Colonial High

2017-18 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)	**2016-17 Title I School**	**2016-17 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	88%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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, 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 two 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:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Colonial High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 support Colonial High School students by attending school sponsored events through athletics, the Performing Arts department, and various clubs and organizations. Mr. Martinez 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. Specifically, Colonial High School has launched an initiative to target at-risk students during the summer for rising 9th graders to support their transition to high school. Additionally, Colonial High School launched its first annual Grenadiers Marching Back campaign to support student Lenovo device checkout, opportunities to learn about clubs and organizations on both campuses, and to allow parents and students to meet and interact with their teachers prior to the first day of school.

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 its 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. As a means to promote positive student behaviors, we have implemented a school-wide program through the application known as Hero. This includes rewarding positive student behaviors with incentives such as movie tickets, access to school functions e.g., Homecoming tickets, and Prom tickets at no charge to the student.

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. These counselors provide services to students and families to help them cope with various issues. Additionally, guidance counselors are outside during both lunch shifts providing supervision, and interacting with students. We also have a number of support services provided by several outside agencies which include, but are not limited to the following:
POPS
UCF Project Reach
AmeriCorps
Elevation Scholars

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 all 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 meet 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. Our Attendance Dean regularly monitors student attendance to identify students who may be at risk of meeting the criteria for truancy. Early warning interventions are implemented to support students in their academic success.

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	397	374	360	348	1479
One or more suspensions	0	0	0	0	0	0	0	0	0	124	44	23	22	213
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	361	493	388	205	1447
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	351	363	0	0	714

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	375	399	242	142	1158

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. Higher Achievement Program Saturdays (HAPS) enrichment opportunities; providing support to students in content area classes (Higher Achievement Program
5. Assistant push-ins in Algebra 1 classes; utilization of certified instructional tutors
6. Students 16 and older can be referred to other Educational Programs (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.
12. AmeriCorps support in 12th grade English and Reading classes.
13. Reading coaches facilitating MTSS pullouts in English I, English II, and Reading.
14. District support with site-based instructional coach to support ESOL teachers.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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 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. Colonial High School uses various social media outlets to communicate school events. We also partner with many faith-based groups that assist students and families in need. Colonial High School also recognizes its volunteers and partnerships through its Five Star School Award.

C. Effective Leadership

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
Rosales, Jairo	Assistant Principal
Witham, Edward	Dean
Armenteros, Guadalupe	Other
Witham, Melissa	Instructional Coach
Burley, Chris	Instructional Coach
Bacetti, Amy	Instructional Coach
Fuller, Beth	Dean
Gentry-Michelson, Cynthia	Other
Fernandez Santana, Irisceli	Other
Havrilesko, Aimee	Instructional Media
Jimenez, Jason	Assistant Principal
Plumblee, Taylor	Assistant Principal
Reussow, Betzabeth	
Mezger, Michael	Assistant Principal
Haan, Destiny	Dean
Anderson, Clinton	Instructional Coach
Lay, Ryan	Instructional Coach
Brooks, Christina	Dean
Stowell, Richard	Dean

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 targeted, 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 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 Formative Assessments. 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, ECS, 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: CRMs, IMS, EDW, formative assessments, 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
Scott Krouse	Education Support Employee
Juan Olivera	Education Support Employee
Susan Placencia	Parent
Douglas Brown	Parent
Nelson Soto	Student
Dayron Rojas Ordonez	Student
	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council provided input for the 2017-2018 SIP and recommended that we increase communication. The SAC will be provided monthly updates on the progress toward our SIP goals.

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 Geography

Transportation for an AVID field trip for a college visit.

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
Rosales, Jairo	Assistant Principal
Witham, Melissa	Instructional Coach
Parisi, Andrea	Instructional Media
Martinez, Jose	Principal
Havrilesko, Aimee	Instructional Media
Fernandez Santana, Irisceli	Instructional Coach
Anderson, Clinton	Instructional Coach

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 CRMs to enhance our instructional focus
Cross-curricular alignment between Social Studies and ELA content areas

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 every Wednesday. The primary focus of this time is data analysis 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, Mrs. Elizabeth Fuller, Mr. Jason Jiménez, Mr. Jairo Rosales, Mrs.Taylor Plumblee, Mrs. Betzabeth Reussow, and Mr. Michael Mezger
2. Review of resume for previous teaching experiences by Mr. Jose Martinez and the assistant principals, Ms. Elizabeth Fuller, Mr. Jason Jiménez, Mr. Jairo Rosales, Mrs. Taylor Plumblee, Ms. Betzabeth Reussow, and Mr. Michael Mezger.
3. Participation in OCPS Job Fairs participants include Mr. Jose Martinez and the assistant principals, Ms. Elizabeth Fuller, Mr. Jason Jiménez, Mr. Jairo Rosales, Mrs. Taylor Plumblee, 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. Amy Bacetti, Ms. Maricarmen Aponte, Mr. Ryan Lay, Mr. Clinton Anderson.
6. Providing teacher support with ESE and ELL students - Persons responsible include Ms. Cynthia Gentry-Mickelson, Ms. Ellen Blackwell, 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 Mr. Clinton Anderson 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, feedback, and support.

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 CRMs 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 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
Martinez, Jose, jose.martinez@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 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.

Strategy: After School Program
Minutes added to school year: 7,200

To promote English language acquisition and academic achievement in English language learners (ELLs)
through structured social interaction and peer mediated intervention (PMI).
1. To expedite the acquisition of social language (i.e., basic interpersonal communicative skills) in English.
2. To promote the acquisition of academic language (i.e., cognitive academic language proficiency) and
foster academic growth by utilizing peer-mediated intervention strategies.
3. To create a safe environment for ELLs to learn language, culture, and academic content.

Strategy Rationale

In light of recent natural disasters, geopolitical, and social unrest affecting neighboring Latin American states, many school-aged children have sought refuge within the United States. While all children are entitled to a free public education regardless of their immigration status under federal law, resources and programs are limited in scope and breadth in supporting non-English speaking students with language assimilation in their new surroundings. Adaptive challenges require adaptive solutions. The last 50 years of research in the field of second language acquisition has shown that students best acquire language when they are afforded opportunities to engage in meaningful interaction with speakers of the target language. Furthermore, there is a myriad of research that shows language is best acquired when the learner's anxiety and inhibitions are lowered. It is the intent of this enrichment program to create a safe environment for ELLs to interact in purposeful ways with their peers who have achieved high levels of proficiency in English.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Jimenez, Jason, jason.jimenez@ocps.net

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

Student attendance, IPT testing, continuous progress monitoring, assessments, exiting of ESOL program and related services, mastery of academic and social English.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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
Embry Riddle Aeronautical University - Unmanned Aerial Vehicle Pilot program. .
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
Digital Video – 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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. Student achievement will improve when teachers align their instructional practices with the Curriculum Resource Materials to ensure the rigor of their classroom activities and assessments matches that of their end-of-course standardized assessments.

G2. Teachers will implement the strategies from their participation in the DPLC that focus on literacy, such as complex text, close reading tools, and standards-based instruction to improve student achievement.

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. Student achievement will improve when teachers align their instructional practices with the Curriculum Resource Materials to ensure the rigor of their classroom activities and assessments matches that of their end-of-course standardized assessments. 1a

🔑 G095488

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
FSA Mathematics Achievement	35.0
Bio I EOC Pass	58.0
U.S. History EOC Pass	63.0

Targeted Barriers to Achieving the Goal 3

- Teachers need additional training and support to align instructional practices towards implementation and execution of CRMs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers have access to OfficeMix previewing videos, differentiation of instruction in the execution of how the CRMs should be utilized within their PLCs, ongoing and continuous feedback from peers and administrators on how state standards should be chunked and appropriated to support student achievement.

Plan to Monitor Progress Toward G1. 8

Lesson plans will be monitored and feedback will be provided.

Person Responsible
Jose Martinez

Schedule
Weekly, from 9/8/2017 to 5/30/2018

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 9/8/2017 to 5/30/2018

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

Plan to Monitor Progress Toward G1. `8`

DPLC data will be monitored and feedback provided.

Person Responsible
Jose Martinez

Schedule
Weekly, from 9/8/2017 to 5/30/2018

Evidence of Completion
The evidence will be monitored by school DPLC leadership and resources as they become available.

G2. Teachers will implement the strategies from their participation in the DPLC that focus on literacy, such as complex text, close reading tools, and standards-based instruction to improve student achievement. `1a`

🔍 G095489

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	35.0
FSA ELA Achievement	35.0
Bio I EOC Pass	58.0
U.S. History EOC Pass	63.0

Targeted Barriers to Achieving the Goal `3`

- Whereas the initialization of the DPLC has yet to provide substantive data, the first year of implementation within OCPS will require formal articulation, dissemination, and deliberate practice over the course of the school year.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional coaches will model instruction in the classroom that is aligned to meet the rigor of the standards with relation to DPLC feedback. .

- Instructional coaches will support collaborative lesson planning to ensure the execution of rigorous classroom instruction, provide norms, deliverables, and expectations from the DPLC.

- Administrators and DPLC leaders will maintain constant communication regarding DPLC outcomes and expectations.

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 9/8/2017 to 5/30/2018

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. Student achievement will improve when teachers align their instructional practices with the Curriculum Resource Materials to ensure the rigor of their classroom activities and assessments matches that of their end-of-course standardized assessments. [1]

🔑 G095488

G1.B1 Teachers need additional training and support to align instructional practices towards implementation and execution of CRMs. [2]

🔑 B257089

G1.B1.S2 Professional development will be provided monthly, focusing on Curriculum Resource Materials. [4]

🔑 S272015

Strategy Rationale

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

Action Step 1 [5]

Professional development focusing on incorporating CRMs and DPLC deliverables will be offered every 1st Wednesday and Optional Professional development will be offered on select 3rd Wednesday's of each month.

Person Responsible

Jose Martinez

Schedule

Biweekly, from 10/4/2017 to 5/23/2018

Evidence of Completion

Sign-in sheets and Agenda

Action Step 2 [5]

Teachers will use common lesson planning time to incorporate the use of CRMs and DPLC deliverables in their unit plans.

Person Responsible

Maricarmen Aponte

Schedule

Weekly, from 10/4/2017 to 5/23/2018

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 9/8/2017 to 5/30/2018

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 9/8/2017 to 5/30/2018

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 with relation to the Curriculum Resource Materials.

Person Responsible

Jose Martinez

Schedule

Weekly, from 9/8/2017 to 5/30/2018

Evidence of Completion

Alignment of lesson plans with Curriculum Resource Materials will provide an accurate and appropriate pacing for teachers to continuously refer back to content specific items as they relate to end of course assessments.

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

Professional Development will be needs-based and driven by Curriculum Resource Materials that provide evidence for student understanding.

Person Responsible

Jose Martinez

Schedule

Quarterly, from 9/8/2017 to 5/30/2018

Evidence of Completion

Progress Monitoring Assessment data will provide stakeholders with a snapshot of instructional efficacy, and serve as tools for remediation and enrichment.

G2. Teachers will implement the strategies from their participation in the DPLC that focus on literacy, such as complex text, close reading tools, and standards-based instruction to improve student achievement. `1`

🔑 G095489

G2.B1 Whereas the initialization of the DPLC has yet to provide substantive data, the first year of implementation within OCPS will require formal articulation, dissemination, and deliberate practice over the course of the school year. `2`

🔑 B257091

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 in conjunction with DPLC focus. `4`

🔑 S272016

Strategy Rationale

To improve student achievement and raise literacy skills among all students.

Action Step 1 `5`

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

Person Responsible

Taylor Plumblee

Schedule

Quarterly, from 9/8/2017 to 5/30/2018

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 and literacy strategies.

Person Responsible

Amy Bacetti

Schedule

Monthly, from 9/8/2017 to 5/30/2018

Evidence of Completion

Teacher Observations and Corrective Programs 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 9/8/2017 to 5/30/2018

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

Maricarmen Aponte

Schedule

Biweekly, from 9/8/2017 to 5/30/2018

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
2018					
G1.B1.S2.A1 A364788	Professional development focusing on incorporating CRMs and DPLC deliverables will be offered every...	Martinez, Jose	10/4/2017	Sign-in sheets and Agenda	5/23/2018 biweekly
G1.B1.S2.A2 A364789	Teachers will use common lesson planning time to incorporate the use of CRMs and DPLC deliverables...	Aponte, Maricarmen	10/4/2017	Lesson Plans, Student Work	5/23/2018 weekly
G1.MA1 M390518	Lesson plans will be monitored and feedback will be provided.	Martinez, Jose	9/8/2017	The evidence will be collected through the feedback provided through iObservation.	5/30/2018 weekly
G1.MA2 M390519	iObservation data will be monitored and feedback provided.	Martinez, Jose	9/8/2017	The evidence will be collected through the feedback provided through iObservation.	5/30/2018 weekly
G1.MA3 M390520	DPLC data will be monitored and feedback provided.	Martinez, Jose	9/8/2017	The evidence will be monitored by school DPLC leadership and resources as they become available.	5/30/2018 weekly
G2.MA1 M390523	Observations of elements will move from DQ2 to DQ3 and DQ4 and will continue to focus more in DQ3...	Martinez, Jose	9/8/2017	Increased number of observations in DQ3 and DQ4	5/30/2018 weekly
G2.B1.S1.MA1 M390521	On going job-embedded professional development on the Instructional Framework will occur on the...	Aponte, Maricarmen	9/8/2017	Instructional coaches and assistant principals will look for rigor in the classroom. Evidence of elements in DQ3 and DQ4 will be collected through iObservation.	5/30/2018 biweekly
G2.B1.S1.MA1 M390522	Evidence of Rigor from observations and lesson plans	Martinez, Jose	9/8/2017	Teachers will be able to write lessons plans that have evidence of rigor. Administrators will observe more elements in DQ3 and DQ4.	5/30/2018 monthly
G2.B1.S1.A1 A364790	Set up instructional rounds for teachers to observe rigorous instruction in model classrooms.	Plumblee, Taylor	9/8/2017	Teacher Observations	5/30/2018 quarterly
G2.B1.S1.A2 A364791	Conduct monthly staff development on the Instructional Framework to focus on alignment of standards...	Bacetti, Amy	9/8/2017	Teacher Observations and Corrective Programs feedback	5/30/2018 monthly
G1.B1.S2.MA1 M390514	Professional Development will be needs-based and driven by Curriculum Resource Materials that...	Martinez, Jose	9/8/2017	Progress Monitoring Assessment data will provide stakeholders with a snapshot of instructional efficacy, and serve as tools for remediation and enrichment.	5/30/2018 quarterly
G1.B1.S2.MA1 M390515	Lesson plans will be reviewed by administrators.	Martinez, Jose	9/8/2017	Teachers will receive actionable feedback through iObservation regarding their lesson plans.	5/30/2018 weekly
G1.B1.S2.MA2 M390516	Coaches and administrators will conduct classroom observations.	Martinez, Jose	9/8/2017	iObservation data will be collected and analyzed to determine needs.	5/30/2018 weekly
G1.B1.S2.MA5 M390517	Instructional Coaches will provide feedback to teachers with relation to the Curriculum Resource...	Martinez, Jose	9/8/2017	Alignment of lesson plans with Curriculum Resource Materials will provide an accurate and appropriate pacing for teachers to continuously refer back to content specific items as they relate to end of course assessments.	5/30/2018 weekly

V. Professional Development Opportunities

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

G1. Student achievement will improve when teachers align their instructional practices with the Curriculum Resource Materials to ensure the rigor of their classroom activities and assessments matches that of their end-of-course standardized assessments.

G1.B1 Teachers need additional training and support to align instructional practices towards implementation and execution of CRMs.

G1.B1.S2 Professional development will be provided monthly, focusing on Curriculum Resource Materials.

PD Opportunity 1

Professional development focusing on incorporating CRMs and DPLC deliverables will be offered every 1st Wednesday and Optional Professional development will be offered on select 3rd Wednesday's of each month.

Facilitator

Clinton Anderson

Participants

Instructional Staff

Schedule

Biweekly, from 10/4/2017 to 5/23/2018

G2. Teachers will implement the strategies from their participation in the DPLC that focus on literacy, such as complex text, close reading tools, and standards-based instruction to improve student achievement.

G2.B1 Whereas the initialization of the DPLC has yet to provide substantive data, the first year of implementation within OCPS will require formal articulation, dissemination, and deliberate practice over the course of the school year.

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 in conjunction with DPLC focus.

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 9/8/2017 to 5/30/2018

PD Opportunity 2

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

Facilitator

Bacetti, Amy

Participants

Instructional Staff

Schedule

Monthly, from 9/8/2017 to 5/30/2018

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 CRMs and DPLC deliverables 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	2017-18
			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 CRMs and DPLC deliverables 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	2017-18
			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 and literacy strategies.**				**$0.00**
					Total:	**$39,500.00**