

Orange County Public Schools

Colonial High



2018-19 Schoolwide Improvement Plan

Table of Contents	
Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	10
Title I Requirements	11
Budget to Support Goals	13

Colonial High

6100 OLEANDER DR, Orlando, FL 32807

<https://colonialhs.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

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	Dean
Burley, Chris	Instructional Coach
Bacetti, Amy	Instructional Coach
Fuller, Beth	Assistant Principal
Gentry-Michelson, Cynthia	Other
Fernandez Santana, Irisceli	Other
Havrilesko, Aimee	Instructional Media
Jimenez, Jason	Assistant Principal
Aponte, Maricarmen	Assistant Principal
Zenzel, Jonathan	Assistant Principal
Mezger, Michael	Assistant Principal
Cecere, Michael	Dean
Anderson, Clinton	Instructional Coach
Lay, Ryan	Instructional Coach
Stowell, Richard	Dean
Lazarini, Alma	Dean
Parsons, Kimberly	Assistant Principal
Bourkova, Yulia	Dean

Duties

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

The leadership team serves the school as instructional leaders in many ways. The first and most important is through actionable feedback focused on standards-based instruction. The team utilizes the Marzano coaching tool to provide the feedback. When the leadership teams conducts observations,

the feedback provided is standards-aligned, actionable, and specific to content so that it is able to support teacher growth. Each member of the team provides teachers examples of best practices, strategies in pedagogy, and standards-aligned activities so that they can improve overall. 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.

Early Warning Systems

Year 2017-18

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	325	327	308	270	1230	
One or more suspensions	0	0	0	0	0	0	0	0	0	124	40	26	2	192	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	302	393	331	160	1186	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	501	326	7	20	854	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	386	352	192	99	1029

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 7/9/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was ELA Lowest 25th percentile. This is a trend from the previous year's data.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from prior year was Math Lowest 25th Percentile. No gains were made from the previous year as shown in the data.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was ELA Achievement. There was a -14% difference.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was Math Achievement. Geometry scores. This is not a trend.

Describe the actions or changes that led to the improvement in this area.

The actions or changes that led to this improvement were a change in course selection, the use of certified tutors within the content areas, and a focus on standards-based instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	35%	54%	56%	36%	51%	52%
ELA Learning Gains	38%	51%	53%	41%	47%	46%
ELA Lowest 25th Percentile	27%	40%	44%	34%	36%	38%
Math Achievement	37%	49%	51%	23%	40%	43%
Math Learning Gains	37%	44%	48%	45%	51%	39%
Math Lowest 25th Percentile	31%	39%	45%	56%	55%	38%
Science Achievement	53%	66%	67%	60%	66%	65%
Social Studies Achievement	64%	69%	71%	56%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	325 (397)	327 (374)	308 (360)	270 (348)	1230 (1479)
One or more suspensions	124 (124)	40 (44)	26 (23)	2 (22)	192 (213)
Course failure in ELA or Math	302 (361)	393 (493)	331 (388)	160 (205)	1186 (1447)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Level 1 on statewide assessment	501 (351)	326 (363)	7 (0)	20 (0)	854 (714)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	31%	50%	-19%	53%	-22%
	2017	30%	49%	-19%	52%	-22%
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	33%	49%	-16%	53%	-20%
	2017	29%	47%	-18%	50%	-21%
Same Grade Comparison		4%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	51%	62%	-11%	65%	-14%
2017	48%	60%	-12%	63%	-15%
Compare		3%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	61%	65%	-4%	68%	-7%
2017	60%	64%	-4%	67%	-7%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	24%	61%	-37%	62%	-38%
2017	14%	53%	-39%	60%	-46%
Compare		10%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	55%	65%	-10%	56%	-1%
2017	22%	43%	-21%	53%	-31%
Compare		33%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	28	21	21	19	18	33	38		79	24
ELL	9	30	27	24	35	32	28	44		85	36
ASN	51	46		27	55		65	89		96	70
BLK	25	30	23	33	35	37	46	60		92	44
HSP	32	36	26	36	36	30	50	62		92	43
MUL	47	26					67	71		100	64
WHT	58	56	41	45	40	29	73	78		94	53
FRL	32	35	26	35	36	32	50	61		92	44
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	22	23	7	19	29	21	38		74	29
ELL	8	23	23	8	25	28	23	23		74	31
ASN	62	51		38	46		75	89		100	64
BLK	27	28	21	11	20	20	45	61		94	48
HSP	28	31	26	18	25	31	47	59		87	41
MUL	28	35		7	26		38	70		100	53
WHT	51	41	27	31	30	25	66	74		92	49
FRL	32	33	27	19	26	31	50	62		88	42

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Student achievement will improve when teachers align the three pillars which are blended learning, engagement, and monitoring to ensure the rigor of their classroom activities and assessments matches that of their end-of-course standardized assessments.
Rationale	Based on FSA result from 2017-2018 school year, classroom observation data, and implementation of best practices.
Intended Outcome	Colonial High School will see an increase in student proficiency and learning gains based on the students identified as the lowest 25 percent in achievement.
Point Person	Jose Martinez (jose.martinez@ocps.net)

Action Step

Description	Colonial High School will conduct weekly PLC meetings, data analysis, remediation, and after school tutoring. The Administrative team will be provided with a Power Point and materials from the Principal training from the Culturally Responsive School Plan which looks at narrowing the achievement gap. We will continue to deepen our understanding during administration meetings by discussing culturally responsive strategies in the classroom.
Person Responsible	Jose Martinez (jose.martinez@ocps.net)

Plan to Monitor Effectiveness

Description	Assessing administrators will monitor with the support of instructional coaches. They will monitor attendance during tutoring, utilize Progress Monitoring Activities, review content assessments, and provide Professional Development to teachers through their PLCs that are focused on standards-based instruction.
Person Responsible	Jose Martinez (jose.martinez@ocps.net)

Activity #2

Title	Teachers will implement the strategies from their participation in the DPLC that focus on literacy, complex texts as the basis for participating in rigorous discussions and responding to text-dependent questions.
Rationale	To improve student achievement and raise literacy skills among all students.
Intended Outcome	Colonial High School will see an increase in student achievement through our focus on strategies that improve literacy across all content areas.
Point Person	Jose Martinez (jose.martinez@ocps.net)

Action Step

Description	Colonial High School will conduct weekly PLC meetings, data analysis, remediation, and after school tutoring. The Administrative team will begin training teachers and PLC leaders on culturally responsive strategies by using Power Points and materials from Principal trainings. We will continue to deepen our understanding during administration meetings by discussing culturally responsive strategies in the classroom.
Person Responsible	[no one identified]

Plan to Monitor Effectiveness

Description	Assessing administrators will monitor with the support of instructional coaches. They will monitor attendance during tutoring, utilize Progress Monitoring Activities, review content assessments, and provide Professional Development to teachers through their PLCs that are focused on standards-based instruction.
Person Responsible	Jose Martinez (jose.martinez@ocps.net)

Activity #3

Title	
Rationale	
Intended Outcome	
Point Person	[no one identified]

Plan to Monitor Effectiveness

Description	
Person Responsible	[no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question.

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.

PFEP Link

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

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

Elevation Scholars

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. Colonial High School pays for any student to take the SAT/ACT or submit college applications. As a Title I School, CHS recognized the economic disadvantage that many of our students exhibit.

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.

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.

Part V: Budget

Total:

\$47,000.00