Orange County Public Schools

Colonial High

2016-17 Schoolwide Improvement Plan

Colonial High

6100 OLEANDER DR, Orlando, FL 32807

https://colonialhs.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	B	C

*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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](https://www.floridacims.org) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](https://www.floridacims.org)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Colonial High

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](https://www.floridacims.org)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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 is a school Safe Coordinator that provides students with a place to come and discuss issues that they may be having at home or school. The Safe Coordinator is 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 Coordinator or be referred by teachers who may notice students who are needing assistance and do not know where to go. The school also has two New Horizons counselors, one on each campus, to provide support and assistance to our students. This counselors provide services to students and families to help them cope with various issues.

3. 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).

a. 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 clerks 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 a 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	321	312	322	440	1395
One or more suspensions	0	0	0	0	0	0	0	0	0	138	45	37	16	236
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	174	165	194	43	576
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	373	262	1	0	636

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	273	204	132	45	654

c. 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. TIF/STEM Program Assistant push-ins in Algebra 1 classes
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 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/313989.

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

2. 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.

C. 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).

1. School Leadership Team

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

Name	Title
Martinez, Jose	Principal
Rios, Mabel	Assistant Principal
Reussow, Betzabeth	Assistant Principal
Rosales, Jairo	Assistant Principal
Witham, Edward	Dean
Armenteros, Guadalupe	Other
Witham, Melissa	Instructional Coach
Williams, Jennifer	Instructional Coach
Burley, Chris	Instructional Coach
Armstrong, Justin	Dean
Martinez, Sandra	Dean
Bacetti, Amy	Instructional Coach
Fuller, Beth	Dean
Karcinski, Lisa	Assistant Principal
Walker, Demond	Assistant Principal
Gentry-Michelson, Cynthia	Other
Fernandez Santana, Irisceli	Other
Havrilesko, Aimee	Instructional Media

b. Duties

1. 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 plan for improvement and implementation. Administrators and instructional coaches continuously grow in their understanding of the instructional framework and how to assist the teachers with improving instructional practices through participating in professional development opportunities throughout the year.

Professional learning communities meet after-school every 2nd and 4th Wednesday to analyze common assessment data and discuss how this data informs their instructional decision making. Members of the leadership team are present to assist teachers in breaking down data as it relates to common assessments or benchmarks tests Content area teachers also have common planning time during the school day where they meet to plan lessons and create common assessments. 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.

2. 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 intensive reading classes offered to students who are unsuccessful with the EOC and ELA assessments. Tier three interventions take place in the form of push-ins. In addition, tutoring 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, HERO 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jose Martinez	Principal
Jennifer Cooper	Teacher
Virginia Weil	Education Support Employee
Nancy Fenter	Parent
Sarah Fenter	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council provided input for the 2016-2017 SIP and recommended that we increase communication. The SAC was provided monthly updates on the progress toward our SIP goal.

b. Development of this school improvement plan

This year teachers were asked to provide input during our September faculty meeting. In addition, students were asked to provide input on how we can improve our school during their grade level assemblies. The School Advisory Committee will review and provide input on the draft School

Improvement Plan. Mr. Martinez reviewed the goals on our SIP with our stakeholders at our second SAC meeting.

c. 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.

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

Facility Improvement:
$5,735 for folding tables for testing
$6,000 for weight lifting equipment

Student Achievement:
$300 for student incentives and testing fees for AP Human Geograpghy

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Bacetti, Amy	Instructional Coach
Burley, Chris	Instructional Coach
Reussow, Betzabeth	Assistant Principal
Rios, Mabel	Assistant Principal
Rosales, Jairo	Assistant Principal
Witham, Melissa	Instructional Coach
Williams, Jennifer	Instructional Coach
Parisi, Andrea	Instructional Media
Martinez, Jose	Principal
Havrilesko, Aimee	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Colonial's Literacy Leadership team is a collaborative group of school members that work together to promote literacy across both campuses. Our purpose is to increase our teacher's capacity to infuse best practices related to reading and writing instruction with all of our classrooms. By working together and coaching teachers, our goal is to increase rigor in our daily lessons in all content areas.

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 FSA standards
• Use the MTPs to enhance our instructional focus

D. 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).

1. 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 assessment data analyze time with their PLCs after school on the 2nd and 4th Wednesdays of each month. The primary focus of this time is data analyze and discussion around how each teacher's data informs their instructional decision making. 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 instructional 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.

2. 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, Ms. Elizabeth Fuller, Mr. Demond Walker, Mr. Jairo Rosales, Ms. Mabel Rios, Ms. Betzabeth Reussow, and Dr. Lisa Karcinski
2. Review of resume for previous teaching experiences by Mr. Jose Martinez and the assistant principals, Ms. Elizabeth Fuller, Mr. Demond Walker, Mr. Jairo Rosales, Ms. Mabel Rios, Ms. Betzabeth Reussow, and Dr. Lisa Karcinski
3. Participation in OCPS Job Fairs participants include Mr. Jose Martinez and the assistant principals, Ms. Elizabeth Fuller, Mr. Demond Walker, Mr. Jairo Rosales, Ms. Mabel Rios, Ms. Betzabeth Reussow, and Dr. Lisa Karcinski
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. Maricarmen Aponte, Mr. Christopher Burley, Ms. Susanne Pena, Ms. Melissa Witham.
6. Providing teacher support with ESE and ELL students - Persons responsible include Ms. Cynthia Gentry-Mickelson, Mr. John Babb, Ms. Irisceli Fernandez Santana, and Ms. Guadalupe Armenteros.

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

New teachers receive support during monthly new teacher meetings as well as scheduled individual support meetings with Ms. Melissa Witham and Mr. Christopher Burley regarding instructional best practices. New teachers are provided ongoing support from their assigned mentors. Mentors are assigned based on their subject area certification and teaching experience. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All teachers develop an instructional focus calendar for their course. This focus calendar is created with the district MTPs and scope and sequence. The assistant principals and instructional coaches monitor all teachers to ensure that they are aligning their instruction to the standards for the course and that their sequencing and pacing are in line with state, district, and school expectations. All teachers are expected to utilize the standards-based resources during daily instruction.

b. Instructional Strategies

1. 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 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.

2. 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

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.

2. Student Transition and Readiness

a. 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).

1. 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 in the 3rd quarter of the school 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. The teachers at each grade level 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 post-secondary plans. ACT, SAT, PERT study groups have been arranged. Guidance for scholarships and applications are provided to students and their families.

b. College and Career Readiness

1. 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, Orange Technical College Dual Enrollment, on campus CTE courses, and magnet programs. Within the CTE courses offered at Colonial, our Hospitality and Tourism, Health Sciences and IT programs are part of the National Academy Foundation (NAF). 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 Orange Technical College Dual Enrollment programs.

2. 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/Foods – 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.
Health Science/Medical Skills
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

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 `S123456` = Quick Key

Strategic Goals Summary

G1.   As a Cohort II digital school, we will infuse digital tools and resources within our instruction to increase student engagement and monitoring, as evidenced by scoring at the adaptation level or higher on the Technology Integration Matrix. (Division Priority: Ensure career and college readiness).

G2.   Teachers will increase student achievement through standards based instruction and collaborative planning as evidenced by common formative assessment data. (Division Priority: Invest in human capital).

Strategic Goals Detail

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

G1. As a Cohort II digital school, we will infuse digital tools and resources within our instruction to increase student engagement and monitoring, as evidenced by scoring at the adaptation level or higher on the Technology Integration Matrix. (Division Priority: Ensure career and college readiness). `1a`

🔑 G084736

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	45.0
FSA Mathematics Achievement	35.0
Bio I EOC Pass	68.0
U.S. History EOC Pass	65.0

Targeted Barriers to Achieving the Goal `3`

- Teachers differ in their comfort level with using technology.

Resources Available to Help Reduce or Eliminate the Barriers `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.

Plan to Monitor Progress Toward G1. `8`

Lesson plans will be monitored and feedback will be provided.

Person Responsible
Jose Martinez

Schedule
Weekly, from 9/9/2016 to 5/26/2017

Evidence of Completion
The evidence will be collected through the feedback provided through iObservation.

Plan to Monitor Progress Toward G1. `8`

iObservation data will be monitored and feedback provided.

Person Responsible
Jose Martinez

Schedule
Weekly, from 9/9/2016 to 5/26/2017

Evidence of Completion
The evidence will be collected through the feedback provided through iObservation.

Plan to Monitor Progress Toward G1. `8`

TIM Observation data will be monitored and feedback provided.

Person Responsible
Jennifer Williams

Schedule
Weekly, from 9/9/2016 to 5/26/2017

Evidence of Completion
The evidence will be collected though the feedback provided through the TIM tool.

G2. Teachers will increase student achievement through standards based instruction and collaborative planning as evidenced by common formative assessment data. (Division Priority: Invest in human capital).

1a

🔑 G084737

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	45.0
FSA ELA Achievement	35.0
Bio I EOC Pass	68.0
U.S. History EOC Pass	65.0

Targeted Barriers to Achieving the Goal 3

- There are a lack of model classrooms that effectively align instruction to meet the rigor of the standard.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional and District coaches will model instruction in the classroom that is aligned to meet the rigor of the standards.

- 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.

- Instructional coaches will provide professional development on the Marzano framework and engage teachers in an analysis of instruction using video case studies.

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 9/9/2016 to 5/26/2017

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 infuse digital tools and resources within our instruction to increase student engagement and monitoring, as evidenced by scoring at the adaptation level or higher on the Technology Integration Matrix. (Division Priority: Ensure career and college readiness). [1]

🔑 G084736

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

🔑 B225330

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

🔑 S237706

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 1st Wednesday and Optional Professional development will be offered on select 3rd Wednesday's of each month.

Person Responsible

Jennifer Williams

Schedule

Biweekly, from 9/9/2016 to 5/26/2017

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

Jennifer Williams

Schedule

Weekly, from 9/9/2016 to 5/26/2017

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 9/9/2016 to 5/26/2017

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 9/9/2016 to 5/26/2017

Evidence of Completion

iObservation data will be collected and analyzed to determine needs.

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

Instructional Coaches will provide feedback to teachers using the Technology Integration Matrix.

Person Responsible

Jennifer Williams

Schedule

Weekly, from 9/9/2016 to 5/26/2017

Evidence of Completion

TIM Data will be used to determine teachers progress toward infusing technology into their instruction at a higher level on the TIM.

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 9/9/2016 to 5/26/2017

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`

Professional Development will be needs-based and driven by TIM data, iObservation data, and teacher input.

Person Responsible

Jose Martinez

Schedule

Monthly, from 9/9/2016 to 5/27/2017

Evidence of Completion

G2. Teachers will increase student achievement through standards based instruction and collaborative planning as evidenced by common formative assessment data. (Division Priority: Invest in human capital). 1

🔍 G084737

G2.B1 There are a lack of model classrooms that effectively align instruction to meet the rigor of the standard. 2

🔍 B225332

G2.B1.S1 Conduct instructional rounds and video case studies with teachers so they can observe classrooms and analyze the alignment between standards, instruction, and student artifacts. 4

🔍 S237707

Strategy Rationale

If teachers do not know what the standard calls for, and do not understand how to deconstruct the standards and group them, they will have difficulty planning lessons which meet the rigor of the standard. By allowing them to visit classrooms, and engage in video case studies teachers will have the opportunity to examine the alignment between standards and instruction with their peers in a safe learning environment.

Action Step 1 5

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

Person Responsible

Jennifer Williams

Schedule

Quarterly, from 10/5/2016 to 5/26/2017

Evidence of Completion

Teacher Observations

Action Step 2 5

Conduct monthly staff development on the Instructional Framework to focus on alignment of standards with instruction.

Person Responsible

Jennifer Williams

Schedule

Monthly, from 10/5/2016 to 5/26/2017

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 9/9/2016 to 5/26/2017

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 job-embedded professional development on the Instructional Framework will occur on the first Wednesday of each month.

Person Responsible

Jennifer Williams

Schedule

Biweekly, from 9/9/2016 to 5/26/2017

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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M313656	Lesson plans will be monitored and feedback will be provided.	Martinez, Jose	9/9/2016	The evidence will be collected through the feedback provided through iObservation.	5/26/2017 weekly
G1.MA2 M313657	iObservation data will be monitored and feedback provided.	Martinez, Jose	9/9/2016	The evidence will be collected through the feedback provided through iObservation.	5/26/2017 weekly
G1.MA3 M313658	TIM Observation data will be monitored and feedback provided.	Williams, Jennifer	9/9/2016	The evidence will be collected though the feedback provided through the TIM tool.	5/26/2017 weekly
G2.MA1 M313661	Observations of elements will move from DQ2 to DQ3 and DQ4 and will continue to focus more in DQ3...	Martinez, Jose	9/9/2016	Increased number of observations in DQ3 and DQ4	5/26/2017 weekly
G2.B1.S1.MA1 M313659	On going job-embedded professional development on the Instructional Framework will occur on the...	Williams, Jennifer	9/9/2016	Instructional coaches and assistant principals will look for rigor in the classroom. Evidence of elements in DQ3 and DQ4 will be collected through iObservation.	5/26/2017 biweekly
G2.B1.S1.MA1 M313660	Evidence of Rigor from observations and lesson plans	Martinez, Jose	9/9/2016	Teachers will be able to write lessons plans that have evidence of rigor. Administrators will observe more elements in DQ3 and DQ4.	5/26/2017 monthly
G2.B1.S1.A1 A307382	Set up instructional rounds for teachers to observe rigorous instruction in model classrooms.	Williams, Jennifer	10/5/2016	Teacher Observations	5/26/2017 quarterly
G2.B1.S1.A2 A307383	Conduct monthly staff development on the Instructional Framework to focus on alignment of standards...	Williams, Jennifer	10/5/2016	Teacher Observations and LSI walk through feedback.	5/26/2017 monthly
G1.B1.S2.MA1 M313651	Teacher lesson plans will incorporate student activities that require use of digital tools.	Martinez, Jose	9/9/2016	Lesson plans will include digital activities and permalinks to Safari Montage.	5/26/2017 daily
G1.B1.S2.MA1 M313653	Lesson plans will be reviewed by administrators.	Martinez, Jose	9/9/2016	Teachers will receive actionable feedback through iObservation regarding their lesson plans.	5/26/2017 weekly
G1.B1.S2.MA2 M313654	Coaches and administrators will conduct classroom observations.	Martinez, Jose	9/9/2016	iObservation data will be collected and analyzed to determine needs.	5/26/2017 weekly
G1.B1.S2.MA5 M313655	Instructional Coaches will provide feedback to teachers using the Technology Integration Matrix.	Williams, Jennifer	9/9/2016	TIM Data will be used to determine teachers progress toward infusing technology into their instruction at a higher level on the TIM.	5/26/2017 weekly
G1.B1.S2.A1 A307380	Professional development focusing on incorporating digital tools will be offered every 1st...	Williams, Jennifer	9/9/2016	Sign-in sheets and Agenda	5/26/2017 biweekly
G1.B1.S2.A2 A307381	Teachers will use common lesson planning time to incorporate the use of digital tools in their unit...	Williams, Jennifer	9/9/2016	Lesson Plans, Student Work	5/26/2017 weekly
G1.B1.S2.MA2 M313652	Professional Development will be needs-based and driven by TIM data, iObservation data, and teacher...	Martinez, Jose	9/9/2016		5/27/2017 monthly

V. 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 infuse digital tools and resources within our instruction to increase student engagement and monitoring, as evidenced by scoring at the adaptation level or higher on the Technology Integration Matrix. (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 1st Wednesday and Optional Professional development will be offered on select 3rd Wednesday's of each month.

Facilitator

William, Jennifer

Participants

Instructional Staff

Schedule

Biweekly, from 9/9/2016 to 5/26/2017

G2. Teachers will increase student achievement through standards based instruction and collaborative planning as evidenced by common formative assessment data. (Division Priority: Invest in human capital).

G2.B1 There are a lack of model classrooms that effectively align instruction to meet the rigor of the standard.

G2.B1.S1 Conduct instructional rounds and video case studies with teachers so they can observe classrooms and analyze the alignment between standards, instruction, and student artifacts.

PD Opportunity 1

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

Facilitator

Bacetti, Amy

Participants

instructional staff

Schedule

Quarterly, from 10/5/2016 to 5/26/2017

PD Opportunity 2

Conduct monthly staff development on the Instructional Framework to focus on alignment of standards with instruction.

Facilitator

Bacetti, Amy

Participants

Instructional Staff

Schedule

Monthly, from 10/5/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S2.A1	Professional development focusing on incorporating digital tools will be offered every 1st Wednesday and Optional Professional development will be offered on select 3rd Wednesday's of each month.				**$36,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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	2016-17
			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 on alignment of standards with instruction.**				**$0.00**
					Total:	**$39,500.00**