

# Colonial High



# 2015-16 School Improvement Plan

## Colonial High

6100 OLEANDER DR, Orlando, FL 32807

[www.ocps.net/lc/southeast/hco](http://www.ocps.net/lc/southeast/hco)

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	87%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	C	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 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 our 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. Our teachers and staff encourage students to join different clubs and organizations and to get involved. Our teachers and staff also support Colonial High School students by attending school sponsored events through athletics, the Performing Arts department, and various clubs and organizations. Mr. Martinez 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 stand at their doors to greet students as they walk down the hall and into class. The administrators interact with students between classes and throughout the day. Colonial High School's supervision plan creates an environment where there are staff strategically located throughout the school before school, during class change and after school. Our administrators and instructional support staff are also visible in classrooms during the school day. Our consistency in implementing our supervision plan combined with our visibility throughout the school day creates an environment where students feel safe and respected.

##### **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 procedures in place that ensure students act as young adults and conduct themselves in an appropriate manner. 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 established procedures provide students with consistent school-wide expectations.



**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 New Horizons counselor on campus to provide support and assistance to our students. This counselor provides services to students and families to help them cope with various issues.

**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. Our Reading and Math coaches track student progress on those students scoring level 1 on either the Math or ELA assessments. Each marking period, our administration and instructional support team meets with students that have multiple failing grades, including English Language Arts and mathematics. 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	297	340	344	342	1323
One or more suspensions	113	61	45	33	252
Course failure in ELA or Math	122	231	132	28	513
Level 1 on statewide assessment	0	0	0	0	

*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	122	231	138	28	519

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

Colonial High School will provide the following interventions to improve academic performance of students identified by the early warning system:

1. Quarterly meetings with students that fall below 2.0 GPA
2. Attendance meetings for students that fall below 90 attendance
3. Parent/teacher conferences with guidance counselors to discuss academic concerns
4. Provide tutoring to students in content area classes
5. Small group pull out sessions with students for Algebra 1, PERT, and Biology
6. Students 16 and older can be referred to other Educational Programs (Aloma, Workforce, etc.).
7. Students who exhibit repeated misconduct resulting in multiple suspensions are placed on a behavior contract with a parent meeting.
8. Students who fail an ELA or Math class are scheduled into a credit recovery class or must repeat the class in summer school.
9. Those who 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.
10. Juniors and seniors receive intensive instruction in ACT, SAT and PERT where they can receive a concordant score for the state assessment.
11. Juniors and seniors who are not on track to graduate are placed with a mentor.

## 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**

Colonial High School reaches out to the community and recruits many community business partners that help provide support for the school and its students. Our partners contribute toward the recognition of academic excellence and student achievements. Many of our partners are willing to help us with donations or provide discounts to parents families during school events. Colonial High School recognizes its partners in our weekly electronic newsletter, the Colonial Connection, which is sent via an email to our stakeholders. We also partner with many faith-based groups that assist students and families in need.

## 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:

Name	Title
Martinez, Jose	Principal
Canamas, Darrell	Assistant Principal
Wasko, Marc	Assistant Principal
Rios, Mabel	Assistant Principal
Reussow, Betzabeth	Assistant Principal
Rosales, Jairo	Assistant Principal
Witham, Edward	Dean
Doering, Tonja	Instructional Coach
Armenteros, Guadalupe	Instructional Coach
Witham, Melissa	Instructional Coach
Kaplan, Julia	Instructional Coach
Williams, Jennifer	Instructional Coach
Hall, Kimberly	Administrative Support
Burley, Chris	Instructional Coach
Sokowski, Dorothy	Instructional Technology
Armstrong, Justin	Dean
Opheim, Leonard	Instructional Coach
Lennox, Bradley	Dean
Martinez, Sandra	Dean
Bacetti, Amy	Instructional Coach
Fuller, Beth	Dean

## 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 provides teachers examples of what they can do in the class and how they can do it to improve their overall teaching effectiveness. The principal, assistant principals and instructional coaches visit classrooms and provide teachers with feedback.

The team meets together to discuss the elements that the teachers find challenging, and the team develops an action for improvement and implementation. With support from LSI, administrators and instructional coaches continuously grow in their understanding of the instructional framework and how to assist the teachers with improving instructional practices.

Professional learning communities meet after-school every 2nd and 4th Wednesday for collaborative lesson planning. Content are teachers also have common planning time during the school day.

Members of the leadership team are present to assist teachers in breaking down data as it relates to common assessments or benchmarks tests. PLCs plan interventions that will assist students with mastering specific standards during their common planning time. The leadership team meets weekly to discuss common trends across the school and to plan ways to address school-wide needs.

### ***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 and on designated Saturdays.

Data sources used for fidelity checks at each level include the use of the following sources: IMS, EDW, Benchmark Data, IEP monitoring, referrals, Plasco system, FAA, ELA assessment, PERT, ACT, and 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 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:**

<b>Name</b>	<b>Stakeholder Group</b>
Jose Martinez	Principal
Jennifer Cooper	Teacher
Helen Tyree	Education Support Employee
Marlene Bermudez	Teacher
Kayla Brito	Student
Nilda Santana	Business/Community
Kathryn Daniels	Parent
Aretmis 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***

The School Advisory Council provided input for the 2014-2015 SIP and recommended that we increase the use of technology. Colonial High School was selected as a digital school for the 2015-2016 school-year. The SAC was provided monthly updates on the progress toward our SIP goal.

#### ***Development of this school improvement plan***

This year our faculty met within their departments to provide input on the resources and supports needed to accomplish our goals. The School Advisory Committee will review and provide input on the draft School Improvement Plan. Mr. Martinez reviewed the goals on SIP with our stakeholders at the meet and greet.

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

Mr. Martinez, principal, will review the budget and the school improvement plan with the school advisory council.

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

Facility Improvement:

\$5,141 for 70 poly stack chairs for the new computer lab in the Media Center

\$3,450 for refurbishment and painting of 23 donated metal tables

Student Achievement:

\$16,500 for ACT registration fees, PERT Test Fees, Tutoring costs

***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:**

Name	Title
Doering, Tonja	Instructional Coach
Burley, Chris	Instructional Coach
Kaplan, Julia	Instructional Coach
Canamas, Darrell	Assistant Principal
Reussow, Betzabeth	Assistant Principal
Rios, Mabel	Assistant Principal
Rosales, Jairo	Assistant Principal
Wasko, Marc	Assistant Principal
Witham, Melissa	Instructional Coach
Williams, Jennifer	Instructional Coach
Bacetti, Amy	Instructional Coach
Parisi, Andrea	Instructional Media
Martinez, Jose	Principal

**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 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, 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 enhance 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 an hour and twenty minutes of common planning time after school on the 2nd and 4th Wednesdays of each month. The primary focus of this common planning time is lesson planning. Content area teachers also share a common planning period daily. They meet together as a team to plan lessons and focus on increasing student achievement. Teachers work on a common focus calendar and common formative 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**

Strategies include:

1. Rigorous hiring process by the principal, Mr. Jose Martinez and the assistant principals, Mr. Darrell Canamas, Mr. Marc Wasko, Mr. Jairo Rosales, Ms. Mabel Rios, and Ms. Betzabeth Reussow
2. Review of resume for previous teaching experiences by Mr. Jose Martinez and the assistant principals, Mr. Darrell Canamas, Mr. Marc Wasko, Mr. Jairo Rosales, Ms. Mabel Rios, and Ms. Betzabeth Reussow
3. Participation in OCPS Job Fairs participants include Mr. Jose Martinez and the assistant principals, Mr. Darrell Canamas, Mr. Marc Wasko, Mr. Jairo Rosales, Ms. Mabel Rios, and Ms. Betzabeth Reussow
4. Hiring highly qualified teachers in all subject areas
5. Providing instructional coaching and monthly professional development opportunities - Persons responsible include Ms. Jennifer Williams, Ms. Amy Bacetti, Ms. Julia Kaplan, Mr. Leonard Opheim, Mr. Christopher Burley, Ms. Nicole Burley, Ms. Melissa Witham and Ms. Dorothy Sokowski.
6. Providing teacher support with ESE and ELL students - Persons responsible include Dr. Kimberly Hall, Mr. John Babb, and Ms. Guadalupe Armenteros.

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



New teachers receive support during biweekly new teacher meetings as well as scheduled individual support meetings with Ms. Jennifer Williams regarding instructional best practices. New teachers are provided ongoing support from their assigned mentors. Mentors are assigned based on their subject area certification. All content area teachers have common planning and PLC members provide new teachers assistance and support throughout the year. All teachers are provided with monthly professional development opportunities by school and district TIF/STEM coaches.

## **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 principals and instructional coaches monitor those core subjects to ensure that they are aligning their instructional practices with the proper MTP and scope and sequence 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***

Colonial High School students are monitored by teachers within each professional learning community. The student achievement data that is obtained from common formative assessments is used to inform teachers on how to adjust instruction. Teachers use this data to plan for needed student remediation and enrichment. The student achievement data obtained from State and district assessments is also used to place them in remedial reading or math courses. All juniors and seniors are also monitored to determine if they are on track to meet graduation requirements. Those that are not on track are assigned a mentor to assist them with meeting the graduation requirements.

***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:** 3,328

Teachers have an hour and twenty minutes of common planning time at the end of each 2nd and 4th Wednesday to collaborate, receive extra professional development and coaching support. Teachers also have a common planning period by subject during the day for additional team planning.

***Strategy Rationale***

This strategy allows for teachers to utilize time to plan collaboratively. Teachers are provided additional time to work on their common planning calendar and common assessments.

***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***

Teacher lesson plans are reviewed and teachers observations are reflective of the collaboration and professional development strategies implemented. Student data collected 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 as well as meet the teachers of each content area. It allows the parents and students to put names with faces and to see what high school has to offer academically, as well as co-curricular and extracurricular activities. As students transition from one grade to the other, we provide peer support mentors. These students are here to assist students with everything from schoolwork to personal concerns. The teachers at each grade level also collaborate with each other to ensure that the students receive the necessary strategies they need to be successful at the next grade level. Extensive resources have been dedicated to supporting students in developing their plans for after high school. ACT, SAT, PERT study groups have been arranged. Guidance for scholarships and applications are provided to students and their families.

**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 and opportunities to participate in programs like Valencia Dual Enrollment, Tech Center Dual Enrollment, on campus CTE courses, and magnet programs. 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 year we added a new NAF academy, the Academy of Health Science. Our NAF academies allow our school to partner with a variety of organizations within respective industries to provide our students with industry related field trips as well as competitions, supplementary resources, internships, and scholarships. 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, career-related field trips, curriculum fair, Magnet Open House, and consistently advertising application opportunities for our Valencia College 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

***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 Advanced Placement courses as well as industry certification courses. We also have an increased number of students participating in the Cambridge Advanced International Certificate of Education (AICE) Diploma program. We offer our students ACT tutoring to help them meet college readiness standards. Valencia College classes are offered to students on our campus which helps provide access to students with transportation needs. Dual Enrollment post-secondary courses are also offered on both the freshman and main campuses, which means students have an opportunity to participate in advanced courses beginning in 9th grade.

## Needs Assessment

## Problem Identification

### Data to Support Problem Identification

#### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

#### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## 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.** AS a Cohort II digital school, we will utilize digital strategies and resources within our lesson planning and instruction (Division Priority: Ensure career and college readiness).
- G2.** Teachers will gain proficiency in the Instructional Framework in order to increase rigor, and thereby student achievement (Division Priority: Invest in human capital).

## 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.** AS a Cohort II digital school, we will utilize digital strategies and resources within our lesson planning and instruction (Division Priority: Ensure career and college readiness). 1a

G073203

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

- Professional development has been initiated since the last school year to focus on integrating technology in the classroom, which should help teachers with incorporating technology into their lesson plans.
- District digital and IT teams provide ongoing support.

**Targeted Barriers to Achieving the Goal** 3

- Teachers differ in their comfort level with using technology.

**Plan to Monitor Progress Toward G1.** 8

Lesson plans will be monitored and feedback will be provided.

**Person Responsible**

Jose Martinez

**Schedule**

Weekly, from 9/9/2015 to 5/27/2016

**Evidence of Completion**

The evidence will be collected through the feedback provided through iObservation.

**G2.** Teachers will gain proficiency in the Instructional Framework in order to increase rigor, and thereby student achievement (Division Priority: Invest in human capital). 1a

G073204

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	62.0
FSA English Language Arts - Achievement	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.
- Instructional (school based and district) coaches will support collaborative lesson planning to ensure rigorous instruction is planned.
- Administrators and coaches will provide feedback to teachers to support their professional growth and understanding of the Instructional Framework.

**Targeted Barriers to Achieving the Goal** 3

- There is a lack of model classrooms that effectively incorporate rigor into the curriculum.

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Jose Martinez

**Schedule**

Weekly, from 9/9/2015 to 5/27/2016

**Evidence of Completion**

Increased number of observations in DQ3 and 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.** AS a Cohort II digital school, we will utilize digital strategies and resources within our lesson planning and instruction (Division Priority: Ensure career and college readiness). **1**

 G073203

**G1.B1** Teachers differ in their comfort level with using technology. **2**

 B191246

**G1.B1.S2** Professional development will be provided monthly, focusing on technology integration in the classroom. **4**

 S202715

### Strategy Rationale

If our instructional coaches model how to use technology tools during professional development, teachers will feel more at ease with using it in their classroom.

### Action Step 1 **5**

Professional development focusing on incorporating digital tools will be offered every 2nd Wednesday.

### Person Responsible

Dorothy Sokowski

### Schedule

Monthly, from 9/9/2015 to 5/11/2016

### Evidence of Completion

Sign-in sheets and Agenda

## Action Step 2 5

Teachers will use common lesson planning time to incorporate the use of digital tools in their unit plans.

### **Person Responsible**

Dorothy Sokowski

### **Schedule**

On 5/27/2016

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

Lesson Plans, Student Work

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

Lesson plans will be reviewed by administrators.

### **Person Responsible**

Jose Martinez

### **Schedule**

Weekly, from 9/4/2015 to 5/27/2016

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

Teachers will receive actionable feedback through iObservation regarding their lesson plans.

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

Coaches and administrators will conduct classroom observations.

### **Person Responsible**

Jose Martinez

### **Schedule**

Weekly, from 9/9/2015 to 4/15/2016

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

iObservation data will be collected and analyzed to determine needs.

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

Teacher lesson plans will incorporate student activities that require use of digital tools.

**Person Responsible**

Jose Martinez

**Schedule**

Daily, from 9/4/2015 to 5/27/2016

***Evidence of Completion***

Lesson plans will include digital activities and permalinks to Safari Montage.

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

Administrators will use the Technology Integration Matrix to provide teachers with feedback regarding their use of technology in the classroom.

**Person Responsible**

Betzabeth Reussow

**Schedule**


Every 3 Weeks, from 9/9/2015 to 5/27/2016

***Evidence of Completion***


Evidence collected will be the feedback provided on the Technology Integration Matrix.




**G2.** Teachers will gain proficiency in the Instructional Framework in order to increase rigor, and thereby student achievement (Division Priority: Invest in human capital). 1

 G073204

**G2.B1** There is a lack of model classrooms that effectively incorporate rigor into the curriculum. 2

 B191247

**G2.B1.S1** Conduct instructional rounds with teachers so they can observe model classrooms as well as rigorous student activities 4

 S202716

### Strategy Rationale

If teachers do not know what rigor looks like, then they will have difficulty planning for rigorous lesson. By allowing them to visit model classrooms, teachers will understand what rigor looks like in the classroom.

### Action Step 1 5

Set up instructional rounds for teachers to observe rigorous instruction in model classrooms.

#### Person Responsible

Jennifer Williams

#### Schedule

Monthly, from 10/19/2015 to 5/27/2016

#### Evidence of Completion

Teacher Observations

### Action Step 2 5

Conduct monthly staff development on the Instructional Framework to focus increasing rigor

#### Person Responsible

Jennifer Williams

#### Schedule

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

#### Evidence of Completion

Teacher Observations and LSI walk through feedback.

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

Evidence of Rigor from observations and lesson plans

### Person Responsible

Jose Martinez

### 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. Administrators will observe more elements in DQ3 and DQ4.

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

On going in house professional development on the Instructional Framework will occur on the second Wednesday of each month.

### Person Responsible

Jennifer Williams

### Schedule

Biweekly, from 9/9/2015 to 5/27/2016

### Evidence of Completion

Instructional coaches and assistant principals will look for rigor in the classroom. Evidence of elements in DQ3 and DQ4 will be collected through iObservation.

## 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.S2.A1	Professional development focusing on incorporating digital tools will be offered every 2nd Wednesday.	Sokowski, Dorothy	9/9/2015	Sign-in sheets and Agenda	5/11/2016 monthly
G2.B1.S1.A1	Set up instructional rounds for teachers to observe rigorous instruction in model classrooms.	Williams, Jennifer	10/19/2015	Teacher Observations	5/27/2016 monthly
G1.B1.S2.A2	Teachers will use common lesson planning time to incorporate the use of digital tools in their unit plans.	Sokowski, Dorothy	9/11/2015	Lesson Plans, Student Work	5/27/2016 one-time
G2.B1.S1.A2	Conduct monthly staff development on the Instructional Framework to focus increasing rigor	Williams, Jennifer	9/17/2014	Teacher Observations and LSI walk through feedback.	4/15/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Lesson plans will be monitored and feedback will be provided.	Martinez, Jose	9/9/2015	The evidence will be collected through the feedback provided through iObservation.	5/27/2016 weekly
G1.B1.S2.MA1	Teacher lesson plans will incorporate student activities that require use of digital tools.	Martinez, Jose	9/4/2015	Lesson plans will include digital activities and permalinks to Safari Montage.	5/27/2016 daily
G1.B1.S2.MA4	Administrators will use the Technology Integration Matrix to provide teachers with feedback regarding their use of technology in the classroom.	Reussow, Betzabeth	9/9/2015	Evidence collected will be the feedback provided on the Technology Integration Matrix.	5/27/2016 every-3-weeks
G1.B1.S2.MA1	Lesson plans will be reviewed by administrators.	Martinez, Jose	9/4/2015	Teachers will receive actionable feedback through iObservation regarding their lesson plans.	5/27/2016 weekly
G1.B1.S2.MA2	Coaches and administrators will conduct classroom observations.	Martinez, Jose	9/9/2015	iObservation data will be collected and analyzed to determine needs.	4/15/2016 weekly
G2.MA1	Observations of elements will move from DQ2 to DQ3 and DQ4 and will continue to focus more in DQ3 and DQ4.	Martinez, Jose	9/9/2015	Increased number of observations in DQ3 and DQ4	5/27/2016 weekly
G2.B1.S1.MA1	On going in house professional development on the Instructional Framework will occur on the second Wednesday of each month.	Williams, Jennifer	9/9/2015	Instructional coaches and assistant principals will look for rigor in the classroom. Evidence of elements in DQ3 and DQ4 will be collected through iObservation.	5/27/2016 biweekly
G2.B1.S1.MA1	Evidence of Rigor from observations and lesson plans	Martinez, Jose	9/17/2014	Teachers will be able to write lessons plans that have evidence of rigor. Administrators will observe more elements in DQ3 and 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.** AS a Cohort II digital school, we will utilize digital strategies and resources within our lesson planning and instruction (Division Priority: Ensure career and college readiness).

**G1.B1** Teachers differ in their comfort level with using technology.

**G1.B1.S2** Professional development will be provided monthly, focusing on technology integration in the classroom.

### PD Opportunity 1

Professional development focusing on incorporating digital tools will be offered every 2nd Wednesday.

#### Facilitator

Sokowski,Dorothy

#### Participants

Instructional Staff

#### Schedule

Monthly, from 9/9/2015 to 5/11/2016

**G2.** Teachers will gain proficiency in the Instructional Framework in order to increase rigor, and thereby student achievement (Division Priority: Invest in human capital).

**G2.B1** There is a lack of model classrooms that effectively incorporate rigor into the curriculum.

**G2.B1.S1** Conduct instructional rounds with teachers so they can observe model classrooms as well as rigorous student activities

### PD Opportunity 1

Set up instructional rounds for teachers to observe rigorous instruction in model classrooms.

#### Facilitator

Bacetti, Amy

#### Participants

instructional staff

#### Schedule

Monthly, from 10/19/2015 to 5/27/2016

**PD Opportunity 2**

Conduct monthly staff development on the Instructional Framework to focus increasing rigor

**Facilitator**

Bacetti, Amy

**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

#### Budget Data

1	G1.B1.S2.A1	Professional development focusing on incorporating digital tools will be offered every 2nd Wednesday.				\$36,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0661 - Colonial High	Title I Part A		\$36,000.00
2	G1.B1.S2.A2	Teachers will use common lesson planning time to incorporate the use of digital tools in their unit plans.				\$0.00
3	G2.B1.S1.A1	Set up instructional rounds for teachers to observe rigorous instruction in model classrooms.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0661 - Colonial High	Title I Part A		\$3,500.00
4	G2.B1.S1.A2	Conduct monthly staff development on the Instructional Framework to focus increasing rigor				\$0.00
Total:						\$39,500.00