

Orange County Public Schools

# Colonial High



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>14</b>
<b>Planning for Improvement</b>	<b>25</b>
<b>Positive Culture &amp; Environment</b>	<b>30</b>
<b>Budget to Support Goals</b>	<b>32</b>

# 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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 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%)
<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>	

\* 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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>14</b>
<b>Planning for Improvement</b>	<b>25</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>32</b>

## Colonial High

6100 OLEANDER DR, Orlando, FL 32807

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	97%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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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	Position 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, Title I Compliance, District Professional Learning Community (DPLC), Lead Instructional Coaches, and School Budget.
Cecere, Michael	Assistant Principal	Supervise, support and evaluate the science, math, CTE, and ROTC departments on Freshman Campus. Supervise student and staff device management through the media center and technology departments. Facilitate and coordinate discipline systems. PLC Collaboration, progress monitoring, testing, safe/threat assessments, academic tutoring and enrichment, truancy/attendance, hero tracking system, security and supervision, school safety plan and emergency procedures reporting, quarterly academic recognitions, transportation liaison, faculty hub coordinator.
Flynn, Timothy	Assistant Principal	Assistant Principal of Instruction, supervises CTE department and student services, attendance and magnet programs; responsible for master schedule creation and implementation, cohort and grades monitoring and school graduation rate, state reporting, safe/ threat assessments, Skyward Coordinator, Testing, quarterly academic recognitions, 504 compliance, academic parent teacher conferences
Vetter, Mary	Assistant Principal	Supervise, support and evaluate Reading, English Language Arts, and Social Studies departments, Progress Monitoring and PLC Collaboration, Extracurricular liaison, School Improvement Plan, Manage communications- school website, social media, Colonial Connection, district communication, AdvancED accreditation
Zenzel, Jonathan	Assistant Principal	Supervise, support and evaluate Science, ROTC, Physical Education, World Languages and visual/performing arts departments, lead PLC Collaboration, monitor student progress, manage and supervise discipline department, Supervise student and staff device management through the media center and technology departments. Fixed asset inventory, custodial and facilities, School Safety plan and emergency procedures, field trip coordinator, School Calendar of Events, Americorp program liaison, transportation liaison
Conyers, Rochelle	Assistant Principal	Supervise Math, and Exceptional Student Education departments, Khan Academy Monitoring, Five star school award manager, substitute liaison, adult and community education, minority achievement office liaison, academic tutoring and enrichment. Lead PLC Collaboration and monitor student progress in Math and Exceptional Student Education departments.



Name	Position Title	Job Duties and Responsibilities
Witham, Edward	Other	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
Conlin, Nasayi	Staffing Specialist	Staffing Specialist: coordinates ESE services provided through IEP annual reviews, monitors and documents ESE services provided
Abreu, Laura	Curriculum Resource Teacher	PLC support for Geometry (Main Campus) Progress Monitoring PLCs Coaching Cycles Common Planning Mentor/Mentee Induction Data Analysis Push-in Support (Geometry) Professional Development (Point of Contact) New Teacher (Point of Contact)
Dorries, Joann	Assistant Principal	Supervises and evaluates English Language Arts, Reading, ESOL, AVID, Physical Education, Social Studies and World Languages departments. Freshman Campus PLC collaboration, cohort progress monitoring, fixed asset inventory, custodial and facilities, open house, field trips, extra-curricular clubs, SAC/PTSA liaison, oversees Khan Academy monitoring and implementation, state reporting, Academic Tutoring and enrichment, truancy and attendance, substitute management, parent engagement liaison, academic parent teacher conferences
Dakers, Robin	Instructional Coach	PLC Support for ELA 10 and Biology (Main Campus) Progress Monitoring PLCs Common Planning Data Analysis Professional Development Coaching Cycles Push-in Support (ELA 10, Biology)
Esteves, Wilson	Dean	10th Grade Discipline and Events Assist with PASS HERO Tracking Level 4 DTM Cohort Academic Monitoring Transportation Liaison Minority Achievement Office 5 Star Schools

Name	Position Title	Job Duties and Responsibilities
		Coordinates and Records Emergency Procedures Reporting(Shared) Digital Device Management 10th Weekly Facility Walks US History PLC Support
Fate-Quinn, Kelly	Dean	11th Grade Discipline and Events Assist with PASS HERO Tracking Level 4 DTM Cohort Academic Monitoring Title IX Compliance Facilities/ Facilitron/ Share Point Calendar/Admin Duty Calendar Partners in Education ADDitions Financial Bank Digital Device Management 11th Weekly Facility Walks Science PLC Support
Stowell, Richard	Dean	12th Grade Discipline and Events Assist with PASS HERO Tracking Level 4 DTM Cohort Academic Monitoring Inventory Facilities/Facilitron School Safety Plan (FSSAT) Security and Supervision Student Parking ADDitions Volunteers/Field Trips Coordinates and Records Emergency Procedures Reporting(Shared) Digital Device Management 12th Weekly Facility Walks Math PLC Support
Witham, Melissa	Graduation Coach	Title I Coordinator Monitor Progress of Seniors <2.0 GPA
McNair, Alyssa	Other	Fall, Winter, Spring organization and implementation of PMA testing School day SAT and ACT test coordination FSA and EOC retakes test coordination FSA and EOC Spring test coordination CFE test coordination Tracking Junior and Senior testing requirements for graduation
Christensen-Jones, Sharon	Magnet Coordinator	AP course syllabus and curriculum support Advanced Placement test coordination

Name	Position Title	Job Duties and Responsibilities
		AICE and Cambridge course syllabus and curriculum support AICE test coordination
Fernandez Santana, Irisceli	ELL Compliance Specialist	ESOL compliance specialist (main campus) annual reevaluation of ESOL students WIDA / ACCESS testing coordination and implementation progress monitoring of ESOL students Parent Leadership Council support
Alford, Michelle	Instructional Coach	Freshman Campus: PLC Lead (Math, ELA 9, Bio) Professional Development Lead Facilitate / Monitor Coaching Cycles Student Performance Monitoring Push In Support (Math, ELA 9, Bio) Facilities- Facilitron/ SharePoint Calendar After School Tutoring (ATS) - 9GC Minority Achievement Office initiatives (Males of Color)
Lemon, Mark	Dean	9th Grade Discipline and Events Assist with PASS Level 4 DTM Title IX Compliance Classroom Management Support PLC Support (Big 6) HERO Liaison Track, Monitor, Oversee 9th Grade Detentions Security and Supervision Lead Emergency Procedures Liaison Track and Monitor Discipline Data Facilitate Restorative Justice Sessions Teach In Support
Armenteros, Guadalupe	ELL Compliance Specialist	ESOL compliance specialist (freshman campus) annual reevaluation of ESOL students WIDA / ACCESS testing coordination and implementation progress monitoring of ESOL students Parent Leadership Council support

## 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.*

3

**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.*

23

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

187

**Total number of students enrolled at the school**

3,339

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

24

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

18

### Demographic Data

## Early Warning Systems

### 2021-22

**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	1	972	874	768	724	3339
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	359	380	326	283	1348
One or more suspensions	0	0	0	0	0	0	0	0	0	59	46	13	19	137
Course failure in ELA	0	0	0	0	0	0	0	0	0	240	173	92	157	662
Course failure in Math	0	0	0	0	0	0	0	0	0	132	242	190	161	725
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	213	299	203	182	897
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	253	306	224	130	913
Number of students with a substantial reading deficiency	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	363	407	288	265	1323

**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	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	8	12	5	29

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

Tuesday 7/20/2021

**2020-21 - 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	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

**2020-21 - 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	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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%	55%	56%	35%	54%	56%
ELA Learning Gains				46%	53%	51%	38%	51%	53%
ELA Lowest 25th Percentile				36%	40%	42%	27%	40%	44%
Math Achievement				27%	43%	51%	37%	49%	51%
Math Learning Gains				44%	49%	48%	37%	44%	48%
Math Lowest 25th Percentile				46%	46%	45%	31%	39%	45%
Science Achievement				58%	70%	68%	53%	66%	67%
Social Studies Achievement				70%	73%	73%	64%	69%	71%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	41%	52%	-11%	55%	-14%
Cohort Comparison						
10	2021					
	2019	37%	50%	-13%	53%	-16%
Cohort Comparison		-41%				

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
2021					
2019	57%	67%	-10%	67%	-10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	69%	-3%	70%	-4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	29%	63%	-34%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	53%	-29%	57%	-33%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

We use the Progress Monitoring Assessments created and administered by the district to analyze student progress with standards proficiency each quarter. Mathematics combines both Algebra 1 and Geometry.



Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	308 / 40%	348 / 43%	352 / 43%
	Economically Disadvantaged	166 / 36%	207 / 41%	198 / 40%
	Students With Disabilities	17 / 17%	26 / 25%	19 / 18%
	English Language Learners	44 / 19%	42 / 18%	46 / 19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	368 / 46%	388 / 54%	427 / 59%
	Economically Disadvantaged	196 / 45%	235 / 52%	269 / 60%
	Students With Disabilities	30 / 29%	36 / 37%	54 / 51%
	English Language Learners	95 / 41%	110 / 47%	127 / 55%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	257 / 80%	272 / 83%	238 / 74%
	Economically Disadvantaged	131 / 78%	142 / 83%	120 / 71%
	Students With Disabilities	8 / 80%	11 / 100%	9 / 90%
	English Language Learners	22 / 79%	21 / 72%	22 / 76%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	223 / 33%	203 / 29%	222 / 32%
	Economically Disadvantaged	83 / 23%	82 / 22%	85 / 23%
	Students With Disabilities	11 / 12%	6 / 7%	8 / 10%
	English Language Learners	21 / 13%	16 / 10%	19 / 12%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	114 / 25%	138 / 29%	148 / 35%
	Economically Disadvantaged	62 / 23%	79 / 28%	89 / 35%
	Students With Disabilities	14 / 16%	18 / 22%	17 / 24%
	English Language Learners	35 / 24%	45 / 30%	48 / 34%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	93 / 32%	119 / 37%	98 / 31%
	Economically Disadvantaged	49 / 29%	64 / 34%	51 / 28%
	Students With Disabilities	14 / 22%	13 / 20%	9 / 15%
	English Language Learners	27 / 21%	36 / 28%	34 / 27%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	1 / 100%	2 / 50%	5 / 100%
	Economically Disadvantaged	0	1 / 33%	3 / 100%
	Students With Disabilities	0	0	0
	English Language Learners	0	1 / 100%	1 / 100%

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19 / 16%	17 / 14%	21 / 20%
	Economically Disadvantaged	11 / 16%	9 / 12%	10 / 16%
	Students With Disabilities	4 / 16%	4 / 13%	8 / 33%
	English Language Learners	4 / 10%	9 / 25%	6 / 19%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	3 / 25%	2 / 20%	2 / 20%
	Economically Disadvantaged	1 / 20%	1 / 33%	1 / 50%
	Students With Disabilities	0	0	0
	English Language Learners	1 / 17%	1 / 20%	1 / 25%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	248 / 63%	282 / 73%	431 / 72%
	Economically Disadvantaged	136 / 60%	155 / 70%	218 / 71%
	Students With Disabilities	24 / 44%	29 / 50%	29 / 43%
	English Language Learners	43 / 48%	57 / 65%	66 / 59%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7 / 39%	7 / 33%	5 / 29%
	Economically Disadvantaged	3 / 25%	3 / 23%	2 / 22%
	Students With Disabilities	2 / 25%	2 / 25%	1 / 17%
	English Language Learners	4 / 36%	5 / 38%	2 / 22%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	4 / 44%	3 / 38%	2 / 33%
	Economically Disadvantaged	1 / 50%	0	0
	Students With Disabilities	1 / 50%	0	0
	English Language Learners	3 / 75%	2 / 67%	2 / 67%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	10 / 67%	5 / 45%	8 / 73%
	Economically Disadvantaged	4 / 57%	2 / 50%	3 / 60%
	Students With Disabilities	2 / 67%	0	1 / 50%
	English Language Learners	0	0	0

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	6	25	22	9	28	31	23	31		95	45
ELL	11	32	33	12	24	30	33	29		98	68
ASN	58	54		19	14		50	80		95	86
BLK	33	35	26	10	16	15	46	46		99	62
HSP	30	36	32	16	24	32	49	53		98	71

2021 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 2019-20	C & C Accel 2019-20
MUL	64	60									
WHT	55	52	39	35	35		69	79		99	78
FRL	28	34	31	15	23	30	48	53		99	71
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

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	33
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	57
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
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	62
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	60
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

In reviewing outcomes on the 2019 FSA and EOCs, our student proficiency is less than the district and the state in each core content area. In reviewing outcomes on the 2020-21 Fall to Spring PMAs, our students maintained the same level of proficiency in ELA 10 and increased proficiency in ELA 9 by 3%. Total student proficiency in both Geometry and Algebra 1 increased. In Biology, student proficiency increased from the Fall to the Winter and then decreased in the Spring. In US History, our student proficiency increased from 63% in the Fall to 72% in the Spring. Our SWD and ELL students maintained the same level of proficiency in ELA, but their proficiency increased by 10% or more in Geometry and Algebra 1. In Biology, our 10th grade SWD proficiency decreased, however, our 9th grade SWD proficiency increased.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data from both 2020-21 PMA and 2019 FSA ELA results indicate that there is a high need of support for students who fall in the subgroups: SWD and ELL. SWD only had a 17% proficiency rate in comparison to 40% of the whole 9th grade. ELL subgroup performed at a 19% proficiency rate in comparison of the same group (40%). Based on both the 2020-21 PMA and 2019 FSA ELA data there is a high need of support for SWD and ELL students. On the Spring PMA, our SWD had a 10% proficiency rate in comparison to 32% of the whole 10th grade and our ELL students had a proficiency rate of 12%. In Algebra 1, our SWD students had a proficiency rate of 44% on the Spring PMA. These students demonstrate the greatest need for improvement. In Geometry, our SWD and ELL students demonstrated growth, however, their rate of proficiency is still less than the desired outcome. Our ELL student proficiency was 23% in comparison to the overall 29% proficiency in Geometry. In Biology, our SWD demonstrate the greatest need for improvement. In US History, based on 2020-21 PMA outcomes, there is a high need of support for our SWD students, who decreased in proficiency by the Spring assessment. Overall, our ELL and SWD students demonstrate the greatest need for improvement.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The virtual learning model did not work for all students. ELL and ESE support in classrooms were not consistent or provided a depth of the standards to close the learning gaps. A shift to a support facilitation model in ELA and mathematics classrooms was implemented during the 2020-2021 year to support students enrolled in the ESE program. Additionally, language paraprofessionals pushed into classrooms to provide 1:1 support during live lessons. In ELA 10, three first year teachers started in the Fall 2020. In Algebra 1 and Geometry, teacher turnover impacted consistency throughout the year. Professional Development to strengthen instructional practice and to provide specific strategies of collaboration, processing, and support for our ELL and SWD students will take place. Interventionists will support implementation and progress monitoring in each core content area; this will reduce the teacher-student ratio and allow teachers to probe student thinking, assess knowledge and remediate concepts.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Overall, our student proficiency in Algebra 1 and Geometry increased by 10%. Based on the Spring 2020-21 PMA outcomes, our 10th grade ELL Biology student proficiency increased by 6%, while Algebra 1 and Geometry ELL student proficiency increased by 10%. SWD proficiency in Algebra 1 and Geometry increased by 20%.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

In Biology, the level of support the teachers and paras placed in planning and implementation of the lesson was key. In Algebra 1, a group of SWD students were double blocked. This change resulted in more small group instructional time in the classroom. In the classrooms, Ms. Serrano & Ms. Bush led a “push in” a facilitation group that allowed specific students to have constant support in the classroom. Teachers created and implemented lesson plans that embedded best practices for SWD students such as use of but not limited to visual organizers, thinking maps, use of accommodations. Teachers were able to adapt the CRM lessons that met the needs of their students rather than generalizing. During instruction, there were AP Led Instructional Blitz (with co-teacher and modeling) sessions that allowed teachers to intervene with practices on the spot. Push in support was added through multiple paths: support facilitation and interventionist, and ELL support. Each level of support was strategically planned for with the team and expectations were set for staff and students. The math instructional coach focused on instructional practice for the better part of the 1st semester and then pushed into the classrooms as a student support while also holding mini coaching cycles with teachers on best practices for student subgroups.

**What strategies will need to be implemented in order to accelerate learning?**

For ELA 9 and ELA 10, English and Reading teachers will collaborate during PLC meetings. For ELA 10, cross-curricular supports of reading and writing strategies will take place in World History classes. For all content areas: Professional Learning Communities of common departments and grade levels will meet to analyze data trends and to purposefully plan for meaningful instruction, to embed specific learning strategies into their lesson and CRM plans. Teachers will monitor student performance through formative and summative assessments. Once data is collected, teachers will analyze information and create action steps to support those students who need remediation and enrichment. Students will utilize interactive notebooks for (1) teachers to be able to assess student progress and learning and (2) students track and assess their own learning growth. Push-in support will continue with both support facilitation and the interventionist targeting learning gaps during differentiated instruction. Academic tutoring will take place throughout the year. An interventionist will be tasked with monitoring student progress and providing support for students with incomplete work or needing to assess again on standards following reteach and interventions. Teachers will participate in professional development focused on thinking and processing strategies, tools, and structures.



**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The professional learning communities will meet twice during common planning and once on Wednesdays after school. Professional Development on purposeful planning, classroom management, standards-based instruction, data analysis, social emotional learning, and cognitive, conative, and processing strategies will take place throughout the year. Professional Development opportunities will include how to support diverse learners and how to collaborate with ELL paraprofessionals and support facilitators.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Common planning and data analysis protocols will be utilized. Teachers will receive tiered levels of support with instructional practice, classroom management and content expertise. Coaching cycles will be determined based upon data analysis from BOY assessments and classroom observational needs. Implementation of the "Zeros Aren't Permitted" program for intervention will ensure sustainability in focusing on student growth. Scheduling common planning for core content areas, including ELA and Reading, and World History and ELA, will ensure sustainability of collaboration among the departments.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. Culture & Environment specifically relating to Social Emotional Learning****Area of Focus Description and Rationale:**

Panorama Survey Data indicates that students need support with CASEL competencies: only 35% of students are able to express their feelings and only 31% of students feel a sense of belonging. Panorama Survey Data indicates that parents want more transparency and communication about learning experiences and student engagement.

Therefore, we need to integrate and monitor resources and strategies that strengthen our culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the needs of members of our school community: students, parents, and staff.

**Measurable Outcome:**

Student responses on the Panorama Survey should indicate an increase in student sense of belonging by 20%.

**Monitoring:**

Instructional Coaches, teacher leaders, and administrators will monitor the following data points for the desired outcome:

Culture & Climate Continuum data

Classroom Walkthrough trend data

Evaluative instructional and leadership practice observational data

Qualitative data from students, staff, and families

**Person responsible for monitoring outcome:**

Hector Maestre (hector.maestre@ocps.net)

**Evidence-based Strategy:**

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

**Rationale for Evidence-based Strategy:**

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, 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 integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Resources/Criteria: 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**

### Deliberate School SEL Supports for Families

Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community and creating connections such as:

#### Strengthening Communication

Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)

Develop a school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources

#### Building Community

Establish a family resource center where families can access resources and information to support student and school success

Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)

Host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning

#### Creating Connections

Establish a family -friendly system with multiple ways to gather and respond to families' questions, suggestions and needs

Create flexible events and opportunities for families (e.g. different times throughout the day, face to face, virtual, pre-recorded sessions, multiple languages)

**Person Responsible** Alexis Silva (126437@ocps.net)

#### Integrating Aligned Instructional and SEL Strategies

Identify student social and emotional learning needs to prepare for academic instruction

Determine cognitive and conative strategies that align with the standard

Interpret standards and student needs to intentionally integrate aligned instructional strategies

**Person Responsible** Mary Vetter (mary.vetter@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%. While this group made incremental progress in mathematics, there is a need to increase proficiency in all core content areas. Through core content area progress monitoring data analysis, it is evident that we need to strengthen systems that support our 402 ESE students.

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

**Monitoring:** Leadership team members and teachers will monitor and track student outcomes on PMA and Culminating Task data. Support Facilitators will monitor individual student progress through biweekly push-in support.

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

**Evidence-based Strategy:** Build our culture of collaboration among professionals to increase student success. Support facilitators will plan with content area teachers to develop and utilize levels of standards-aligned questions during push-in support.

**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 Facilitators will meet with content teachers to plan and develop push-in support structures.

**Person Responsible** Rochelle Conyers (rochelle.conyers@ocps.net)

ESE teachers will provide professional development on high-yield strategies to general education/content teachers.

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

Support facilitators will provide push in support to students with disabilities in core content classes. Push in support may be small group instruction, alternate instruction, team teaching, station teaching.

**Person Responsible** Rochelle Conyers (rochelle.conyers@ocps.net)

**#3. Instructional Practice specifically relating to Standards-aligned Instruction**

<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 and math will increase achievement by 3% and learning gains by 5%. Biology and US History will increase achievement by 3%.
<b>Monitoring:</b>	Coaches and administrators will utilize a daily classroom walkthrough tool to monitor teacher implementation of standards-aligned instruction. The tool will collect data specific to teachers' use of collaborative structures and processing strategies in alignment with the standards.
<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-aligned 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** Robin Dakers (robin.dakers@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 and implement the strategies.

**Person Responsible** Michael Cecere (michael.cecere@ocps.net)

Instructional Coaches, teacher leaders, and administrators will provide professional development to support teacher implementation of processing strategies and collaborative structures aligned with the standards.

**Person Responsible** Laura Abreu (laura.abreu-sanchez@ocps.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**CHS discipline data ranks in the Moderate range for all schools throughout the state. This data is based on the total number of incidence in the 19-20 school year that occurred per 100 students. The state average was 3.1 and CHS averaged 3.3 incidents per 100 students. This was an increase from the previous year. Our team goal is to reduce our violent incident to below 2.0 per 100 students. The primary area of concern for our CHS team will be the Violent Incident rates. In 19-20 we had nearly 2 fights or physical attacks per 100 students. We will be evaluating our supervision maps and staff to better implement a process for interventions before a fight begins. The secondary area will be the area of threats and sexual harassment. CHS ranked 14th in the county with nearly a 1 out of 100 incident rate. With a greater emphasis on this area, we will work to use our trained counselors and mental health specialists to help improve the overall culture and relationships between students. Implementation of the SEL strategies concerning decision making and self-management will be key at helping students to stop and think before speaking or acting. These two intervention processes will be evident day 1 of instruction through more open communication between counselors and students and through our PBS system HERO. Both will increase student awareness of options before actions. Weekly data meetings to ensure we are on track with goals. Use of the revised and improved Matrix will define greater linear tracking of incidence to ensure alignment with our goal. Tracking through our HERO app and through our MAO, and MOC data will also help use to foresee potential areas of need.**

#### **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.**

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with



students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Students and parents are invited to attend Grenadiers Marching Back, a back to school event in which students and parents can get information on athletics, clubs and organizations, digital 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 Student Information System, meet and establish connections with our parent leadership team, our ESOL specialist and school counselors. Additionally, students and parents can meet their teachers and find out what supplies are needed and what curriculum will be taught. In October, parents and students are invited to attend Open House for another opportunity 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. Social emotional learning opportunities are shared at quarterly parent events.

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. The Colonial Connection, a weekly newsletter, informs parents, students, and staff 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 and recognizes CASEL competencies as observed by staff members. Students earn points in the HERO system based on attendance/tardies and can redeem those points for tangible items or privileges. Student input is valued and welcome through the Grenadier Speak, an anonymous method for students to provide feedback or share their perspective on situations on campus.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

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. Our ZAP coordinators support students by providing alternative instructional opportunities for students to achieve; this communicates a growth mindset and strengthens the students' perspective of academic improvement.

Our Student Services team is comprised of school counselors, a College and Career Counselor, a mental health designee, School Psychologist, Social Worker, SAFE Coordinator, and Career and Technical Education Coordinator. Our College and Career Counselor ensures that extensive resources are 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 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 School Psychologist and Social Worker collaborate

with our Student Services team to provide appropriate services to students in need. Our administrative deans recognize positive student behavior and utilize restorative practices to support student growth. 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.

## Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00