor student progress. The school will explore differentiating the post post-graduation IND students and Access Point IND students. To better serve them. School based administration will monitor and support implementation			
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Teachers with lowest quartile students may not have enough time for the student's individual needs.	3A.1. Level 1 9th and 10th grade students and LEP developmental language students will be placed in a block intensive reading and 9th and 10th grade level 2, and level 1 and 2, 11th and 12th grade will be placed in a single intensive reading class.	3A.1. Principal, Assistant Principal (Curriculum and Instruction), Literacy Coach. Guidance Department	3A.1. Fidelity Checks, Data Analysis.	3A.1. Utilize FAIR, Vocabulary and Fluency in Intensive Reading classes. Classroom Walk Through Formative tests and EOC quarterly exams
Reading Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Celebration High School will show improvement in students achieving one year of learning gains in reading by 3% in 2013.	66%	69%					
			3A.2. The school is in the initial stages of consistently utilizing all components of Florida's Continuous Improvement Model (Instructional Focus Calendars, focus mini lessons and mini assessments, progress monitoring data, and student data chats)	3A.2. Student achievement will improve when the Florida Continuous Improvement Model (FCIM) is implemented in all Reading classrooms. School based administrators will develop a plan to implement all components of the Florida's Continuous	3A.2. Administration, Literacy Coach, Department Chair	3A.2. Teachers will implement the Florida Continuous Improvement Model as measured by Instructional Focus Calendar, focus mini lessons, mini assessment data, Benchmark exam data, PLC	3A.2. Observations, FCAT, Formative assessments,

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		with fidelity.	Improvement Model. Instructional coaches and selected writing teams will develop in the summer of 2012 and distribute Instructional Focus Calendars and align daily focus mini lessons, and mini assessments to the Benchmarks. Teachers will consistently analyze data from mini assessments and Benchmark exams to redirect the instructional focus (i.e. remediation, enrichment). School based administrators, in collaboration with the Reading Coach, will meet with teachers within Professional Learning Communities to discuss subgroup progress monitoring data (i.e. focus mini assessments) And individual student data to make instructional decisions.			
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.		3B.1. There were inconsistencies with teachers' use of the IEP and data to drive instruction.	3B.1. All teachers will implement Access Point criteria, IEP, mini lessons, informal assessments within instruction. School based administration will monitor and support implementation The school will explore	3B.1. Administration, RCS, Department Chair	3B.1. Teachers will analyze month to month student data to check on progress.	3B.1. Walk through, FAA, Data
Reading Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Students making learning gains in reading on the Florida Alternate Assessment will increase by 10% in	17%	27%				

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2013.				differentiating the post post-graduation IND students and Access Point IND students. Teachers will utilize data from assessments, progress monitoring and IEP to monitor student progress.			
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Celebration High School students lack knowledge in reading.	4A.1. School wide emphasis on improving standardized test results. Implement the Curriculum Improvement Model (Data analysis of students in each teacher's class, teachers will identify their bottom 35% students, Focus mini lessons built into course content across the content areas, Focus calendar, and standardized mini assessments in each core subject created by the school and standardized tests created by the district, and Curriculum Achievement Plan Model into the school.	4A.1. FLDOE, District Specialists, Principal, Assistant Principal (Curriculum and Instruction), Literacy Coach.	4A.1. Fidelity Checks, Data Analysis.	4A.1. Utilize FAIR, Vocabulary and Fluency in Intensive Reading classes. ELLIS and Rourke Software in Developmental Language classes, Read Plus and Read 180 in level 1 classrooms District formative assessments throughout the year. Classroom Walk Through
Reading Goal #4:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Celebration High School will show improvement in the identified lowest quartile in reading by 3% in 2013.	64%	67%					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. <u>Reading Goal #5A:</u> Celebration High School will decrease the number of students not proficient in Reading by 50% within 6 years.	Baseline data 2010-2011		47%	44%	39%	34%	29%	24%
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. <u>Reading Goal #5B:</u> Celebration High School's ethnicity subgroups will decrease the number of students not making satisfactory progress in reading by 3% in 2013.	2012 Current Level of Performance:* White: 32% Black: 45% Hispanic: 37% Asian: 24% American Indian: 0%		5B.1. Lack of parental guidance	5B.1. Continued development and implementation of AVID in the 9th, 10th, 11th, and 12th grade.	5B.1. District, Principal, Assistant Principal (Curriculum and Instruction), AVID Coordinator	5B.1. Fidelity Checks, Data Analysis.	5B.1. AVID Certification Process, FCAT, District Assessments.	
	2013 Expected Level of Performance:* White: 29% Black: 42% Hispanic: 34% Asian: 21% American Indian: 0%		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3. There are inconsistencies with the use of data to drive instruction in reading.	5B.3. Reading Coach will provide professional development to new teachers on utilization of student data to drive instruction. Reading Coach will conduct bi-weekly data chats with teachers. School-based administrators will monitor and support implementation.	5B.3. Administration, Reading Coach, Department Chair.	5B.3. PLC, progress monitoring, data analysis.	5B.3. District formative assessment, teacher FLCIM, FCAT, FAIR.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Students lack the basic foundations of the English Language	5C.1. ESOL students will utilize ELLIS Academic Suite (research based) Reading department will implement READ180 and Read Plus (research based), within the classroom. English Department will Continue to implement NES specific classes. The school will continue to utilize an ESOL teacher to differentiate instruction for our NES population.	5C.1. FLDOE, District Specialists, Principal, Assistant Principal (Curriculum and Instruction), Literacy Coach, ESOL Compliance Specialist.	5C.1. Fidelity Checks, Data Analysis	5C.1. ELLIS Reports, Classroom Walkthroughs Read 180, Rourke, and Read Plus Reports, Formative assessments, FCAT, CELLA.
Reading Goal #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Celebration High School will decrease the number of English Language learners (ELL) not making satisfactory progress by 3% in 2013.	43%	40%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. There are inconsistencies with the use of data to drive instruction in reading.	5D.1. Reading Coach will provide professional development to new teachers on utilization of student data to drive instruction. Reading Coach will conduct bi-weekly data chats with Reading teachers. School-based administrators will monitor and support implementation.	5D.1. Administration, Reading Coach, Department Chair.	5D.1. PLC, progress monitoring, data analysis.	5D.1. District formative assessment, teacher FLCIM, FAIR, FCAT.
Reading Goal #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Celebration High School will decrease the number of SWDs not making satisfactory progress by 3% in 2013.	39%	36%					

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5E. Economically Disadvantaged students not making satisfactory progress in reading.		5E.1. Lack of parental support and Lack resources to operate in school effectively.	5E.1. Continue to have a FIT Liaison within the school.	5E.1. District, Administration, Guidance, Teachers	5E.1. District Reports.	5E.1. Teacher feedback, FIT Liaison reports, FCAT, and Formative Assessments.	
Reading Goal #5E:	2012 Current Level of Performance:*						2013 Expected Level of Performance:*
Celebration High School will decrease the number of students in its subgroup, Economically Disadvantaged, not making satisfactory progress in reading by 3% in 2013.	39%						36%
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gradual Release Model	All	Instructional Coach	Reading, Language Arts	Throughout the year.	Classroom walkthroughs, Lesson Plans/Unit Plans	Administration, Instructional coaches
Instructional Strategies For Vocabulary	All Academics Areas	(LFS) Learning Focus Solutions School Trainers	All	Pre-Planning	Classroom walkthroughs, Lesson Plans/Unit Plans	Administration, Instructional coaches

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Summarizing Strategies	All	Instructional Coach	All	Planning Periods/ PLCs/Lesson Studies	Classroom walkthroughs, Lesson Plans/Unit Plans	Administration, Instructional coaches
Critical Thinking and Higher Order Thinking	All	Instructional Coach	All	Planning Periods/ PLCs/Lesson Studies	Classroom walkthroughs, Lesson Plans/Unit Plans	Administration, Instructional coaches
Differentiated Accountability Model Training	All	DAM Team	Selected Teachers	Summer 2012	Classroom walkthroughs, Lesson Plans/Unit Plans	Administration, Instructional coaches
Lesson Study	Selected	Instructional Coach	Selected Content Area	Throughout the Year	Classroom walkthroughs, Lesson Plans/Unit Plans	Administration, Instructional coaches
NG-CARPD Training	Selected	Instructional Coach	Selected Content Area	Throughout Year.	Classroom walkthroughs, Lesson Plans/Unit Plans	Administration, Instructional coaches
Breaking Down Test Item Specs	All	Instructional Coach	Reading, Language Arts	Lesson Plans/ Unit Plans, Classroom walk throughs	Classroom walkthroughs, Lesson Plans/Unit Plans	Administration, Instructional coaches
Reading Plus Training	Selected	District	Reading	Summer 2012	Classroom walkthroughs, Lesson Plans/Unit Plans	Administration, Instructional coaches

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Students lack the family support and foundation to be successful in English language.	1.1. ESOL students will utilize ELLIS Academic Suite (research based) Reading department will Continue to implement READ180 and introduce Read Plus (research based), within the classroom. The school will continue to utilize an ESOL teacher to differentiate instruction for our NES population. Teachers will utilize the PLC to plan strategies to	1.1. Administration, ESOL Specialist, Department Chair, Teachers. Reading Coach.	1.1. Fidelity Checks, Data Analysis, lesson plans	1.1. ELLIS Reports, Classroom Walkthroughs Read 180, Rourke and Read Plus Reports, Formative Assessments, FCAT, CELLA.
CELLA Goal #1: CHS will increase student proficiency in listening and speaking by 3% in 2013	2012 Current Percent of Students Proficient in Listening/Speaking: 9 th grade 53% 10 th grade 39% 11 th grade 42% 12 th grade 62%					

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			increase students exposure to the English language. Teachers will make appropriate accommodations to the standards so that instruction is meaningful to the ESOL student.			
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Students lack the family support and foundation to be successful in English language.	2.1. ESOL students will utilize ELLIS Academic Suite (research based) Reading department will Continue to implement READ180 and introduce Read Plus (research based), within the classroom. The school will continue to utilize an ESOL teacher to differentiate instruction for our NES population. Teachers will provide opportunities for development of vocabulary and dictionary skills within the class. Teachers will make appropriate accommodations to the standards so that instruction is meaningful to the ESOL student.	2.1. Administration, ESOL Specialist, Department Chair, Teachers ,Reading Coach.	2.1. Fidelity Checks, Data Analysis, Lesson Plans.	2.1. ELLIS Reports, Classroom Walkthroughs Read 180, and Read Plus Reports, Formative Assessments, FCAT, CELLA.
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
CHS will increase student proficiency in reading by 3% in 2013	9 th grade 17% 10 th grade 18% 11 th grade 19% 12 th grade 17%					

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			The school will make available Netbooks with Rosette Stone installed for NES parent sign out.			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Students lack the family support and foundation to be successful in English language.	2.1. The school continues with the added ESOL teacher in 2013 to reduce the class size within ESOL classes. Teachers will use PLCs for planning to develop rubrics for evaluation purposes for the ESOL student. Teachers will use PLCs to develop strategies to promote vocabulary, grammar, and sentence skills throughout their lessons. School –based administrators will monitor and support implementation.	2.1. Administration, ESOL Specialist, Department Chair, Reading Coach, Teachers.	2.1. Fidelity Checks, Data Analysis, Lesson Plans.	2.1. ELLIS Reports, Classroom Walkthroughs Read 180, and Read Plus Reports, Formative Assessments, FCAT, CELLA.
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
CHS will increase student proficiency in writing by 3% in 2013	9 th grade 20% 10 th grade 15% 11 th grade 23% 12 th grade 37%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Mathematics Goals	Problem-Solving Process to Increase Student Achievement
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1. There is limited core instruction that is rigorous and aligned with the standards, IEP goals.	1.1. Teachers will provide rigorous core instruction aligned with benchmarks, IEP goal. School based administrators will support and monitor implementation. Teachers will utilize data from assessments, progress monitoring and IEP to monitor student progress.	1.1. School –based administration, RCS, Department Chair.	1.1. Teachers will analyze month to month student data to check on progress.	1.1. Progress monitoring, FAA
Mathematics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students scoring at level 4,5,and 6 in math on the Florida Alternate Assessment will increase by 3% in 2013	50%	53%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1. There are inconsistencies with teachers' use of the IEP and complexity tasks that are aligned to the Next Generation Sunshine State Standards.	2.1. All teachers will implement Access Point criteria, IEP, mini lessons, informal assessments within instruction. Teachers will utilize data from assessments, progress monitoring and IEP to monitor student progress. School based administration will monitor and support implementation	2.1. School –based administration, RCS, Department Chair.	2.1. Teachers will analyze month to month student data to check on progress	2.1. Progress monitoring, FAA
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students scoring at level 7 in math on the Florida Alternate Assessment will increase by 20% in 2013	0%	20%					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. Mathematics Goal #3: Students making learning gains in mathematics on the Florida Alternate Assessment will increase at least 20% in 2013	2012 Current Level of Performance:* 0%	2013 Expected Level of Performance:* 20%	3.1. There is limited evidence that teachers are providing data-driven, small group differentiated instruction based on access points, NGSSS, IEP and core lessons.	3.1. Academic Coaches will work with teachers during PLCs to analyze different types of data and show how to form small groups. School based administration will support and monitor implementation.	3.1. School –based administration, RCS, Department Chair. Academic Coaches	3.1. Teachers will analyze month to month student data to check on progress	3.1. Progress monitoring, FAA
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. There was still inconsistent evidence that supports the utilization of the guided practice (e.g. collaborative structures, small groups, checks for understanding) component of the "Gradual Release Instructional Model".	1.1. Student achievement will improve when teachers provide students with guided practice (i.e. collaborative structures, small groups, checks for understanding, etc.) during daily instruction. Mathematics Coach, in collaboration with district personnel, will provide professional development for the school based leadership team and teachers on the use of collaborative structures. Teachers will utilize collaborative structures within daily lessons to increase students' understanding and retention of content material. School based administrators, in collaboration with the Mathematics Coach, will identify an expert teacher on the topic of collaborative structures to facilitate Professional Learning Community discussions.	1.1. District, Administration, Math Coach, Department Chair	1.1. Teachers will utilize collaborative structures as measured by professional development documentation, classroom observation data, lesson plan documentation, coach's log, formative assessment data, common teacher assessments, and End of Quarter (EOQ) examinations.	1.1. EOC, District Assessments,
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Celebration High School students will increase their proficiency by 3% in mathematics in 2013.	66%	69%					

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			<p>School based administrators will conduct classroom observations to identify teachers in need of additional support with the implementation of cooperative structures.</p> <p>School based administrators will collaborate with instructional coaches to develop a coaching plan for identified teachers in need of additional support with the implementation of collaborative structures</p>				
			<p>1.2. Teachers are not developing common assessments and common lessons within content area.</p>	<p>1.2. Mathematics Coach and teachers will collaborate to create common assessments aligned to the Next Generation Sunshine State Standards (NGSSS).</p> <p>Mathematics Coach will utilize PLC to provide ongoing support for deconstructing Benchmarks as well as data disaggregation and data analysis.</p> <p>School-based administrators will support and monitor implementation.</p>	<p>1.2. District, Administration, Math Coach, Department Chair</p>	<p>1.2. Teachers will continue to development common assessments and common lessons during PLC.</p>	<p>1.2. EOC, District ,Assessments,</p>
			<p>1.3. There are inconsistencies with the teachers' use of data to differentiate instruction.</p>	<p>1.3. Student achievement will improve when teachers provide students with differentiated instruction based upon the Benchmark data. Mathematics Coach will work with teachers to</p>	<p>1.3. District, Administration, Math Coach, Department Chair</p>	<p>1.3. Teachers will implement small group data-driven Benchmark instruction within lessons as measured by Professional Learning Community documentation,</p>	<p>1.3. EOC, District ,Assessments,</p>

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			<p>develop a demonstration classroom for the use of observing data driven, small group differentiated instruction.</p> <p>Mathematics Coach, in collaboration with school based administrators will plan and implement a demonstration cycle (pre-conference, observation, post-conference) to provide teachers with a model for the use of small group differentiated instruction based on Benchmark data.</p> <p>Teachers will implement the use of small group data-driven instruction. Teachers and the Mathematics Coach will collaborate during Professional Learning Communities to target instructional challenges, and share best practices related to data-driven small group differentiated instruction.</p> <p>School based administrators will conduct classroom observations to identify teachers in need of additional support with the implementation of small group data-driven Benchmark instruction. School based administrators will collaborate with the</p> <p>Mathematics Coach to develop a plan for identified teachers who</p>		<p>coaches' logs, lesson plan documentation, formative assessment data, Lesson Study documentation, and classroom walkthrough data.</p>	
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			<p>need additional support with the implementation of small group, data-driven, Benchmark instruction within lessons.</p> <p>Mathematics Coach will support identified teachers through the use of the coaching cycle conferencing, modeling and observations) with the implementation of small group, data-driven Benchmark instruction.</p> <p>School based administrator will conduct classroom walkthroughs and review lesson plan documentation to ensure that instruction includes the use of small group, data-driven benchmark instruction.</p>			
		<p>1.4 There is some evidence that teachers consistently provide students with opportunities to summarize.</p>	<p>1.4 Student achievement will improve when teachers provide students with opportunities to engage in written summarizing activities.</p> <p>District personnel will provide professional development on written summarizing strategies.</p> <p>School based administrators, in collaboration with the</p> <p>Mathematics Coach, will identify an expert teacher on the topic of written summarizing strategies to facilitate Professional Learning</p>	<p>1.4 District, Administration, Math Coach, Department Chair.</p>	<p>1.4 Teachers will utilize written summarizing strategies as measured by professional development documentation, lesson plan documentation, classroom observation data, coach's logs, written student products, and End of Quarter (EOQ) examinations.</p>	<p>1.4 EOC, District Assessments</p>

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			<p>Community discussions. Teachers will participate in</p> <p>Professional Learning Communities during common planning time to develop student writing opportunities and reflect on student writing samples.</p> <p>Teachers will utilize written summarizing strategies within daily lessons to increase students' understanding and retention of content material. School based administrators will conduct classroom observations to monitor the use of written summarizing strategies.</p> <p>School based administrators, in collaboration with the Mathematics Coach, will conduct classroom observations to determine teachers' need for additional support with the implementation of written summarizing strategies.</p> <p>Mathematics Coach will utilize the coaching cycle (i.e., conferencing, modeling, and side-by-side coaching) to support teachers' implementation of written summarizing strategies.</p> <p>School based administrators will</p>			
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. There is little evidence that teachers are embedding higher order questions into all lessons.	2.1. Teachers will include daily higher order thinking word problems during instruction Teachers will embed and refer to higher order thinking lesson essential questions throughout lessons. Mathematics Coach will utilize the coaching cycle to provide differentiated support to teachers. School-based administrators will support and monitor implementation.	2.1. Administration, Math Coach, Department Chair.	2.1. Teachers will utilize PLCs, classroom observation data, lesson plan documentation, coach's log, formative assessment data, common teacher assessments, and End of Quarter (EOQ) examinations.	2.1. EOC, District Assessments
Algebra Goal #2: Celebration High School will increase the amount of students achieving above proficiency in mathematics by 3% 2013	<u>2012 Current Level of Performance:*</u> 25%	<u>2013 Expected Level of Performance:*</u> 28%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017												
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	34%	31%	27%	23%	19%	15%												
Algebra 1 Goal #3A: Celebration High School will decrease the amount of students not achieving proficiency in Algebra 1 by 50% in 6 years.																			
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool													
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	Algebra 1 Goal #3B:	3B.1. There was limited evidence that teachers consistently provided students with reading, vocabulary and problem solving strategies in connection to rigorous Benchmark-driven word problems.	3B.1. Student achievement will improve when teachers utilize reading, vocabulary and problem solving strategies in conjunction with rigorous word problems within daily lessons. Mathematics Coach, in collaboration with teachers, will utilize Professional Learning Communities to create rigorous word problems and incorporate problem solving strategies into lessons. Teachers will provide explicit and modeled instruction on the utilization of rigorous word problems.	3B.1. Administration, Math Coach, Department Chair	3B.1. Professional Learning Community minutes, coach's log, lesson plans, classroom observation data, and mini-assessment data.	3B.1. EOC, District Assessments													
Celebration high school students not making satisfactory progress in Algebra 1 will decrease by 3% in 2013.	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White: 27%</td> <td>White: 24%</td> </tr> <tr> <td>Black: 20%</td> <td>Black: 17%</td> </tr> <tr> <td>Hispanic: 29%</td> <td>Hispanic: 26%</td> </tr> <tr> <td>Asian: 25%</td> <td>Asian: 22%</td> </tr> <tr> <td>American Indian: N/A</td> <td>American Indian: N/A</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 27%	White: 24%	Black: 20%	Black: 17%	Hispanic: 29%	Hispanic: 26%	Asian: 25%	Asian: 22%	American Indian: N/A	American Indian: N/A						
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																		
White: 27%	White: 24%																		
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Hispanic: 29%	Hispanic: 26%																		
Asian: 25%	Asian: 22%																		
American Indian: N/A	American Indian: N/A																		

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			<p>School based administrators will conduct weekly classroom observations to monitor teachers instruction of rigorous word problems.</p> <p>School based administrators will collaborate with the Mathematics coach to develop a plan for teachers who are in need of additional support with the implementation of rigorous word problems.</p> <p>Mathematics Coach will utilize the coaching cycle (i.e., conferencing, modeling, and side-by-side coaching) to support teachers' implementation of rigorous word problems in daily lessons.</p> <p>School based administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure that instruction includes the use of rigorous word problems within daily lessons.</p>				
			<p>3B.2. There was some evidence that teachers utilized mini-assessment data to make instructional decisions</p>	<p>3B.2. Mathematics Coach will develop an Instructional Focus Calendar.</p> <p>Teachers will incorporate real world application through mini-lessons and</p>	<p>3B.2. Administration, Math Coach, Department Chair.</p>	<p>3B.2. Instructional Focus Calendars, data wall, data binders, Professional Learning Community minutes, mini-assessment data, classroom observation</p>	<p>3B.2. EOC, District Assessments, school mini assessments</p>

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			mini-assessments. School-based administrators will support and monitor implementation.		data	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1. Student lack the foundations of mathematics and especially Algebra	3C.1. Students will be placed in intensive math classes. Teachers will continue to implement A+ rise ESOL strategy into the math content area. Teachers will use PLCs to develop strategies to promote vocabulary, skills throughout their lessons. School –based administrators will monitor and support implementation.	3C.1. Administration, Math Coach, ESOL Compliance specialist,	3C.1. Progress monitoring	3C.1. EOO, Exams, EOC Exam,
Algebra 1 Goal #3C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Celebration High School will decrease the number of students in the ELL Sub Group by 3% in Algebra EOC in 2013.	17%	14%					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. Students lack skills to operate in school effectively	3D.1. Mathematics Coach will	3D.1. Administration, Math	3D.1. Instructional Focus Calendars, data wall,	3D.1. EOC, District Assessments, school mini

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Algebra 1 Goal #3D: Celebration High School will decrease the number of students in the SWD students Sub Group by 3% in Algebra EOC in 2013	2012 Current Level of Performance:* 49%	2013 Expected Level of Performance:* 46%	continue to work with teachers during PLCs to analyze data and show strategies to differentiate into small groups. Teachers will plan together to ensure IEP accommodations are being implemented in the classroom.	Coach, Department Chair.	data binders, Professional Learning Community minutes, mini-assessment data, classroom observation data	assessments	
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Lack of parental support and Lack resources to operate in school effectively.	3E.1. Continue to have a FIT Liaison within the school	3E.1. District, Administration, Guidance, Teachers	3E.1. District Reports.	3E.1. Teacher feedback, FIT Liaison reports, EOC, and Formative Assessments.	
Algebra 1 Goal #3E: Celebration High School will decrease the number of students in the Economically disadvantaged students Sub Group by 3% in Algebra EOC in 2013	2012 Current Level of Performance:* 30%	2013 Expected Level of Performance:* 27%				
			3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

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Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. There was still inconsistent evidence that supports the utilization of the guided practice (e.g. collaborative structures, small groups, checks for understanding) component of the "Gradual Release Instructional Model".	1.1. Student achievement will improve when teachers provide students with guided practice (i.e. collaborative structures, small groups, checks for understanding, etc.) during daily instruction. Mathematics Coach, in collaboration with district personnel, will provide professional development for the school based leadership team and teachers on the use of collaborative structures. Teachers will utilize collaborative structures within daily lessons to increase students' understanding and retention of content material. School based administrators, in collaboration with the Mathematics Coach, will identify an expert teacher on the topic of collaborative structures to facilitate Professional Learning Community discussions. School based administrators will conduct classroom observations to identify	1.1. Administration, Math Coach, Department Chair.	1.1. Instructional Focus Calendars, data wall, data binders, Professional Learning Community minutes, mini-assessment data, classroom observation data	1.1. EOC, District Assessments, school mini assessments
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Celebration High School will have 50% of students achieving proficiency in Geometry in 2012-2013. This is an estimated as 2011-2012 was baseline data only and did not give students proficiency in the subject.	No data Available	No data Available					

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				<p>teachers in need of additional support with the implementation of cooperative structures.</p> <p>School based administrators will collaborate with instructional coaches to develop a coaching plan for identified teachers in need of additional support with the implementation of collaborative structures.</p>			
			<p>1.2. There are inconsistencies with the teachers' use of data to differentiate instruction.</p>	<p>1.2. Student achievement will improve when teachers provide students with differentiated instruction based upon the Benchmark data. Mathematics Coach will work with teachers to develop a demonstration classroom for the use of observing data driven, small group differentiated instruction.</p> <p>Mathematics Coach, in collaboration with school based administrators will plan and implement a demonstration cycle (pre-conference, observation, post-conference) to provide teachers with a model for the use of small group differentiated instruction based on Benchmark data.</p> <p>Teachers will implement the use of small group data-driven instruction. Teachers and the</p>	<p>1.2. Administration, Math Coach, Department Chair.</p>	<p>1.2. Instructional Focus Calendars, data wall, data binders, Professional Learning Community minutes, mini-assessment data, classroom observation data</p>	<p>1.2. EOC, District Assessments, school mini assessments</p>

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			<p>Mathematics Coach will collaborate during Professional Learning Communities to target instructional challenges, and share best practices related to data-driven small group differentiated instruction.</p> <p>School based administrators will conduct classroom observations to identify teachers in need of additional support with the implementation of small group data-driven Benchmark instruction. School based administrators will collaborate with the</p> <p>Mathematics Coach to develop a plan for identified teachers who need additional support with the implementation of small group, data-driven, Benchmark instruction within lessons.</p> <p>Mathematics Coach will support identified teachers through the use of the coaching cycle (conferencing, modeling and observations) with the implementation of small group, data-driven Benchmark instruction.</p> <p>School based administrator will conduct classroom walkthroughs and review lesson plan documentation to ensure that instruction includes the use of small group, data-driven benchmark</p>			
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			instruction.			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.		2.1. Teachers are not developing common assessments and common lessons within content area.	2.1. Mathematics Coach and teachers will collaborate to create common assessments aligned to the Next Generation Sunshine State Standards (NGSSS). Mathematics Coach will utilize PLC to provide ongoing support for deconstructing Benchmarks as well as data disaggregation and data analysis. School-based administrators will support and monitor implementation.	2.1. Administration, Math Coach, Department Chair.	2.1. Instructional Focus Calendars, data wall, data binders, Professional Learning Community minutes, mini-assessment data, classroom observation data	2.1. EOC, District Assessments, school mini assessments
Geometry Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Celebration High School will have 30% of students achieving proficiency level 4 & 5 in Geometry in 2012-2013. This is an estimated as 2011-2012 was baseline data only and did not give students proficiency in the subject.	<i>No data Available</i>	<i>No data Available</i>				
		2.2. There is only some evidence that teachers are embedding higher order questions into all lessons.	2.2. Teachers will include daily higher order thinking word problems during instruction Teachers will embed and refer to higher order thinking lesson essential questions throughout lessons. Mathematics Coach will utilize the coaching cycle to provide differentiated support to teachers. School-based administrators will support and monitor	2.2. Administration, Math Coach, Department Chair.	2.2. Instructional Focus Calendars, data wall, data binders, Professional Learning Community minutes, mini-assessment data, classroom observation data	2.2. Teacher feedback, EOC, and Formative Assessments.

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			implementation.			
		2.3.	2.3.	2.3.	2.3.	2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012		40%	35%	30%	25%	20%
<u>Geometry Goal #3A:</u> Celebration High School will have 60% of students achieving proficiency in Geometry in 2012-2013. This is an estimated as 2011-2012 was baseline data only and did not give students proficiency in the subject.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.			3B.1. There was limited evidence that teachers consistently provided students with reading, vocabulary and problem solving strategies in connection to rigorous Benchmark-driven word problems.	3B.1. Student achievement will improve when teachers utilize reading, vocabulary and problem solving strategies in conjunction with rigorous word problems within daily lessons. Mathematics Coach, in collaboration with teachers, will utilize Professional Learning Communities to create rigorous word problems	3B.1. Administration, Math Coach, Department Chair.	3B.1. Instructional Focus Calendars, data wall, data binders, Professional Learning Community minutes, mini-assessment data, classroom observation data	3B.1. EOC, District Assessments, school mini assessments
<u>Geometry Goal #3B:</u> Data is unavailable for subgroups	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No data Available	No data Available					

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				<p>and incorporate problem solving strategies into lessons.</p> <p>Teachers will provide explicit and modeled instruction on the utilization of rigorous word problems.</p> <p>School based administrators will conduct weekly classroom observations to monitor teachers instruction of rigorous word problems.</p> <p>School based administrators will collaborate with the Mathematics coach to develop a plan for teachers who are in need of additional support with the implementation of rigorous word problems.</p> <p>Mathematics Coach will utilize the coaching cycle (i.e., conferencing, modeling, and side-by-side coaching) to support teachers' implementation of rigorous word problems in daily lessons.</p> <p>School based administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure that instruction includes the use of rigorous word problems</p>			
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				within daily lessons.			
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1. Student lack the foundations of mathematics and especially Geometry.	3C.1. Students will be placed in Intensive math classes. Teachers will continue to implement A+ rise ESOL strategy into the math content area. Teachers will use PLCs to develop strategies to promote vocabulary, skills throughout their lessons. School –based administrators will monitor and support implementation.	3C.1. Administration, Math Coach, Department Chair	3C.1. Instructional Focus Calendars, data wall, data binders, Professional Learning Community minutes, mini-assessment data, classroom observation data	3C.1. EOC, District Assessments, school mini assessments
Geometry Goal #3C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Data is unavailable for subgroups	<i>No Data Available</i>	<i>No Data Available</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1. Students lack skills to operate in school effectively	3D.1. Mathematics Coach will continue to work with teachers during PLCs to analyze data and show strategies to differentiate	3D.1. Administration, Math Coach, Department Chair.	3D.1. Instructional Focus Calendars, data wall, data binders, Lesson Plans, Professional Learning Community	3D.1. EOC, District Assessments, school mini assessments
Geometry Goal #3D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Data is unavailable for subgroups	<i>No Data Available</i>	<i>No Data Available</i>		into small groups. Teachers will plan together to ensure IEP accommodations are being implemented in the classroom.		minutes, mini-assessment data, classroom observation data	
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1. Lack of parental support and Lack resources to operate in school effectively.	3E.1. Continue to have a FIT Liaison within the school	3E.1. District, Administration, Guidance, Teachers	3E.1. District Reports.	3E.1. Teacher feedback, FIT Liaison reports, EOC, and Formative Assessments.
Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Data is unavailable for subgroups	<i>No Data Available</i>	<i>No Data Available</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Accountability Model Training	All	FLDOE, Instructional Coaches.	Math	Summer 2012	Classroom Walkthroughs, Lesson Plans/Unit plans	Administration, Instructional Coach

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Math Manipulative	All	Instructional Coach	Math	Planning Periods, PLC	Classroom Walkthroughs, Lesson Plans/Unit plans	Administration, Instructional Coach
Differentiated Instruction	All	Instructional Coach	Math	Planning Periods, PLC	Classroom Walkthroughs, Lesson Plans/Unit plans	Administration, Instructional Coach
Critical Thinking and Higher Order Thinking	All	Instructional Coach	Math	Planning Periods, PLC	Classroom Walkthroughs, Lesson Plans/Unit plans	Administration, Instructional Coach
Gradual Release Model	All	Instructional Coach	Math	Planning Periods, PLC	Classroom Walkthroughs, Lesson Plans/Unit plans	Administration, Instructional Coach
Breaking Down Test Item Specs	All	Instructional Coach	Math	Planning Periods, PLC	Classroom Walkthroughs, Lesson Plans/Unit plans	Administration, Instructional Coach

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1. There is limited core instruction that is rigorous and aligned with the standards, IEP goals.	1.1. Teachers will provide rigorous core instruction aligned with benchmarks, IEP goal. School based administrators will support and monitor implementation. Teachers will utilize data from assessments, progress monitoring and IEP to monitor student progress.	1.1. School –based administration, RCS, Department Chair.	1.1. Teachers will analyze month to month student data to check on progress.	1.1. Progress monitoring, FAA
Science Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students scoring at level 4,5,and 6 in science on the Florida Alternate Assessment will increase by 10% in 2013	20%	30%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1. There are inconsistencies with teachers' use of the IEP and complexity tasks that are aligned to the Next Generation Sunshine State Standards.	2.1. Academic Coaches will work with teachers during PLCs to analyze different types of data and show how to form small groups. School based administration will support and monitor implementation.	2.1. School –based administration, RCS, Department Chair	2.1. Teachers will analyze month to month student data to check on progress	2.1. Progress monitoring, FAA
Science Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students scoring at level 7 in science on the Florida Alternate Assessment will increase by 10% in 2013	20%	30%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. There is some evidence that teacher data-driven small group differentiated instruction is being provided as an intervention and/or enrichment opportunities for students.	1.1. PLC will be restructured to include an accountability tool for teachers to use during collaborative planning on Instructional Focus Calendars, mini-assessments and lessons that provide data-driven small group differentiated instruction. Science Coach will utilize the coaching cycle to provide modeling for teachers on the implementation of data-driven small group	1.1. Science Coach, school-based administrators	1.1. Teachers will implement small group data-driven Benchmark instruction within lessons as measured by classroom observation data, coaches' logs, lesson plan documentation, PLC documentation, Classroom Walkthrough data, End of Quarter (EOQ) Examinations, and the Biology End of Course (EOC) Examination.	1.1. EOQ Exams, EOC
Biology 1 Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Data is unavailable for subgroups	No Data Available	No Data Available					

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			<p>differentiated instruction.</p> <p>A department-wide demonstration cycle by content area will be provided to model data-driven small group differentiated instruction.</p> <p>Teachers will utilize PLC to discuss and create lessons that incorporate data-driven small group differentiated instruction.</p> <p>Teachers will implement lessons the provide intervention and/or enrichment opportunities through data-driven small group differentiated instruction.</p> <p>School-based administrators will support and monitor implementation.</p>				
			<p>1.2. There was inconsistent evidence of teachers utilizing the Next Generation Sunshine State Standards (NGSSS) to drive instruction.</p>	<p>1.2 Student achievement will improve when teachers utilize the Biology Test Item Specifications and Benchmark complexity levels to plan lessons that promote an understanding of the content.</p> <p>Science Coach, in collaboration with district personnel, will provide professional development for the school based administrators and teachers on the utilization of Biology Test Item Specifications and</p>	<p>1.2. Administration, Science Coach, Science Chair</p>	<p>1.2. All science teachers will utilize Test Item Specifications and Benchmark complexity levels as measured by professional development documentation, classroom observation data, lesson plan documentation, coach's logs, Lesson Study documentation, Professional Learning Community documentation and student assessment data.</p>	<p>1.2. EOQ Exams, EOC Exam.</p>

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			<p>Benchmark complexity levels to assist students with understanding content knowledge.</p> <p>Teachers will utilize Professional Learning Communities to plan lessons that implement Test Item Specifications and that match the complexity level of the Benchmarks. All biology teachers will consistently implement lessons that incorporate the use of the Biology Test Item Specifications and match the complexity level of the Benchmarks.</p> <p>All other science teachers will consistently implement lessons that match the rigor and cognitive complexity level of course-specific Benchmarks.</p> <p>School based administrators will conduct classroom walkthroughs to determine teachers in need of additional support with understanding Biology Test Item Specifications and Benchmark complexity levels.</p> <p>School based administrators will collaborate with the Science Coach to develop a plan for teachers who are in need of additional support with the implementation of Biology Test Item Specifications and Benchmark complexity levels during instruction.</p>			
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			<p>Science Coach will utilize the coaching cycle (including conferencing, modeling and observations) to support teachers with the implementation of Biology Test Item Specifications and Benchmark complexity levels during instruction. Teachers and the</p> <p>Science Coach will collaborate during Professional Learning Communities to target instructional challenges and share best practices related to incorporating Biology Test Item Specifications and Benchmark complexity levels within the lesson.</p> <p>School based administrators will conduct classroom observations and review lesson plan documentation to ensure that instruction is aligned to the use of Biology Test Item Specifications and Benchmark complex it levels.</p>			
		<p>1.3. There were some inconsistencies with teachers' use of high complexity tasks that align with the Benchmarks.</p>	<p>1.3. Student achievement will improve when science teachers provide students with instruction which utilizes inquiry based strategies and Biology Test Item Specifications to promote moderate to high levels of cognitively complex tasks.</p>	<p>1.3. District, Administration, Science Coach, Science Chair</p>	<p>1.3. All science teachers will increase the use of high level cognitive complexity tasks as measured by professional development documentation, coach's logs, classroom observation data, lesson plan documentation, Professional Learning Community</p>	<p>1.3. EOQ Exams, EOC Exam</p>

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			<p>District personnel will provide professional development for school based administrators and all science teachers on inquiry based activities and laboratory investigations.</p> <p>Science Coach will schedule, provide modeling, and conduct side-by side coaching for teachers on the use of inquiry based lessons that promote high level cognitively complex tasks that match the rigor of the Benchmarks.</p> <p>Teachers will implement inquiry based laboratory investigations and activities provided by the district.</p> <p>School based administrators will conduct classroom walkthroughs to identify teachers who need additional support with the implementation of inquiry based laboratory investigations and activities.</p> <p>School based administrators will collaborate with the Science Coach to develop a plan for teachers in need of additional support with the implementation of inquiry based laboratory investigations and activities.</p> <p>Science Coach, in collaboration with</p>		<p>documentation, student assessment data, End of Quarter (EOQ) Examinations, End of Course (EOC) Examinations, and student work samples.</p>	
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			<p>district personnel, will utilize the coaching cycle (conferencing, modeling and observations), to support teachers with the implementation of inquiry strategies that match the complexity level of the Benchmarks.</p> <p>Teachers and the Science Coach will collaborate during Professional Learning Communities to target instructional challenges and share best practices related to implementing inquiry based laboratory investigations and activities.</p> <p>School based administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure that teachers utilize inquiry based laboratory investigations and activities that match the rigor of the Benchmarks.</p>			
		<p>1.4 There was inconsistent evidence that teachers utilize opportunities for students to authentically write about their learning using scientific vocabulary to summarize, rethink, and explain learning outcomes.</p>	<p>1.4 Student comprehension, writing abilities, and thinking processes will improve when students engage in daily writing experiences using vocabulary to summarize, rethink, and explain learning outcomes.</p> <p>Science Coach will schedule and provide side-by-side coaching and modeling for teachers on the use of daily writing opportunities</p>	<p>1.4 District, Administration, Science Coach, Science Chair</p>	<p>1.4 All science teachers will increase the use of authentic writing opportunities as measured by classroom observation data, lesson plan documentation, coach's logs, student achievement data, Professional Learning Community documentation and student work samples</p>	<p>1.4 EOQ Exams, EOC Exam</p>

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			<p>that allow students to summarize, rethink, and explain learning outcomes.</p> <p>Teachers will utilize Professional Learning Communities to plan lessons that incorporate the use of daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes.</p> <p>All science teachers will consistently implement daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes. School based administrators will conduct classroom observations to identify teachers in need of additional support with the implementation of daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes.</p> <p>School based administrators will collaborate with the Science Coach to develop a coaching plan to support teachers' implementation of daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes.</p> <p>Science coach will provide additional coaching and modeling for teachers in</p>			
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			<p>need of additional support.</p> <p>School based administrators will conduct classroom observations and review lesson plan documentation to ensure that teachers are implementing daily writing opportunities that allow students to summarize, rethink, and explain learning outcomes.</p>			
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.		2.1. Although some teachers are utilizing higher order questions during instruction, questioning is not pervasive throughout the lesson to promote critical, independent, and creative thinking.	2.1. Student achievement will improve when all teachers incorporate higher order questioning that is pervasive and promotes a deeper understanding of the content throughout daily instruction. Science Coach will facilitate discussions during Professional Learning Communities on how to incorporate higher order questioning throughout the entire lesson. Teachers will utilize Professional Learning Communities to strategically plan lessons that incorporate the use of higher order questioning throughout daily instruction. Teachers will implement the use of higher order questioning throughout daily instruction.	2.1. Administration, Science Coach, Science Chair	2.1. Teachers will incorporate higher level questioning strategies to promote a deeper understanding of content within daily instruction as measured by classroom observation data, lesson plan documentation, coach's logs, End of Quarter (EOQ) Examinations, Professional Learning Community minutes and the Biology End of Course (EOC) Examination.	2.1. EOQ Exams, EOC Exam
Biology 1 Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Data is unavailable for subgroups	<i>No Data Available</i>	<i>No Data Available</i>				
			School based administrators			

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				<p>will conduct classroom observations to determine teachers in need of additional support on the implementation of higher order questioning.</p> <p>School based administrators will collaborate with the Science Coach to develop a strategic coaching calendar for teachers in need of additional support with the implementation of higher order questioning throughout daily instruction.</p> <p>Science Coach, in collaboration with district personnel, will utilize the coaching cycle (i.e. conferencing, modeling and observations), to support identified teachers with the implementation of higher order questioning within daily instruction.</p> <p>School based administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure that instruction includes the use higher order thinking questions.</p>			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology I EOC Goals

Science Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry based Instruction	ALL	Instructional Coach	Science	Planning Periods, PLC	Lesson Plans/ Unit Plans, Classroom walkthroughs	Administration, Instructional Coach
High Order Thinking Skills	ALL	Instructional Coach	Science	Planning Periods, PLC	Lesson Plans/ Unit Plans, Classroom walkthroughs	Administration, Instructional Coach
Differentiated Instruction	ALL	Instructional Coach	Science	Planning Periods, PLC	Lesson Plans/ Unit Plans, Classroom walkthroughs	Administration, Instructional Coach
Science Manipulative	ALL	Instructional Coach	Science	Planning Periods, PLC	Lesson Plans/ Unit Plans, Classroom walkthroughs	Administration, Instructional Coach
Gradual Release Model	ALL	Instructional Coach	Science	Planning Periods, PLC	Lesson Plans/ Unit Plans, Classroom walkthroughs	Administration, Instructional Coach
Summarizing Activities	ALL	Instructional Coach	Science	Planning Periods, PLC	Lesson Plans/ Unit Plans, Classroom walkthroughs	Administration, Instructional Coach
Breaking Down Test Item Specs	ALL	Instructional Coach	Science	Planning Periods, PLC	Lesson Plans/ Unit Plans, Classroom walkthroughs	Administration, Instructional Coach

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. There were inconsistencies with teachers' use of high complexity tasks and rigorous assessments to align with the strategic thinking and complex reasoning required in the Benchmarks.	1A.1. Student achievement will improve when teachers provide students with high cognitive complexity tasks which align to the rigor of the Next Generation Sunshine State Standards (NGSSS). Instructional Coach will provide professional development for language arts teachers on the NGSSS and Reading FCAT Test Item specifications. Instructional Coach will	1A.1. Administration, Literacy Coach, Department Chair	1A.1. Teachers will utilize high cognitive complexity tasks within daily instruction as measured by professional development documentation, PLC documentation, classroom walkthrough and lesson plan documentation.	1A.1. Data Analysis, Formative assessment, Quarter Exams. FCAT
Writing Goal #1A:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
Celebration High School will increase the amount of students achieving level 3 and higher by 3% in 2013.	90%	93%					

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			<p>facilitate discussions during Professional Learning Communities on the use cognitively complex, rigorous tasks during instruction.</p> <p>Instructional Coach will provide modeling and support for teachers on the use of high level cognitively complex, rigorous tasks and assessments (formal and informal).</p> <p>Teachers will implement high level complex, rigorous tasks and assessments (formal and informal) within daily instruction.</p> <p>School based administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure that instruction includes cognitively complex, rigorous tasks and assessments.</p>			
		<p>1A.2. There is some evidence that language arts teachers are implement all components of Florida's Continuous Improvement Model (FCIM) (Instructional Focus Calendars, mini-lessons, mini-assessments, re-teaching, re-assessment, remediation, and enrichment).</p>	<p>1A.2. Reading Coach will provide professional development for new teachers on all components of FCIM.</p> <p>Reading Coach will develop a coaching schedule to provide differentiated support and professional development to teachers.</p> <p>Teachers will serve as peer coaches to provide support to new teachers.</p>	<p>1A.2. Administration, Literacy Coach, Department Chair</p>	<p>1A.2. Teachers will monitor student progress as measured by the FCIM plan, Instructional Focus Calendar, focus mini lesson, mini assessments, Student data, data chat documentation, PLC documentation, and lesson plans.</p>	<p>1A.2. Data Analysis, Formative assessment, FCAT,</p>

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			School-based administrators will support and monitor implementation.			
		<p>1A.3. There are Inconsistencies of teachers providing data-driven, small group differentiated instruction in language arts classrooms.</p>	<p>1A.3. Student achievement will improve when teachers utilize data-driven, small group differentiated instruction to meet individual student needs.</p> <p>School based administrators, in collaboration with the Instructional Coach, will provide professional development on the use of data-driven, small group differentiated instruction.</p> <p>Instructional Coach will provide modeling and side by side coaching for teachers on data driven, small group differentiated instruction.</p> <p>Instructional Coach, in collaboration with teachers, will model how to utilize available data to form small groups and make instructional decisions to target specific student needs.</p> <p>Teachers will provide specific levels of differentiated instruction through the analysis of student data.</p> <p>School based administrators will conduct classroom walkthroughs and review lesson plan</p>	1A.3.	1A.3.	1A.3.

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			<p>documentation to ensure that instruction includes data-driven, small group differentiated instruction.</p> <p>School based administrators will collaborate with the Instructional Coach to develop a plan for teachers who are in need of additional support with the implementation of data driven, small group differentiated instruction</p>			
		<p>1A.4 There was inconsistent evidence that the guided practice (e.g. collaborative structures, small groups, checks for understanding) component of the "Gradual Release Instructional Model" was utilized to reinforce the Next Generation Sunshine State Standards (NGSSS).</p>	<p>1A.4 Student achievement will improve when teachers utilize collaborative structures to provide opportunities for guided practice during daily instruction</p> <p>Instructional Coach will provide professional development for language arts teachers on strategies to utilize collaborative structures.</p> <p>Instructional Coach will facilitate discussions during Professional Learning Communities on how to utilize collaborative structures when teaching the standards.</p> <p>Instructional Coach will schedule and provide modeling for teachers on the use of collaborative structures.</p> <p>Teachers will implement</p>	<p>1A.4 Administration, Literacy Coach, Department Chair</p>	<p>1A.4 Teachers will utilize collaborative structures for guided practice as measured by professional development documentation, PLC documentation, coach's log, classroom walkthrough data and lesson plans.</p>	<p>1A.4 Data Analysis, Formative assessment, FCAT</p>

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			<p>the use of collaborative structures during the guided practice phase of the "Gradual Release Instructional Model".</p> <p>School based administrators will conduct classroom walkthroughs and review lesson plan documentation to ensure that instruction includes collaborative structures within guided practice instruction.</p> <p>School based administrators will collaborate with the Instructional Coach to develop a plan for teachers who are in need of additional support with the implementation of collaborative structures.</p>			
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1B.1. Teachers are not providing explicit instruction on the writing process aligned with Access points and IEP.	1B.1. Teachers will develop plans during the PLCs based on the Access Points criteria. Teachers will align lessons with the established Access Point criteria.	1B.1. Administration, RCS, Department Chair.	1B.1. Teachers will analyze month to month student data to check on progress	1B.1. Formative assessments, FAA
<p>Writing Goal #1B:</p> <p>Celebration High School students scoring 4 or higher in writing on the Florida Alternate Assessment will increase 3% in 2013.</p>	<p>2012 Current Level of Performance:*</p> <p>66%</p>	<p>2013 Expected Level of Performance:*</p> <p>69%</p>				
			1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates (e.g. , Early	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	Release) and Schedules (e.g., frequency of meetings)		Monitoring
Critical Thinking and Higher Order Thinking	All	Academic Coach	Language Arts	Planning Period, PLC, Lesson study	PDA Feedback, Classroom Walkthrough, Lesson Plans/Unit Plans	Administration, Literacy Coach
Gradual Release Strategies	All	Academic Coach	Language Arts	Planning Period, PLC, Lesson study	PDA Feedback, Classroom Walkthrough, Lesson Plans/Unit Plans	Administration, Literacy Coach
Writing Across the Content Areas	All	Academic Coach	School-Wide	Planning Period, PLC, Lesson study	PDA Feedback, Classroom Walkthrough, Lesson Plans/Unit Plans	Administration, Literacy Coach
Writing Strategies	9-10 Language Arts	PDA, Literacy Coach	Language Arts	Planning Period, PLC, Lesson study	PDA Feedback, Classroom Walkthrough, Lesson Plans/Unit Plans	Administration, Literacy Coach
Summarizing Strategies	All	Academic Coach	Language Arts	Planning Period, PLC, Lesson study	PDA Feedback, Classroom Walkthrough, Lesson Plans/Unit Plans	Administration, Literacy Coach

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of parental involvement on school issues.	1.1. IAT will contact Business Partners to acquire donations to be utilized as incentives. IAT will determine the criteria for the number of days needed for students to enter into the incentives lottery. IAT will conduct national research to identify effective attendance policies. IAT will contact the school's	1.1. Attendance, Assistant Principal, Attendance Dean, District	1.1. Progress monitoring through pinnacle and TERMS.	1.1. TERMS S250 Attendance Report and Pinnacle Failure report.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Celebration High School will increase its attendance rate to 95% in 2013	92%	95%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	63.79% (1399)	50% (1000)					

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	2012 Current Number of Students with Excessive Tardies (10 or more) <i>21 students</i>	2013 Expected Number of Students with Excessive Tardies (10 or more) <i>10 students</i>		Digital Video Production program to develop a student-created Public Service Announcement to encourage regular school attendance. IAT will revise the current interview process conducted with students who demonstrate excessive absences. IAT will develop individualized attendance interventions for students who demonstrate excessive absences. School-based administrators will support and monitor implementation			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	ALL	PBS Team	School- Wide	PLCs	ODMS Report, Teacher/Student/Parent climate survey.	PBS Team, Administration
Booster Training	PBS Team	District	PBS Team	PBS Team Meetings	ODMS	PBS Team, Administration

Attendance Budget (Insert rows as needed)

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Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Attendance Goals

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)	Problem-solving Process to Decrease Suspension				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:					
1. Suspension	1.1. Students lack	1.1. IAT members will	1.1. MTSS Team	1.1. Fidelity Checks, Progress	1.1. Graduation, suspension

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Suspension Goal #1: Celebration High School will reduce its Out Of School and In School Suspension Rate by 5% for each in 2013.	2012 Total Number of In-School Suspensions 542/2207 (24.6%)	2013 Expected Number of In-School Suspensions 19.6% of total students	motivation to complete a program of study.	participate in training on the Behavior Education Program. IAT members will implement the Behavior Education Program with identified students. IAT will review behavioral data to identify at-risk students as well as evaluate students' responses to the Behavior Education Program. School-based administrators will support and monitor implementation.	Monitoring, FLDOE Reports, Data Analysis.	rate, Grade Reports
	2012 Total Number of Students Suspended In-School Data Not available	2013 Expected Number of Students Suspended In-School				
	2012 Total Number of Out-of-School Suspensions 244/2207 (11.1%)	2013 Expected Number of Out-of-School Suspensions 5.11% of total students				
	2012 Total Number of Students Suspended Out-of-School Data Not Available	2013 Expected Number of Students Suspended Out-of-School				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	ALL	PBS Team	School-Wide	PLCs	Referral rate, Suspension Rate, ODMS	PBS Team

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1. Students feel they cannot complete high school.	1.1. IAT will provide teachers and staff with an overview of the ARU during pre-planning. IAT will request technical assistance from district personnel to provide a	1.1. RTI Coach, RTI leadership team.	1.1. The IAT will identify larger groups of students in need of interventions and provide needed interventions and progress monitoring to these students as measured by a list of	1.1. List of identified at-risk students, progress monitoring tools and graphs, multiple student data sources (i.e. attendance, failing grades, discipline, Benchmark assessments, etc.),
Dropout Prevention Goal #1:	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
Drop Out Data not Available at This Time	<i>Data Not Available</i>	<i>Data Not Available</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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	<i>Data Not Available</i>	<i>Data Not Available</i>		<p>means for accessing failing grades in a more efficient manner.</p> <p>IAT will review grade data every three weeks to identify students in need of the ARU.</p> <p>IAT will review grades of students who previously participated in ARU to ensure that they are maintaining passing grades.</p> <p>IAT will identify students who do not respond to ARU, collect additional data on those students, and provide them with appropriately designed individualized interventions.</p> <p>IAT will graph quarterly grade data to evaluate all students' responses to the ARU.</p> <p>School-based administrators will support and monitor implementation.</p>		<p>identified at-risk students, progress monitoring tools and graphs, multiple student data sources (i.e. attendance, failing grades, discipline, Benchmark assessments, etc.), classroom walkthrough data, IAT meeting agendas and minutes, and the IAT database.</p>	<p>classroom walkthrough data, IAT meeting agendas and minutes, and the IAT database.</p>
		<p>1.2. The IAT identified only a small group of struggling students. There was limited time to evaluate the effectiveness of RAP</p>	<p>1.2. Student achievement will improve when the Intervention Assistance Team provides interventions and monitors the progress of the previously identified targeted group, as well as at-risk incoming ninth grade students who will be added to the group to increase the numbers of</p>	<p>1.2. School Psychologist, Administration, RTI Coach, RTI leadership team</p>	<p>1.2. The IAT will identify larger groups of students in need of interventions and provide needed interventions and progress monitoring to these students as measured by a list of identified at-risk students, progress monitoring tools and graphs, multiple student data sources (i.e.</p>	<p>1.2. List of identified at-risk students, progress monitoring tools and graphs, multiple student data sources (i.e. attendance, failing grades, discipline, Benchmark assessments, etc), classroom walkthrough data, IAT meeting agendas and minutes, and the IAT database.</p>	

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			<p>students receiving interventions.</p> <p>Members of the IAT will meet with RtI Coaches from feeder middle schools to identify incoming ninth grade students who may be at-risk for poor performance.</p> <p>IAT will conduct a needs assessment of targeted students to specifically identify their problems and utilize the problem solving process to develop appropriate interventions and progress monitoring systems.</p> <p>IAT will assist teachers with the provision of prescriptive interventions for targeted students, including determining intervention integrity and progress monitoring.</p> <p>IAT will conduct monthly meetings to review graphed data on the targeted students and make decisions regarding students' responses to interventions.</p> <p>IAT will conduct diagnostic assessments for students who do not respond adequately to interventions which</p>		<p>attendance, failing grades, discipline,</p> <p>Benchmark assessments, etc), classroom walkthrough data, IAT meeting agendas and minutes, and the IAT database.</p>	
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			<p>have been implemented with fidelity.</p> <p>IAT will make revisions to intervention plans for those students who do not make adequate progress based on diagnostic assessment data.</p> <p>School based administrators will monitor the fidelity of intervention implementation and progress monitoring through classroom walkthroughs and participation in IAT meetings.</p> <p>Continued implementation of an Academic Rescue Unit (ARU) for struggling students</p>			
		I.3.	I.3.	I.3.	I.3.	I.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI Training	All	District	RTI Team	TBA	Meeting Agendas, Drop Out Rate, Graduation Rate	RTI Coach
RTI Training	All	RTI Coach	All	TBA	Drop Out Rate, Graduation Rate	RTI Coach

Dropout Prevention Budget (Insert rows as needed)

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:					

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1. Parent Involvement							
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<p>Celebration High School has a historical low parent involvement. Celebration High School will increase parent and community informational tools in 2013.</p>			<p>1.1. Difficulty providing information on school activities for parent.</p>	<p>1.1. IAT will collaborate with the Digital Video Production program to create a student-generated informational video.</p> <p>IAT will contact various community facilities to schedule opportunities to show the informational video to parents and community members.</p> <p>IAT members will conduct community visits and take parental attendance during the visits</p> <p>IAT will collect parent attendance records will be reviewed to determine the effectiveness of this intervention.</p> <p>School-based administrators will support and monitor implementation.</p>	<p>1.1. Administration, RTI coach</p>	<p>1.1. Monitor of parent contacts. Sign- in to events constant contact subscription.</p>	<p>1.1. SAC survey</p>
			<p>1.2 . Parent involvement will increase when the functioning of the School Advisory Council (SAC) and other parent groups is improved.</p>	<p>1.2 administrators will meet with SAC members to create subcommittees and assign tasks.</p> <p>School-based administrators will investigate the possibility of consolidating monthly parent meetings, such as Band Boosters, Athletic Boosters, SAC, etc.</p> <p>School-based administrators will review sign-in sheets to</p>	<p>1.2. School Based Administration SAC Chair Program Directors</p>	<p>1.2. . Attendance at SAC meetings Newsletter Sponsor Communications Committee</p>	<p>1.2 Attendance Roster at events surveys</p>

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			determine if parent involvement increases as a result of this plan.			
		1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SAC Mini Conference	ALL	School District	SAC and Interested persons.	TBA	Participation by parents and students	SAC, Administration
IB Parent Night	ALL	IB Coordinator	All IB	TBA	Participation by parents and students	SAC, Administration
College Night	ALL	College Ready Coordinator	Grade 11	TBA	Participation by parents and students	SAC, Administration
Ninth Grade Orientation.	Incoming 9th graders	Administration, RCS, Coaches, Department Heads, Faculty	Grade 8	TBA	Participation by parents and students	SAC, Administration
AVID Nights	ALL	AVID Coordinator	All AVID	TBA	Participation by parents and students	SAC, Administration

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>STEM Goal #1: Celebration High School will develop and implement a Biomedical Science course in 2012-2013</p>	<p>1.1. Teacher of Biomedical Science (PLTW) has not had training will receive the required training in order to implement the class for the 2012-2013 school year.</p>	<p>1.1. Teacher of Biomedical Science (PLTW) will receive the required training in order to implement the class for the 2012-2013 school year.</p>	<p>1.1. Administration</p>	<p>1.1. Classroom Walk through, progress monitoring PLCs, and data analysis.</p>	<p>1.1. Industrial Certification</p>

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	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLTW	9-12	PLTW Trainers	Biomedical Teacher	July 2012	Classroom Walk through, progress monitoring, and data analysis.	Administration

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p>					
<p>CTE Goal #1: Celebration High school had 531 students enrolled CTE classes in 2011-2012. Of those 531, 122 (23%) attempted and passed Industry Certification exams. Celebration High school will increase the number of CTE students passing the Industry Certification by 3% in 2013.</p>	<p>1.1. Student achievement will improve when CTE teachers receive professional development in Next Generation Career and Technical Education Reading (NG-CATER).</p>	<p>1.1. CTE teachers will receive professional development in Next Generation Career and Technical Education Reading (NG-CATER). NG-CATER workshop information will be provided to school-based administrators for distribution.</p>	<p>1.1. Administration</p>	<p>1.1. Classroom Walk through, progress monitoring PLCs, and data analysis.</p>	<p>1.1. Industrial Certification</p>

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	1.2. CTE teachers have not received professional development in Comprehension Instructional Sequence (CIS).	1.2. CIS professional development will be conducted with CTE teachers in September 2012.	1.2. Administration	1.2. Classroom Walk through, progress monitoring PLCs, and data analysis.	1.2. Industrial Certification,
	1.3.	1.3.			

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIS	CTE 9-12	TBA	CTE Teachers	September 2012	Classroom walkthroughs, lesson plans.	Administration

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1. Leadership curriculum meetings are inconsistent and limited team members are present.	1.1. Principal will conduct weekly meetings with all members of the leadership team. Principal will analyze data and observe the actions of all members of the	1.1. Principal	1.1. Principal will hold Leadership team accountable for required tasks as measured by administrative, curriculum team and student achievement data.	1.1. Administrative team meeting notes, classroom observation and student achievement data.
Additional Goal #1:	2012 Current Level : *	2013 Expected Level : *					
Celebration High School Leadership Team will improve its focus on Instructional practice within	<i>Data Not Available</i>	<i>Data Not Available</i>					

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the classroom in 2013				<p>leadership team</p> <p>Principal will conduct a book study and professional development with all leadership team members.</p> <p>Principal will conduct reflective conversations and implement monitoring plans for Assistant Principals.</p> <p>Principal will review iObservation reports from classroom walkthroughs conducted by Assistant Principals.</p> <p>Principal will schedule and conduct frequent meetings with Assistant Principals to review observation data.</p> <p>Principal will conduct bi-weekly meetings with curriculum team.</p> <p>Principal will create agendas and learning goals for curriculum team meetings and will take attendance and minutes to ensure full participation.</p>			
			<p>1.2. Leadership visibility throughout the whole school is limited at times due to other responsibilities.</p>	<p>1.2. Principal will review iObservation reports from classroom walkthroughs conducted by Assistant Principals.</p> <p>Principal will schedule and conduct frequent meetings with Assistant</p>	<p>1.2. Principal</p>	<p>1.2. Principal will hold Leadership team accountable for required tasks as measured by administrative team meeting notes, classroom observation data, feedback tool data student achievement</p>	<p>1.2. Administrative team meeting notes, classroom observation data, feedback tool data, and student achievement data.</p>

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			Principals to review observation data. Principal will conduct bi-weekly meetings with curriculum team. Principal will create agendas and learning goals for curriculum team meetings and will take attendance and minutes to ensure full participation.		data.	
		1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:

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Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

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The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
To enhance learning and build relationships throughout the school and community.

Describe the projected use of SAC funds.	Amount
PBS, Freshmen Orientation. Multi –Cultural Day	\$3,118.12