Orange County Public Schools

Colonial High

2019-20 Schoolwide Improvement Plan

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Colonial High

6100 OLEANDER DR, Orlando, FL 32807

https://colonialhs.ocps.net/

Demographics

Principal: Betzabeth Reussow

Start Date for this Principal: 6/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (46%) 2016-17: C (41%) 2015-16: C (48%) 2014-15: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

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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	Job Duties and Responsibilities
Maestre, Hector	Principal	Supervise and evaluate Assistant Principals, school secretary and bookkeepers. In addition, the principal is responsible for leading, implementing and communicating in regards to the following duties and responsibilities: Lead PLC Collaboration ●All Cohort Progress Monitoring ●General School Operations ●New Teacher Induction ●Title I Compliance ●District Professional Learning Communities ●Lead Instructional Coaches ●School Budget
Witham, Edward	Dean	Academic monitoring and attendance tracking of students; MTSS support; After-school tutoring and Saturday academic enrichment
Armenteros, Guadalupe	Other	
Witham, Melissa	Dean	Title I Coordinator
Burley, Chris	Instructional Coach	PLC support, modeling instruction, creating and implementing Professional Development and coaching and providing feedback to teachers
Fuller, Beth	Assistant Principal	Supervise and evaluate Student Services department members including Guidance Counselors, College and Career Counselor, Attendance and Registrar clerks. Supervise and evaluate Cambridge program and credit recovery. Other duties include managing, implementing and communicating in regards to: Cohort Monitoring- Emphasis on Graduation Rate Opening Day Procedures and Student Packets Master Schedule Room Assignments Bell Schedule Certify Compliance, State Reporting/ Accountability Corrections Grade Management- Progress Reports, Report Cards, and Skyward Implementation Senior Awards Ceremony Quarterly Academic Recognitions Truancy/Attendance Junior Leadership Orange ESE Services/Compliance 504 Services/Compliance Academic Parent Teacher Conferences
Gentry-Michelson, Cynthia	Other	Staffing Specialist; conduct annual IEP review meetings, ensure ESE students receive services per IEPs

Name	Title	Job Duties and Responsibilities
Fernandez Santana, Irisceli	Other	ESOL compliance specialist; annual reevaluation of ESOL students; WIDA testing, progress monitoring of ESOL students; Parent Leadership Council support
Havrilesko, Aimee	Instructional Media	Media specialist (9th grade campus); inventory of curriculum materials and digital distribution
Jimenez, Jason	Assistant Principal	Support and evaluate Social Studies department and PE/Athletics, Safe School plan (9th grade campus), School Advisory Council
Aponte, Maricarmen	Assistant Principal	Support and evaluate Math department, After-school Tutoring and Saturday Academic Tutoring and Enrichment, Extracurricular liaison, transportation liaison
Zenzel, Jonathan	Assistant Principal	Support and evaluate Science and CTE departments, manage and supervise discipline department, School Safety plan and emergency procedures, transportation liason (main campus), Partners in Ed/ Additions Coordinator
Mezger, Michael	Assistant Principal	Supervise facility systems, support and evaluate ESE department members,
Cecere, Michael	Dean	Manage safety and supervision of students; implement and monitor discipline systems
Lay, Ryan	Instructional Coach	PLC support, modeling instruction, creating and implementing Professional Development and coaching and providing feedback to teachers; implementing and monitoring new teacher mentoring program
Stowell, Richard	Dean	Manage safety and supervision of students; implement and monitor discipline systems
Parsons, Kimberly	Assistant Principal	
Bourkova, Yulia	Dean	Manage safety and supervision of students; implement and monitor discipline systems (9th grade campus); monitor MAO initiatives
Vetter, Mary	Assistant Principal	Support and evaluate Reading and World Languages departments, Extracurricular liason, manage Social Media, AdvancED accreditation
McNair, Alyssa	Other	Testing Coordinator

Name	Title	Job Duties and Responsibilities
Marshall, Danielle	Instructional Coach	ELA and Reading Instructional Support: PLC support, modeling instruction, creating and implementing Professional Development and coaching and providing feedback to teachers
Parisi, Andrea	Instructional Media	Media Specialist and support for literacy initiatives; digital distribution support

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	875	890	811	840	3416
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	240	268	279	278	1065
One or more suspensions	0	0	0	0	0	0	0	0	0	79	78	40	13	210
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	284	394	333	190	1201
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	388	461	297	64	1210

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	293	392	294	124	1103

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	11	2	5	3	40	61
Students retained two or more times	0	0	0	0	0	0	0	0	4	19	9	7	32	71

FTE units allocated to school (total number of teacher units)
170

Date this data was collected or last updated
Friday 8/2/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	386	352	192	99	1029

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	386	352	192	99	1029

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	55%	56%	32%	51%	53%
ELA Learning Gains	46%	53%	51%	33%	46%	49%
ELA Lowest 25th Percentile	36%	40%	42%	26%	34%	41%
Math Achievement	27%	43%	51%	19%	34%	49%
Math Learning Gains	44%	49%	48%	26%	33%	44%
Math Lowest 25th Percentile	46%	46%	45%	31%	33%	39%
Science Achievement	58%	70%	68%	50%	64%	65%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	70%	73%	73%	62%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	875 (0)	890 (0)	811 (0)	840 (0)	3416 (0)
Attendance below 90 percent	240 (325)	268 (327)	279 (308)	278 (270)	1065 (1230)
One or more suspensions	79 (124)	78 (40)	40 (26)	13 (2)	210 (192)
Course failure in ELA or Math	284 (302)	394 (393)	333 (331)	190 (160)	1201 (1186)
Level 1 on statewide assessment	388 (501)	461 (326)	297 (7)	64 (20)	1210 (854)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	41%	52%	-11%	55%	-14%
	2018	31%	50%	-19%	53%	-22%
Same Grade Comparison		10%				
Cohort Comparison						
10	2019	37%	50%	-13%	53%	-16%
	2018	33%	49%	-16%	53%	-20%
Same Grade Comparison		4%				
Cohort Comparison		6%				

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
2019	57%	67%	-10%	67%	-10%
2018	51%	62%	-11%	65%	-14%
Compare		6%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	69%	-3%	70%	-4%
2018	61%	65%	-4%	68%	-7%
Compare		5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	29%	63%	-34%	61%	-32%
2018	24%	61%	-37%	62%	-38%
Compare		5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	53%	-29%	57%	-33%
2018	55%	65%	-10%	56%	-1%
Compare		-31%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	16	33	28	19	32	40	29	50		97	36
ELL	19	37	36	19	40	40	38	48		89	58
ASN	69	62		50	60		79	77		100	95
BLK	39	42	26	30	49	65	56	74		100	63
HSP	37	43	36	24	40	42	54	67		96	67
MUL	65	53		50	83		73				
WHT	64	61	35	40	51	47	74	77		98	79
FRL	38	43	34	25	40	45	55	68		96	69

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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	580
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The math achievement component of the school grade shows the lowest performance at 27% compared to 2018 at 37%. This is a result of geometry scores decreasing. We had a larger number of students take geometry this year compared to 2018 due to the district course progression plan in math. Additionally, our Students With Disabilities (SWD) earned a 16% on English Language Arts (ELA) Achievement in 2019; this percentage remained stagnant from 2018. One factor contributing to this stagnancy could be lack of usage of targeted instructional strategies differentiated for each student's needs.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The math achievement shows the greatest decline from the prior year, 37% to 27% in 2019. Our most effective geometry teacher retired at the end of 2017-2018. The geometry team of teachers were new to teaching geometry or had not taught geometry in several years. Additionally, we had an increase number of level 1 and 2 students in geometry.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In ELA our school achievement is 42% compared to the state at 55%. Factors contributing to this gap include the fact that 96% of our students qualify for free/reduced lunch. In analyzing the EWS, 1201 students have failed an English or math course. Additionally, the number of level 1s taking a state assessment has increased from 854 students in 2018 to 1210 students in 2019. There are now approximately 140 more 10th graders who are a level 1 compared to 2018. As a Title 1 school, parent engagement is typically low. However, this data point is trending up in analyzing the last three years of data from 32% in 2017 through 42% in 2019. In addition, our students with disabilities earned a 37% compared to the state expectation of 41% or better. Therefore, we need to continue to work with these teachers and students to ensure progress.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA learning gains increased from 38% to 46% and ELA learning gains for the lowest 25% increased from 27% to 36%. ELA teachers deconstructed standards to plan standards-aligned lessons. Reading teachers planned closely with ELA teachers to provide reteaching opportunities on previously taught standards using the rotational model. Math learning gains increased from 37% to 44% and math learning gains for the lowest 25% increased from 31% to 46%. Tutors were utilized in Algebra 1 classes and push ins and pull outs took place throughout the year. Science achievement increased

from 53% to 58% and social studies achievement increased from 64% to 70%. In the 2018-2019 school year, the leadership team designed and implemented all professional development around the three pillars (blended learning, engagement, and monitoring). Data analysis took several forms: data chats took place with each individual teacher who then implemented data discussions with individual students. Professional Learning Communities collaborated to analyze student performance data from progress monitoring activities and culminating tasks. This analysis then drove lesson planning and implementation of differentiated lessons. During the school day, tutors were utilized in the classroom in each tested area. Tutoring was offered and students attended after school on Tuesdays, Thursdays, and Saturdays. Additionally, our acceleration rate increased from 46% to 70%. The diversity of offerings and the course progressions and pathways are well communicated to our students and faculty. The guidance counselors, teachers, and leadership team members work together to communicate and ensure systems support student success in each pathway.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In analyzing the EWS data from Part 1, there is an increase in suspensions, course failures, and level 1 assessment achievement compared to the previous year. Specifically when it comes to level 1 assessment achievement, there are 356 more students in this category. Additionally, there are approximately 70 more students who have 2 or more EWS indicators this year compared to the prior year. There are 61 student who were retained, 40 of which are seniors. In terms of attendance, while our overall total of students with less than 90% attendance rate decreased from 1230 in 2018 to 1065 in 2019, attendance is still a concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. monitor and increase school grade components: EOC/FSA student achievement, graduation and acceleration rates
2. monitor and increase learning gains for all students, and specifically, SWDs and English Language Learners
3. monitor and adjust attendance systems
4. implement and adjust community engagement systems
5. continue to build and develop collective teacher efficacy

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve Student Achievement through Professional Learning
Rationale	While Florida Standards Assessment and End Of Course data increased from 2018-2019, this momentum must be maintained and continued, specifically for our subgroups of English Language Learners, Exceptional Education students, and the lowest 25% of our students. Evidence shows achievement gaps between subgroups in both English Language Arts and Mathematics.

State the measurable outcome the school plans to achieve	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. Colonial High School will see a 5% increase in student proficiency and in student learning gains based on the students identified as the lowest 25 percent in achievement.
Person responsible for monitoring outcome	Ryan Lay (102001@ocps.net)
Evidence-based Strategy	Teachers in all content areas will implement evidence-based strategies including helping students process and elaborate on new content, use concept maps and graphic organizers, and cooperative learning structures.
Rationale for Evidence-based Strategy	In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students and the content. Students must be skilled at generating valid conclusions based on content in order to support future analytical thinking and enhance comprehension.

Action Step	
Description	1. Instructional Coaches and Assistant Principals will develop Professional Learning calendar and plan and implement professional learning opportunities through Professional Learning Communities. 2. Instructional coaches will explain, model and provide examples of how to engage students in effective processing strategies. Teachers will utilize evidence-based strategies during instructional time. 3. All Exceptional Education students and English Language Learners will have access to instruction that utilizes these strategies- specifically the systematic use of explicit instruction, flexible grouping, and intensive instruction. 4. Instructional coaches will model examples and share resources with teachers. Instructional coaches will lead teachers through instructional rounds, observe teacher use of strategies, and provide non-evaluative feedback. Coaches will utilize the coaching cycle in response to monitoring implementation of the strategies. 5. Administrators will monitor teacher application of professional learning through iObservation walkthroughs, informal classroom visits. Administrators will lead teachers to analyze Curriculum Resource Materials Culminating Task data and Progress Monitoring Activities data. Administrators will observe teacher planning and use of strategies and provide non-evaluative feedback. Administrators will monitor teacher analysis of and use of student progress monitoring data to create and implement standards-based lessons.
Person Responsible	Maricarmen Aponte (maricarmen.aponte@ocps.net)

#2	
Title	Improve Student Literacy through Close Read Strategies
Rationale	While Florida Standards Assessment and End Of Course data increased from 2018-2019, this momentum must be maintained and continued, for all of our students. Evidence shows achievement gaps between demographic subgroups in both English Language Arts and Mathematics.

State the measurable outcome the school plans to achieve	Student achievement will improve when teachers implement close reading strategies (learned in District Professional Learning Communities- DPLC) as the basis for student discussion and evidence-based writing in response to complex texts and text-dependent questions. Colonial High School will see a 5% increase in student achievement and learning gains on the FSA ELA and raise literacy skills among all students.
Person responsible for monitoring outcome	Kimberly Parsons (kimberly.parsons@ocps.net)
Evidence-based Strategy	Students demonstrate what new information they have learned through the analysis of similarities and differences. Students produce and defend claims through analysis of reasoning and logic of information, demonstrating new insights gained through this process.
Rationale for Evidence-based Strategy	Students' use of these processes deepens their understanding of content knowledge and enhances their long term retention and problem-solving abilities related to critical content. Students' analysis of reasoning deepens their understanding of content knowledge and enhances long term retention, decision making critical thinking and problem solving.

Action Step	
Description	1. Instructional coaches and teacher leaders will explain, model and provide examples of how to engage students in effective processing and analysis strategies. Teachers will utilize resources from Deliberate Practice Canvas courses. 2. All Exceptional Education students and English Language Learners will have access to instruction that utilizes appropriate high-yield strategies such as systematic, explicit instruction and instructional technologies. 3. Administrators will monitor teacher attendance through sign-in sheets and reflections. Administrators will utilize iObservation walkthroughs and informal classroom visits to provide feedback on teacher use of strategies. Teachers will participate in instructional rounds and class walks to learn from each other. Administrators will provide feedback on Teacher Deliberate Practice Growth Plan goals and action steps. 4. Coaches will observe teacher use of strategies and provide non-evaluative feedback. Coaches will utilize the coaching cycle or provide targeted Professional Development in response to monitoring implementation of the strategies. 5. Administrators will provide articulation planning days for Professional Learning Communities and provide opportunities for shared collaboration on Wednesday afternoons.
Person Responsible	Hector Maestre (hector.maestre@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Please see the PFEP and Title I Requirements for how we will address the remaining schoolwide improvement priorities.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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.

Student and parents are invited to attend Grenadiers Marching Back, an event in which students can check out a digital device, get information on athletics, clubs and organizations, Sprint hotspot devices, transportation, Project Reach (a partnership with the University of Central Florida to support first generation college bound students). Parents can learn about Skyward, our new Student Information System, meet and establish connections with our parent leadership team, our ESOL specialist and guidance counselors. In October, parents and students are invited to attend Open House to meet teachers and walk student schedules. Parent Teacher Student Association and School Advisory Council meetings are held monthly throughout the year. Connect Orange calls, school website updates, and postings to multiple Social media platforms are utilized to inform parents, students and community members about events throughout the year. Student recognition events, such as ESOL awards night and honor roll incentives, take place throughout the year during the day as well as in the evening to encourage parents to attend. The HERO system is utilized to communicate positive behavior supports to students. Students earn points in the HERO system based on attendance/tardies and can redeem those points for tangible items or privileges. Our Community Engagement Coordinator collaborates with the leadership team and various faculty members to plan and implement parent engagement events.

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 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, and PERT study groups have been arranged for current 11th and 12th grade cohorts. 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 recognizes the economic disadvantage that many of our students exhibit. School counselors are available during the school day to provide social-emotional support to all students on campus. Our SAFE coordinator works with the school counselors, administrators and School Resource Officers to ensure that students are

receiving tier 3 support (MTSS interventions) through one-on-one counseling or referrals to the appropriate government services.

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

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, learning resource staff, ESOL compliance specialists, staffing specialists and curriculum leaders as needed. Students attend grade level assemblies throughout the year which provide information regarding the expectations of each grade level. Collaboration with feeder middle schools allows access to rising 9th grade data to ensure correct scheduling and allocation of resources for these students at the freshman campus. The College and Career Counselor collaborates with the guidance counselors to ensure 12th grade access to college and career resources.

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: Curriculum Resource Materials (CRM), Instructional Management System (IMS), Data Warehouse platforms, formative assessments, Individual Education Plan (IEP) and 504 Plan monitoring, referrals, HERO system, Florida Alternative Assessment (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 language para professionals and weekend funding for additional time needed to place students and create student folders for compliance.

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 school leadership team meets weekly to coordinate systems of support for students, faculty and community. Leadership team members own various programs and services and coordinate with each other and clerical staff such as the bookkeepers or school secretary to ensure that the appropriate resources are utilized correctly. The Title 1 coordinator collaborates with the principal and bookkeeper to ensure that Title 1 funding is allocated appropriately. The principal is responsible for coordinating the efforts of the leadership team. An agenda and meeting minutes are maintained at each meeting to ensure efficient inventory of resources for each program as needed throughout the year. Personnel inventory is maintained by the school secretary and Assistant Principal of Instruction. Instructional inventory is maintained by the instructional coaches and Assistant Principals. Curricular inventory is maintained by the media specialist and faculty members. Leadership team members utilize multiple problem-solving strategies to determine resource allocation, including needs assessment through data analysis, goal-setting and program evaluation methods or project design methods. Surveys are used to gather perception data from various stakeholders, including community members, parents, students and school employees. Survey data is analyzed to inform problem-solution measures. Outside vendors, such as Scholastic, provide audits of various systems, such as our Parent and Community Engagement systems.

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

The College and Career Counselor plans and implements summer workshops on the Free Application for Federal Student Aid (FAFSA) for incoming seniors. Guidance Counselors provide college application writing workshops in June and September. Students are supported in their application for the Opportunity Scholarship through college planning and SAT practice on Khan Academy. Various communication strategies, such as social media posts, website updates and weekly emails, are utilized to inform parents, students, and community members about college planning events and industry certification opportunities. Addition Financial has partnered with our school to provide a banking branch on campus. Students work in the branch and learn the skills of this industry through the partnership. The University of Central Florida supports first time college bound students through Project Reach; this organization is present on our campus for parent and student events (such as Grenadiers Marching Back). 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 Career Technical Education (CTE) courses, and magnet programs. Within the CTE courses offered at Colonial, our Hospitality and Tourism, Health Sciences and Information Technology (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 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 enhancing employability. Strategies implemented include 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improve Student Achievement through Professional Learning	$0.00
2	III.A.	Areas of Focus: Improve Student Literacy through Close Read Strategies	$0.00
		Total:	$0.00