

# Colonial High



2014-15 School Improvement Plan

## Colonial High

6100 OLEANDER DR, Orlando, FL 32807

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

80%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

86%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

B

C

C

B

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To lead students to success with the support and involvement of families and the community

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation

#### School Environment

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

Building relationships starts from the first day of school at Colonial. All the administrators are in the courtyard assisting students and directing them to classes. The teachers have a short form in their classes where the students can share information about themselves, allowing the teachers to receive some background information. The teachers and staff encourage students to join different clubs and organizations and to get involved. Dr. Prince also meets with the different grade levels in a setting of about 100 students letting the students know of the schools expectation of them in and out of the classrooms. The staff goes above and beyond to make sure they know the students and that they build meaningful relationships to ensure their success and well being.

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

At Colonial High, the teachers and administrators are always visible throughout the school day. The teachers always stand at their doors and greet the students as they walk down the hall and into class. The administrators always interact with the students between classes and throughout the day. Everyone is responsible for making sure that the students best interests comes first and that we show our students that we care about them as people and build relationships in which students feel secure in talking with us and feel comfortable. The students know that the staff at Colonial always has their doors open at anytime for them. We have also completed our School Safe Plan.

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

Consistent with district policy and Code of Student Conduct, the school as a whole has it own policies and procedure in place that ensure students act as young adults and conduct themselves in a manner that will not disgrace themselves or the school. Each teacher has their own classroom policies and procedures as well. The Deans have developed a behavior matrix that is progressive to help students make the right choices. It starts out with the first level which is the teacher giving warnings, phone calls home, and then their own detention. When those avenues have been exhausted, the teacher writes a referral and attaches all documentation to send to the Deans office. At this point the consequences are more severe, and parents are again notified. These procedures keep behavior in check and allow discipline to be consistent and fair.



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

Colonial High provides many services for students and their families to support students' needs. There are two school Safe Coordinators that provide students with a place to come and discuss issues that they may be having at home or school. The Safe Coordinators are also able to inform the students and their families of other outside agencies that may be able to provide additional support or support that cannot be provided at the school level. Students can seek out the Safe Coordinators or be referred by teachers who may notice students who are needing assistance and do not know where to go. The school also has a couple of different outside counselors on campus to provide support and assistance with the students. These counselors provide access from district approved agencies to more services for students and families to help meet their needs.

**Early Warning Systems**

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

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

Colonial is committed to the academic success of students. Our deans and attendance clerk work closely together to ensure that our students and parents are aware of the importance of being in school. The deans will conference with any student whose attendance falls below 90 percent during the year. They will also notify our MTSS coordinator if students receive excessive amounts of referrals. Our Reading and Math coaches track student progress on those students scoring level 1 on either the Math or ELA assessments. Every progress report date and report card date we look for those students with two or more failures and conference with them. If a student receives a failing grade in Math, Reading, or Language Arts they are brought in and conferenced with as well. Students whose GPA is below 2.0 are called in to meet with their guidance counselor and discuss the possibility of not graduating because of their low academic performance. Parent contact is also made when any of these meetings occur so that they are aware of their child's performance.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	225	208	188	342	963
One or more suspensions	170	85	86	50	391
Course failure in ELA or Math	39	32	18	4	93
Level 1 on statewide assessment	290	209	77	7	583

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	179	111	64	42	396

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

The intervention for attendance is the following:

5 unexcused absences = 5 day letter sent from attendance office

Copy of this letter goes in the student's discipline file

10 unexcused absences = 10 day letter sent from attendance office

Copy of this letter goes in the student's discipline file

10 unexcused absences = grade level/alpha dean meets with the student and conducts

"ATTENDANCE WARNING CONFERENCE"

Complete this form, contact parent, email all teachers, guidance, and SAFE

Copy of the form goes in the student's discipline file

15 unexcused absences = grade level/alpha dean meets with the student and has them sign

"ATTENDANCE WARNING CONTRACT"

Complete this form, contact parent, email all teachers, guidance, and SAFE

Copy of the form goes in the student's discipline file

20 unexcused absences = grade level/alpha dean SCHEDULES "ATTENDANCE CHILD STUDY TEAM" meeting with PARENT, STUDENT, DEAN, COUNSELOR, SAFE COORDINATOR

Complete this form and email all parties

Notify School Social Worker (Maria Pagan)

Copy of the form goes in the student's discipline file

Absences that are unexcused after ACST meeting then result in a referral to School Social Worker (Maria Pagan) for COURT-ACTION (only for students less than 16)

Students 16 and older can be referred to other Educational Programs (Aloma, Workforce, etc.)

Students that exhibit behavior problems resulting in multiply suspensions are placed on a behavior contract with a parent meeting.

Students that fail an ELA or Math class are scheduled into a credit recovery class or must repeat the class in summer school.

Those that score a level 1 in statewide assessments are placed in an intensive Reading or Math class to help them learn the strategies necessary to be successful on those assessments. For the junior and senior students they receive intensive instruction in ACT, SAT, FCAT, and PERT which they can receive a concordant score for the state assessment or a proficient score on the FACT. Intensive tutoring is also offered for all students and those who exhibit early warning signs are tracked and conferenced as well as being notified about attending tutoring.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/54009>.

#### Description

A PIP has been uploaded for this school or district - see the link above.

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

The school goes to the community and recruits many community business partners that can help provide support for the school and its students. Our partners will contribute to awards in recognition of academic excellence and achievements. Many of our partners are willing to help us with donations or discounts when we hold parent and school events. We make sure that they are recognized in the community brief that goes out to the community, acknowledging their contributions. We also have many faith-based groups that partner with our school and assist students and families with needs.

## Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Prince, Jon	Principal
Canamas, Darrell	Assistant Principal
Wasko, Marc	Assistant Principal
Rios, Mabel	Assistant Principal
Reussow, Betzabeth	Assistant Principal
Rosales, Jairo	Assistant Principal
Tousent, Luis	Assistant Principal
Anderson, Patrice	Dean
Corn, Chris	Dean
Witham, Edward	Dean
Doering, Tonja	Instructional Coach
Armenteros, Guadalupe	Instructional Coach
Burley, Chris	Instructional Coach
Witham, Melissa	Instructional Coach
Kaplan, Julia	Instructional Coach
Williams, Jennifer	Instructional Coach
Soriano, John	Administrative Support
Hall, Kimberly	Administrative Support
Baker, Ruth	Administrative Support

#### Duties

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

The leadership team serves the school as instructional leaders in many ways. The first and most important is through the Marzano coaching tool. When the leadership teams conducts observations the feedback provided is actionable and useful to the teachers. Each member of the team can give the teacher examples of what they can do in the class and how they can do it to improve their overall teaching effectiveness.

The team meets together to discuss what elements that the teachers are still struggling with and works as a team to come up with solutions and an action plan for implementation. With support from

LSI the team continuously grows in their understanding of the observation tool and how to assist the teachers with improved instructional practices.

PLC' s are held on Tuesdays and Thursdays either during common planning, or after school.

Members of the leadership team are present to assist teachers in breaking down data as it relates to common assessments or benchmarks tests. Interventions are discussed with them that will assist those students with improvement on specific standards that they are struggling with. When the team see common trends across the school we sit down and make a plan that enables us to correct the issue and get students on track.

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

The MTSS team which consists of instructional coaches and administration, meets on a bi-monthly basis to discuss performance data as it pertains to student and subgroup performance. Each assistant principal is responsible for certain areas/subgroups. They are supported by instructional coaches, LRS, CCT, staffing specialists and curriculum leaders as needed.

The tiered model of delivery of instruction includes the general education classes which offer the core instruction. The supplemental, or tier two instruction, includes the intensive reading and intensive math classes offered to students who are unsuccessful with the EOC and ELA assessments. Tier three interventions take place in addition to tutoring that is offered after school, three days a week on both campuses.

Data sources used for fidelity checks at each level include the use of the following sources: IMS, EDW, Benchmark Data, IEP, referrals, Plasco system, FAA, ELA assessment, PERT, ACT, SAT. Title I funds will be used to purchase additional instructional coaches for teacher support in the classrooms. It will also fund transportation for after school tutoring and ACT tutoring. Five percent will be spent on staff development. Title II funds will fund Deliberate Practice training for teachers, common core strategies and implementation training, AVID strategies training, and classroom management strategies. Title III funds will be used to fund additional para professionals and weekend funding for additional time needed to place students and create student folders for compliance.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Jon Prince	Principal
Jennifer Cooper	Teacher
Renee Placensia	Teacher
Helen Tyree	Education Support Employee
Marlene Bermudez	Teacher
Kayla Brito	Student
Nilda Santana	Business/Community
Kathryn Daniels	Parent
Aretnmis Otaiza	Parent
Louis Febres	Parent
Kaitlyn Campbell	Student

## Duties

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

*Evaluation of last year's school improvement plan*

SAC reviewed last year's SIP and were pleased with the effectiveness that was achieved with our goals. They believed that the plans that were put into place allowed the students to be successful.

*Development of this school improvement plan*

SAC has provided feedback as to what focus they would like to see. They will review the SIP upon completion and input regarding students and school needs.

*Preparation of the school's annual budget and plan*

Dr. Prince will review budget with SAC.

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

Facility Improvement:

\$13,272.84 for weights, racks and equipment.

\$15,000 from the SAC budget for expenditure on the following incentives:

Student Achievement:

\$20 accounts for students passing the FCAT Writes (for school functions)

Year Pass Drawings for Universal Studio (FCAT Writes)

iPads (perfect scorers on FCAT Writes)

\$10 credits on Prom for students scoring college ready in Reading and Math on the PERT

iPads for raffles for perfect attendance in reading, biology, math or US History tutoring

Performing Arts:

\$6,375 for replacement instruments for the orchestra.

Attendance and Discipline:

\$6,300 in order to purchase a licensing agreement for PlascoTrac (a cloud/web-based discipline system). Purchasing this software would give both campuses (main and freshmen) 10 site licenses each to use on any desktop computer, iPad, or smart phone.

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

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

Name	Title
Doering, Tonja	Instructional Coach
Burley, Chris	Instructional Coach
Kaplan, Julia	Instructional Coach
Canamas, Darrell	Assistant Principal
Prince, Jon	Principal
Reussow, Betzabeth	Assistant Principal
Rios, Mabel	Assistant Principal
Rosales, Jairo	Assistant Principal
Tousent, Luis	Assistant Principal
Wasko, Marc	Assistant Principal
Witham, Melissa	Instructional Coach
Williams, Jennifer	Instructional Coach
Sokowski, Dorothy	Instructional Media

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

Colonial's Literacy Leadership team is a collaborative group of school members that work together to promote literacy across the campus. Our purpose is to increase our capacity of reading and writing knowledge within our school building and to focus on areas of literacy. By working together and assisting teachers, our goal is to increase rigor in our daily lessons in all content areas by spending a significant amount of time devoted to reading and writing.

The Literacy Leadership team will meet monthly to create a shared literacy vision in the school, analyze data, plan for professional development and build a literacy culture through collegiality and collaboration. The team will consist of the Literacy Coach, Administration, Reading Teachers, Content Area teachers, media specialists, ESE teachers, ELL teachers and community members.

The Reading Leadership Team will:

- Engage in regular, ongoing, literacy professional development
- Participate in Professional Learning Communities
- Use data to analyze the effectiveness of instruction
- Participate in ongoing literacy dialogues with peers
- Create and share activities designed to promote literacy
- Mentor other teachers and present staff development
- Reflect on practice to improve instruction
- Have an intense focus on the new FSA standards
- Use the MTPS to assist our instructional focus

#### Public and Collaborative Teaching

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



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

Teachers have a 30 min common planning period after school to meet together and discuss data as well as plan interventions. Most of the teachers by content area at Colonial High School have the same planning period. They meet together as a team to plan out lessons and build cohesiveness. Teachers work on a common focus calendar and common assessments to ensure that the students are being monitored for their understanding of the specific learning targets and goals set forth by our state standards. The teachers create norms for their planning groups to ensure that everyone is working as a team and that all ideas and opinions are being heard.

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

Julia Kaplan/Leonard Opheim (Math coaches)

Assisting teachers in contacting parents weekly to provide them with updated grades, attendance and behavior records. Give support and guidance to mathematics teachers. Observe math classes and give teachers immediate feedback on. Discuss math content and pedagogical issue related to materials. Oversee math PLC working with collaborative groups to assess students' scores and improve teaching content

Tonja Doering (Reading Coach)

Collection of testing data. Meet with Reading teachers regarding rotations/block schedule. Level Reading classes and ensure proper student placement into reading class. Support Reading teachers and core class teachers with curriculum and resources for Reading. Discuss with students and teachers the Achieve 3000 reading program and how students can be successful by using it.

Henry Kremnitzer (Safe Coordinator)

Instructional support and offering strategies with small group pull-outs. Behavioral Modifications/Interventions. Behavioral Modifications/Interventions.

Jennifer Williams and Chris Burley ( CRT)

Organize Staff Development to assist with best practices in Teaching. Classroom Observations and Feedback Individual meetings assisting with individual needs and strategies. Plan and train Teachers during PLC's on programs such as Progress book and SMS systems. Conducts new teacher CWT's and bi-weekly support meetings. Ongoing professional development with Marzano strategies and the coaching tool. Coordinate with teachers to assess student weaknesses , make up assignments, and tutoring needs. Arrange motivational activities to recognize student achievement. Multiple quarterly meetings with students and teachers to assess needs\express concerns.

Guadalupe Armenteros (CCT)

Assist teachers with ESOL strategies. Ongoing

John Soriano (ESE Resource Teacher)

Provide ESE strategies and instructional modifications to teachers. Ongoing

Edward Witham, Chris Corn, and Patrice Anderson (Deans)

Assist teachers with classroom management techniques through small group and individual assistance. Ongoing

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

Bi weekly group meeting and Individual Meetings regarding Instructional Strategies are part of the assistance the new teachers receive. Mentors are assigned based upon their expertise and content familiarity. Common planning at the end of everyday and PLC meetings provide assistance throughout the year. All teachers that have a mentor are required to attend the schools professional development and discuss with their mentor these strategies

**Ambitious Instruction and Learning**

## Instructional Programs and Strategies

### Instructional Programs

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

All core content area courses have an instructional focus calendar. This focus calendar is created with the district MTP and scope and sequence which references the Florida standards. The Assistant Principal and instructional coach monitor those core subjects to assure that they are aligning their instructional practices with the proper MTP and scope from the district. All schools are expected to utilize the standards-based resources during daily instruction.

### Instructional Strategies

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

Data is used to track all the students progress at Colonial High. The students data is used to place them in certain classes for additional reading or math interventions so they can be proficient and the state assessments. The Senior class is also tracked by graduation data which tells us so is on track to graduate on time. We look at Senior FCAT scores, Math EOC scores, ACT/SAT scores. PERT scores, and GPA.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 5,950

Teachers have a 35 minute common planning time at the end of each school day to collaborate or receive extra Professional Development. Teachers also have a common planning period by subject during the day for additional team planning.

#### **Strategy Rationale**

This strategy allows for teacher to utilize time to plan collaboratively. There is flexibility of when they can meet together if something where to interrupt one of the other free times to meet.

#### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

#### **Person(s) responsible for monitoring implementation of the strategy**

Canamas, Darrell, darrell.canamas@ocps.net

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

Lesson plans are looked at and teachers observations are reflective of the collaboration and professional development strategies implemented. Common assessments will also be looked at to see if they are planned for by the team.

## Student Transition and Readiness

### PreK-12 Transition



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

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

Colonial High School freshman campus holds a curriculum fair towards the end of the year for incoming 9th grade students. This allows the parents and incoming 9th graders to get to see the campus ad well as meet the teachers of the different curricular areas. It allows the parents and students to put names with faces and to see what high school has to offer academically and extracurricular such as clubs and sports. As students transition from one grade to the other we provide support with our peer mentors. These students are here to assist students with everything from school work to personal concerns. The teachers at each grade level also collaborate with each other to ensure that the students are receiving the necessary strategies they need to be successful at the next grade level.

### **College and Career Readiness**

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

Colonial High School utilizes numerous strategies to promote college and career awareness. Students have a variety of options to seek out career information by participating in programs like Valencia Dual Enrollment, Tech Center Dual Enrollment, CTE courses, and Magnet. Within the CTE courses offered at Colonial, our Hospitality and Tourism as well as IT programs are part of the National Academy Foundation (NAF). This allows our school to partner with a variety of organizations within respective industries to provide our students with industry related fieldtrips as well as competitions, supplementary resources, internships, and scholarships. Within the realm of NAF, our school is currently participating in the Year of Planning (YOP) process to implement a Health Science program in an effort to expand upon our current options. Additionally, our CTE courses offer students the ability to complete an Industry Certification within their course that can be added to their resume and thus enhance employability. Some strategies that are implemented within our school include, but are not limited to inviting guest speakers, fieldtrips, classroom presentations, Curriculum Fair, Magnet Open House, and consistently advertising application opportunities for our Valencia and Tech Dual Enrollment programs.

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

The CTE courses and related Industry Certifications offered at Colonial are as follows:

Animal Science and Services – Agricultural Technician Certification; Agricultural Biotechnology Certification; Certified Veterinary Assistant; and Certified Horticulture Professional (FCHP)

AgriScience - Agricultural Technician Certification; Agricultural Biotechnology Certification; Certified Veterinary Assistant; and Certified Horticulture Professional (FCHP)

Auto Body Services – None of the funding list as this time.

Auto Service Technology – Florida Automobile Dealers Association (FADA) Certified Technician

Culinary Arts – Certified Food Protection Manager (ServSafe) and National ProStart Certificate of Achievement

Cyber Security – CompTIA A+, CompTIA Network+, and CompTIA Security+

Digital Design – Adobe Certified Associate (ACA) Rich Media Communication Using Adobe – Flash; Adobe Certified Associate (ACA) Visual Communication with Adobe – Photoshop; and Adobe Certified Associate (ACA) InDesign

Early Childhood Education – None of the funding list as this time.

Hospitality and Tourism – Certified Food Protection Manager (ServSafe) and National ProStart Certificate of Achievement

Introduction to IT – Certified Internet Web (CIW) – Internet Business Associate

T.V. Production – Adobe Certified Associate (ACA) Visual Communication with Adobe – Premiere Pro

Web Design – Adobe Certified Associate (ACA) Web Communication using Adobe – Dreamweaver  
Please note that we are in the planning process to include a Health Sciences program at Colonial H.S. as well.

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

During the summer, Colonial H.S. enlisted several CTE teachers in professional development opportunities to acquire the necessary skills that would allow them to co-plan with content area teachers. Teachers have also been advised to utilize one of their PLC meeting times to collaborate and thus plan within a content area PLC group.

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

We have increased the number of students that are in AP classes as well as industry certification classes. We offer tutoring for the ACT so that students can score college ready. We have started our Cambridge Program which will earn students college credit if they are successful on the examinations. Valencia College classes are offered for students to take at Colonial instead of having to find transportation to the college.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.**      Increase Rigor in the classrooms

## Strategic Goals Detail

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

## G1. Increase Rigor in the classrooms 1a

G036880

### Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	62.0
FSA - English Language Arts - Proficiency Rate	50.0
Bio I EOC Pass	70.0

### Resources Available to Support the Goal 2

- Instructional and District Coaches will model rigorous instruction in the classroom. The LSI team will assist the Administration team in looking for examples of rigor in the school to use as a model.

### Targeted Barriers to Achieving the Goal 3

- Lack of a model of what Rigor looks like and how to implement in the teachers classrooms. Teachers need to learn how to use questioning techniques to increase Rigor as well

### Plan to Monitor Progress Toward G1. 8

Observations will move from DQ2 to DQ3 and DQ4 and will continue to focus more in DQ3 and DQ4

#### Person Responsible

Jennifer Williams

#### Schedule

Monthly, from 9/24/2014 to 4/15/2015

#### Evidence of Completion

Increased number of observations in DQ4

## Action Plan for Improvement

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

### Problem Solving Key

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

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


#### **G1.** Increase Rigor in the classrooms **1**

 **G036880**

**G1.B1** Lack of a model of what Rigor looks like and how to implement in the teachers classrooms. Teachers need to learn how to use questioning techniques to increase Rigor as well **2**

 **B088417**

**G1.B1.S1** Have teachers observe what Rigor in the class room looks like. **4**

 **S099098**

#### **Strategy Rationale**

If teachers do not know what Rigor looks like then how are they suppose to attain it. By showing them they can work with the coaches to continually achieve Rigor in each lesson unit.

#### **Action Step 1** **5**

Set up instructional rounds for teacher to observe Rigorous instruction in the classes at the school.

#### **Person Responsible**

Jennifer Williams

#### **Schedule**

Monthly, from 9/10/2014 to 4/15/2015

#### **Evidence of Completion**

Teacher Observations

## Action Step 2 5

Set up computer lab time by content during common planning to view instructional videos on the iObservation website.

### **Person Responsible**

Jennifer Williams

### **Schedule**

Monthly, from 9/17/2014 to 4/15/2015

### ***Evidence of Completion***

Teacher Observations and LSI walk through feedback.

## Action Step 3 5

ELA and Math teachers will attend trainings with LSI on increased Rigor in the classroom

### **Person Responsible**

### **Schedule**

Every 6 Weeks, from 9/24/2014 to 3/25/2015

### ***Evidence of Completion***

Increased Rigor in the lesson plans and classroom

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

Evidence of Rigor from observations and lesson plans

### **Person Responsible**

Jennifer Williams

### **Schedule**

Monthly, from 9/17/2014 to 4/15/2015

### ***Evidence of Completion***

Teachers will be able to write lessons plans that have evidence of Rigor and when Administrators do observations it is reflective in DQ4.

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

On going in house professional development and feedback to provide differentiated support to teachers will occur on the second Wednesday of each month

**Person Responsible**

Jennifer Williams

**Schedule**

Biweekly, from 10/8/2014 to 4/8/2015

**Evidence of Completion**

Instructional coaches and Assistant Principals will look for Rigor implemented in the class room. Coaches will follow up with teachers after feedback is given on lessons and observations

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Set up instructional rounds for teacher to observe Rigorous instruction in the classes at the school.	Williams, Jennifer	9/10/2014	Teacher Observations	4/15/2015 monthly
G1.B1.S1.A2	Set up computer lab time by content during common planning to view instructional videos on the iObservation website.	Williams, Jennifer	9/17/2014	Teacher Observations and LSI walk through feedback.	4/15/2015 monthly
G1.B1.S1.A3	ELA and Math teachers will attend trainings with LSI on increased Rigor in the classroom		9/24/2014	Increased Rigor in the lesson plans and classroom	3/25/2015 every-6-weeks
G1.MA1	Observations will move from DQ2 to DQ3 and DQ4 and will continue to focus more in DQ3 and DQ4	Williams, Jennifer	9/24/2014	Increased number of observations in DQ4	4/15/2015 monthly
G1.B1.S1.MA1	On going in house professional development and feedback to provide differentiated support to teachers will occur on the second Wednesday of each month	Williams, Jennifer	10/8/2014	Instructional coaches and Assistant Principals will look for Rigor implemented in the class room. Coaches will follow up with teachers after feedback is given on lessons and observations	4/8/2015 biweekly
G1.B1.S1.MA1	Evidence of Rigor from observations and lesson plans	Williams, Jennifer	9/17/2014	Teachers will be able to write lessons plans that have evidence of Rigor and when Administrators do observations it is reflective in DQ4.	4/15/2015 monthly

**Appendix 2: Professional Development and Technical Assistance Outlines**

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

## Professional Development Opportunities

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

### G1. Increase Rigor in the classrooms

**G1.B1** Lack of a model of what Rigor looks like and how to implement in the teachers classrooms. Teachers need to learn how to use questioning techniques to increase Rigor as well

**G1.B1.S1** Have teachers observe what Rigor in the class room looks like.

#### PD Opportunity 1

Set up instructional rounds for teacher to observe Rigorous instruction in the classes at the school.

##### Facilitator

Jennifer Williams

##### Participants

instructional staff

##### Schedule

Monthly, from 9/10/2014 to 4/15/2015

#### PD Opportunity 2

Set up computer lab time by content during common planning to view instructional videos on the iObservation website.

##### Facilitator

Jennifer Williams and LSI

##### Participants

Instructional Staff

##### Schedule

Monthly, from 9/17/2014 to 4/15/2015



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Goal 1: Increase Rigor in the classrooms	1,000
<b>Grand Total</b>	<b>1,000</b>

### Goal 1: Increase Rigor in the classrooms

Description	Source	Total
B1.S1.A1	Title I Part A	1,000
<b>Total Goal 1</b>		<b>1,000</b>