

Orange County Public Schools

# Colonial High



## 2020-21 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (54%) 2017-18: C (46%) 2016-17: C (41%) 2015-16: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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## Colonial High

6100 OLEANDER DR, Orlando, FL 32807

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

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	89%
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	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

### School Board Approval

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### SIP Authority

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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.**

At Colonial High School, with the support of families and the community, we create enriching and diverse pathways that lead our students to success.

**Provide the school's vision statement.**

At Colonial High School, our vision is to ensure every student has a promising and successful future.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Maestre, Hector	Principal	<p>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:</p> <p>Lead PLC Collaboration</p> <ul style="list-style-type: none"> <li>●All Cohort Progress Monitoring</li> <li>●General School Operations</li> <li>●Title I Compliance</li> <li>●District Professional Learning Community (DPLC)</li> </ul> <p>*Exceptional Student Education</p> <ul style="list-style-type: none"> <li>●Lead Instructional Coaches</li> <li>●School Budget</li> </ul>
Witham, Edward	Dean	Academic monitoring and attendance tracking of students; MTSS support; After-school tutoring and Saturday academic enrichment; College and Career Counselor, ACT testing support for seniors
Armenteros, Guadalupe	Other	Testing Coordinator and ESOL compliance on Freshman Campus
Witham, Melissa	Dean	Title I Coordinator; Academic Dean
Fuller, Beth	Assistant Principal	Supervise and evaluate visual and performing arts, media center and technology, world languages and social studies; support and facilitate PLC collaboration; progress monitoring, student and staff device management; plan and implement Grenadiers Marching Back event; oversee academic tutoring and enrichment.
Fernandez Santana, Irisceli	Other	ESOL compliance specialist; annual reevaluation of ESOL students; WIDA testing, progress monitoring of ESOL students; Parent Leadership Council support
Aponte, Maricarmen	Assistant Principal	Freshman Campus: Support and evaluate Math, Science and ESOL departments, PLC Collaboration, Progress Monitoring, Testing, Inventory, Field Trips, Device Management, SAFE assessments, HERO, Facilities, School Safe Plan, Extracurricular liaison, Transportation liaison, Custodial liaison
Zenzel, Jonathan	Assistant Principal	Support and evaluate Science and CTE departments, manage and supervise discipline department, School Safety plan and emergency procedures, field trip coordinator, School Calendar of Events, Americorp program liaison, transportation liaison (main campus), Security and Supervision, Partners in Ed/ Additions Coordinator



Name	Title	Job Duties and Responsibilities
Mezger, Michael	Assistant Principal	Supervise Math, ROTC, and Physical Education departments, Five star school award manager, fixed asset inventory manager, facilities, substitute liaison, adult and community education, custodial liaison
Cecere, Michael	Instructional Coach	Coaching Cycles and PLC common planning support for Freshman Campus English and Main Campus Math departments; data and progress monitoring; push in/ pull outs
Lay, Ryan	Instructional Coach	PLC support for US History, modeling instruction, creating and implementing Professional Development and coaching and providing feedback to teachers; implementing and monitoring mentor/mentee induction program; MTSS point of contact, data and progress monitoring through push in/ pull outs
Stowell, Richard	Dean	Manage safety and supervision of students; implement and monitor discipline systems, inventory and facilities support, HERO platform manager
Parsons, Kimberly	Assistant Principal	Assistant Principal of Instruction, supervises student services, attendance and magnet programs; responsible for master schedule creation and implementation, cohort and grades monitoring and school graduation rate, Skyward Coordinator, Testing, quarterly academic recognitions, 504 compliance, academic parent teacher conferences
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 English Language Arts departments, Progress Monitoring and PLC Collaboration, Extracurricular liaison, School Improvement Plan, Manage communications- school website, social media, Colonial Connection, district communication, Advanced accreditation
McNair, Alyssa	Other	Testing Coordinator; Instructional Coach
Marshall, Danielle	Instructional Coach	English Language Arts, Biology, and Reading Instructional Support: PLC support and planning lead, modeling instruction, creating and implementing Professional Development and coaching cycles; new teacher support point of contact; data disaggregation and progress monitoring; push in / pull outs
Flynn, Timothy	Assistant Principal	Supervises and evaluates English Language Arts, Reading, ROTC, Physical Education, Social Studies and World Languages departments. Freshman Campus PLC collaboration, cohort progress monitoring, SAC/ PTSA liaison, oversees Khan Academy monitoring and implementation, Academic Tutoring and enrichment, truancy and attendance, substitute

Name	Title	Job Duties and Responsibilities
		management, parent engagement liaison, academic parent teacher conferences
Abreu, Laura	Instructional Coach	Coaching Cycles and PLC common planning support for Freshman Campus: Math and Biology departments; professional development lead coach; data and progress monitoring; push in/ pull outs
Conlin, Nasayi	Other	Staffing Specialist: coordinates ESE services provided through IEP annual reviews, monitors and documents ESE services provided
Christensen-Jones, Sharon	Teacher, K-12	Advanced Studies Coordinator; facilitating Magnet Fair, Magnet Open House, facilitating AP and Cambridge testing, communication with parents and community members regarding Cambridge and Advanced Placement programs
Mentzer, Christine	Instructional Media	Media Specialist on Main Campus; responsible for device distribution and device return; dual enrollment textbook inventory; owner of Archibus, communications regarding literacy initiatives, textbook support for teachers and students, digital device support for students
Alford, Michelle	Dean	Discipline and Positive Student Behavior support; HERO tracking and incentives; Supervision and safety of students; restorative justice practices

### Demographic Information

#### Principal start date

Wednesday 6/26/2019, Betzabeth Reussow

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

**Total number of teacher positions allocated to the school**

171

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
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<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (54%) 2017-18: C (46%) 2016-17: C (41%) 2015-16: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	1023	847	804	770	3444	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	273	311	238	271	1093	
One or more suspensions	0	0	0	0	0	0	0	0	0	83	85	49	23	240	
Course failure in ELA	0	0	0	0	0	0	0	0	0	187	118	194	109	608	
Course failure in Math	0	0	0	0	0	0	0	0	0	263	245	206	221	935	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	326	247	221	252	1046	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	357	277	154	333	1121	

**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	420	366	318	366	1470

**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	1	0	0	4	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	13	2	12	33

**Date this data was collected or last updated**

Thursday 10/1/2020

**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		
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	

**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		
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	0	2	5	3	40	50	
Students retained two or more times	0	0	0	0	0	0	0	0	0	19	9	7	32	67	

**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%
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	
	(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	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%	0
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%	0
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%	0



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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

## 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 a lack of collaboration between ESE and non-ESE professionals.

**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. The geometry team has 3 new teachers this year, and has experienced turnover each year. While our 3rd quarter Progress Monitoring Assessment in Algebra 1 showed an average of 27% in 2020, a 3% decrease from 2019, our percentage proficient increased from 33% in 2019 to 37% in 2020. The Algebra 1 team has three new teachers this year, and has experienced turnover each year as well. Additionally, we had an increased number of level 1 and 2 students in geometry. Our 3rd quarter Progress Monitoring Assessment in Geometry showed an average of 27% in 2020, a 3% decrease from 2019. However, our Geometry proficiency decreased from 47% in 2019 to 27% in 2020.

**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.**

Our math achievement was 27% compared to the state average of 51%, a difference of 24%. Factors contributing to this gap include the fact that 96% of our students qualify for free/reduced lunch. In analyzing the EWS, 935 students have failed a math course. Additionally, the number of level 1s taking a math state assessment has increased from 854 students in 2018 to 1,121 students in 2019. 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 improve collaboration between general education teachers and exceptional education teachers to ensure that student progress is supported.

**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. 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?**

At 37%, our students with disabilities performed under the federal index of 41%. Upon closer analysis, in the 2018-2019 school year, our students with disabilities comprised the following components of the school grade: 16% in English Language Arts achievement, 33% in English Language Arts Learning Gains, 28% in ELA Learning Gains of the Lowest 25%; 19% in Mathematics achievement, 32% in Learning Gains, and 40% in Learning Gains of the Lowest 25%; 29% in Science Achievement and 50% in Social Studies Achievement. Additionally, due to COVID-19, the pacing of instruction in each content area was disrupted and assessments were cancelled. The health pandemic was a cause of stress for many students and teachers. The 2020-2021 school year will start with unusual circumstances, requiring the leadership team to creatively meet the social-emotional needs of all of our students. Due to a lack of state assessment data, the district administered Progress Monitoring Assessment data for quarter 3 will be utilized to determine student needs and to plan instruction to meet those needs in the 2020-2021 school year.

### **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. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	<p>Description: Build and establish a culture for social and emotional learning at our school with adults and students.</p> <p>Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following needs: our students need to feel safe so they can learn. By establishing systems of support for social emotional needs, we can provide students with optimum conditions for learning Geometry, Algebra 1, English Language Arts, Biology, and US History, as well as their other courses.</p>
<b>Measurable Outcome:</b>	We plan to increase student engagement in coursework which would result in a 14% decrease in the number of students who fail an ELA or Math course. By implementing a culture and climate of acceptance and mutual respect, students will feel safe to learn and attend classes. Absenteeism will decrease by 11%.
<b>Person responsible for monitoring outcome:</b>	Kimberly Parsons (kimberly.parsons@ocps.net)
<b>Evidence-based Strategy:</b>	Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
<b>Rationale for Evidence-based Strategy:</b>	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

**Action Steps to Implement**

Use a process to examine the current school climate and culture

**Person Responsible** Hector Maestre (hector.maestre@ocps.net)

Establish a common language to support a culture of social and emotional learning at our school with adults and students

**Person Responsible** Kimberly Parsons (kimberly.parsons@ocps.net)

Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture

**Person Responsible** Mary Vetter (mary.vetter@ocps.net)

Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts.

**Person Responsible** Michael Mezger (michael.mezger@ocps.net)

## #2. ESSA Subgroup specifically relating to Students with Disabilities

**Area of Focus Description and Rationale:** At 37%, our students with disabilities subgroup performed lower than the Federal Index of 41%. Through subject area achievement data analysis, it is evident that we need to increase collective teacher efficacy and strengthen systems that support our ESE students.

**Measurable Outcome:** Our goal is to ensure that our students with disabilities perform above the Federal Index of 41%, so to increase the overall performance average by a minimum of 5%.

**Person responsible for monitoring outcome:** Nasayi Conlin (nasayi.conlin@ocps.net)

**Evidence-based Strategy:** Build our culture of collaboration between professionals to increase student success.

**Rationale for Evidence-based Strategy:** Based on the overall low achievement of students with disabilities in each content area, deploying resources such as support facilitation, and monitoring or scaffolding strategies would empower content area teachers to provide targeted support to this group of students.

### Action Steps to Implement

Support staff and Content area teachers will be trained in providing accommodations and communicating with each other about student needs.

**Person Responsible** Nasayi Conlin (nasayi.conlin@ocps.net)

Support staff and Content area teachers will implement communication and instructional strategies, documenting progress monitoring of students with disabilities in their classes.

**Person Responsible** Kimberly Parsons (kimberly.parsons@ocps.net)

Support staff will model and share research-based practices during collaborative planning sessions within content area professional learning communities.

**Person Responsible** Ryan Lay (102001@ocps.net)

Content area teachers will monitor progress of their students with disabilities through analysis of quarterly Performance Monitoring Assessment results. Teachers will use this data to plan and implement instruction that provides scaffolded support for these students.

**Person Responsible** Hector Maestre (hector.maestre@ocps.net)

**#3. Instructional Practice specifically relating to Collaborative Planning**

<b>Area of Focus Description and Rationale:</b>	COVID-19 disrupted the traditional mode of instruction and distance learning presented challenges for our students and teachers. As a result, academic content teachers will need support in planning and implementing standards-aligned instruction to meet students' needs and to foster growth and improvement.
<b>Measurable Outcome:</b>	Based on school grade data for 2020-2021, ELA 9, ELA 10, Algebra 1 and Geometry will increase achievement by 3% and learning gains by 5%. Biology and US History will increase achievement by 3%.
<b>Person responsible for monitoring outcome:</b>	Hector Maestre (hector.maestre@ocps.net)
<b>Evidence-based Strategy:</b>	Coaches, Administrators and teachers will collaboratively plan standards-based lessons and use the common planning protocol to refine and improve lessons prior to delivery. Data analysis protocol will be utilized to inform interventions, remediation, and enrichment opportunities for the growth and improvement of all students.
<b>Rationale for Evidence-based Strategy:</b>	The common planning protocol supports standards-based instruction by ensuring that a clear step by step process to address the standards is in place for each professional learning community. Teachers plan collaboratively, which fosters discussion of appropriate strategies, interventions, remediation, and enrichment opportunities. The data analysis protocol supports strategic focus on areas for improvement and ensuring that resources are appropriately utilized to support student growth.

**Action Steps to Implement**

Instructional Coaches, teacher leaders, and administrators will model the common planning protocol and data analysis protocols for all teachers.

**Person Responsible** Maricarmen Aponte (maricarmen.aponte@ocps.net)

Instructional Coaches, teacher leaders, and administrators will provide feedback and support to professional learning communities throughout each quarter as they utilize the protocols.

**Person Responsible** Michael Mezger (michael.mezger@ocps.net)

Teachers will reflect on use of protocols and their impact on teaching and student learning. Teachers will provide feedback in a mid-year reflection.

**Person Responsible** Mary Vetter (mary.vetter@ocps.net)

Instructional Coaches, teacher leaders, and administrators will collaboratively plan and analyze data using the protocols.

**Person Responsible** Hector Maestre (hector.maestre@ocps.net)

**Additional Schoolwide Improvement Priorities**



After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Student and parents are invited to attend Grenadiers Marching Back, a virtual event, an event in which students can 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 virtual Open House to meet teachers and walk student schedules. Parent Teacher Student Association and School Advisory Council meetings are held monthly throughout the year; feedback and input are gathered from stakeholders through various surveys and assessments. 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. 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 provides specific support to counter economic disadvantages that many of our students experience. We have an on-campus clinic as well as the teen express, which is a mobile clinic that provides health screenings and exams for students. 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.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$54,564.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6190	130-Other Certified Instructional Personnel	0661 - Colonial High	Title, I Part A		\$54,564.00
			<i>Notes: Purchased a SAFE coordinator position to further support social emotional learning needs of our students. This individual works closely with our Student Services team to allocate resources to our homeless and economically disadvantaged students.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$102,184.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	120-Classroom Teachers	0661 - Colonial High	Title, I Part A		\$102,184.00
			<i>Notes: Purchased two math teachers to provide instruction to ESE students in double block math classes.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Collaborative Planning</b>				<b>\$218,256.44</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6000	130-Other Certified Instructional Personnel	0661 - Colonial High	Title, I Part A		\$218,256.44
			<i>Notes: Purchased four instructional support positions. These individuals will support the common planning process in tested content area courses. These individuals will provide coaching and instructional resources to all teachers, and especially our new teachers.</i>			
<b>Total:</b>						<b>\$375,004.44</b>