

Orange County Public Schools

Colonial High



2022-23 Schoolwide Improvement Plan

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Colonial High

6100 OLEANDER DR, Orlando, FL 32807

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

Demographics

Principal: Betzabeth Reussow

Start Date for this Principal: 6/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: B (54%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Colonial High

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Reussow, Betzabeth	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, Lead Instructional Coaches, and School Budget.
Witham, Edward	Dean	Academic monitoring and attendance tracking of main campus students ACT/SAT testing support
Armenteros, Guadalupe	ELL Compliance Specialist	ESOL compliance specialist Annual reevaluation of ESOL students WIDA testing Progress monitoring of ESOL students Parent Leadership Council support
Witham, Melissa	Dean	Title I Coordinator Academic monitoring and attendance tracking of students ACT/SAT Support
Caliari, Daniel	Assistant Principal	Supervise/evaluate ELA, reading, ESOL and science on the main campus. Supervise PLC Collaboration, progress monitoring, coordinate/lead: Khan Academy monitoring and implementation, extra-curricular clubs co-lead, School Improvement Plan, Social Media Manager, School Website, Cogna, and Colonial Connection.
Conyers, Rochelle	Assistant Principal	Supervise/evaluate ESE, mathematics and discipline on main campus. Supervise PLC Collaboration, progress monitoring, coordinate/lead: academic tutoring, substitutes, MAO liaison, adult & community education, Khan Academy monitoring & implementation, student parking, HERO tracking system, Grenadiers Marching Back, field trips, security and supervision, school safety plan & emergency procedures, Partners in Education/ADDitions, and master calendar.
Cecere, Michael	Assistant Principal	Supervise/evaluate ELA, reading, ESOL, media center & technology, JROTC, CTE, and discipline on freshman campus. Supervise PLC Collaboration, progress monitoring, coordinate/lead: testing, student and staff device management, SAFE/threat assessment, academic tutoring and enrichment, quarterly academic recognitions, Khan Academy monitoring & implementation, HERO tracking system, security and supervision, school safety plan & emergency procedures, and transportation liaison.

Name	Position Title	Job Duties and Responsibilities
Abreu, Laura	Instructional Coach	PLC support for Geometry, 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 on main campus; implement and monitor discipline systems, inventory and facilities support, PBIS platform manager
Esteves, Wilson	Dean	Manage safety and supervision of students on main campus; implement and monitor discipline systems, inventory and facilities support, PBIS platform manager
Marshall, Danielle	Dean	Academic monitoring and attendance tracking of freshman campus students ACT/SAT testing support
Flynn, Timothy	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.
Alford, Michelle	Instructional Coach	Coaching Cycles and PLC common planning support for 9th Grade Center; professional development lead coach; data and progress monitoring; push in/pull outs.
Conlin, Nasayi	Staffing Specialist	Staffing Specialist: coordinates ESE services provided through IEP annual reviews, monitors and documents ESE services provided
Christensen-Jones, Sharon	Magnet Coordinator	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.
Maldonado, Paul	Assistant Principal	Supervise/evaluate science, math, PE, AVID, Social Studies and World Languages on freshman campus. Supervise PLC Collaboration, progress monitoring, coordinate/lead:

Name	Position Title	Job Duties and Responsibilities
		inventory, field trips, extracurriculars/clubs co-lead, facilities, open house, truancy/attendance, SAC/PTSA, Khan Academy, state reporting, accountability corrections, substitutes, parent engagement liaison, parent/teacher conferences and custodial liaison.
Sweet, Janeika	Assistant Principal	Supervise/evaluate social studies, JROTC, PE, VPA, Media Center & Technology and World Languages on the main campus. Supervise PLC Collaboration, progress monitoring, coordinate/lead: inventory, 5 star school award, facilities, student and staff device management, transportation, ADDition Financial, and custodial liaison.
Parries, Rachel	Dean	Manage safety and supervision of students on main campus; implement and monitor discipline systems, inventory and facilities support, PBIS platform manager.
Hodges Cook, Holly	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
Moroff, Cathy	Staffing Specialist	Staffing Specialist: coordinates ESE services provided through IEP annual reviews, monitors and documents ESE services provided
Becker, Raisa	Dean	Manage safety and supervision of students on 9th grade campus; implement and monitor discipline systems, inventory and facilities support, PBIS platform manager.
Chacon, Luis	Dean	Manage safety and supervision of students on 9th grade campus; implement and monitor discipline systems, inventory and facilities support, PBIS platform manager.

Demographic Information

Principal start date

Wednesday 6/26/2019, Betzabeth Reussow

Number of teachers with a 2022 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 2022 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.*

32

Total number of teacher positions allocated to the school

162

Total number of students enrolled at the school

3,361

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

46

Identify the number of instructional staff who joined the school during the 2022-23 school year.

44

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	950	906	775	683	3314
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	405	475	472	399	1751
One or more suspensions	0	0	0	0	0	0	0	0	0	133	92	82	60	367
Course failure in ELA	0	0	0	0	0	0	0	0	0	33	3	13	10	59
Course failure in Math	0	0	0	0	0	0	0	0	0	67	42	72	81	262
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	393	335	293	0	1021
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	370	468	346	103	1287
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	414	451	377	160	1402

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	6	5	6	29

Date this data was collected or last updated

Friday 8/12/2022

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	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

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	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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	49%	51%				42%	55%	56%
ELA Learning Gains	44%						46%	53%	51%
ELA Lowest 25th Percentile	35%						36%	40%	42%
Math Achievement	18%	36%	38%				27%	43%	51%
Math Learning Gains	35%						44%	49%	48%
Math Lowest 25th Percentile	49%						46%	46%	45%
Science Achievement	51%	31%	40%				58%	70%	68%
Social Studies Achievement	65%	43%	48%				70%	73%	73%

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

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
2022					
2019	57%	67%	-10%	67%	-10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	69%	-3%	70%	-4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	63%	-34%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	24%	53%	-29%	57%	-33%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	31	27	6	30	38	22	40		94	34
ELL	15	39	33	11	33	49	33	43		99	59
ASN	57	67		37	37		85	89		100	65
BLK	29	34	31	15	27	42	43	65		96	38
HSP	33	43	35	17	35	50	49	62		99	61
MUL	37	44		17	20					100	70
WHT	54	55	43	29	40	40	72	85		99	69
FRL	32	42	35	17	35	51	49	60		99	60
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	11
Percent Tested	95%
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%	0
English Language Learners	
Federal Index - English Language Learners	41
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	67
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	42
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	47
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	48
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	59
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 FSA and EOCs, our student proficiency is less than the district and the state in each core content area. ELA 9 has increased in proficiency from 33% to 36% and ELA proficiency from 31% to 32% from the 2021 to 2022 FSAs. Algebra I (14%) and Geometry (18%) proficiency levels have maintained from 2021 to 2022 FSAs. US History proficiency was 65% on the EOC and Biology proficiency was 51%. SWD were the lowest-performing subgroup across subject areas. SWD students were the only ESSA subgroup that performed below the 41% threshold in the needs assessment (33%). SWD has performed below 41% for the last 3 years.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our biggest potential area of growth is in mathematics--the district average for math achievement is 45% and state is 49%, while the school achievement level is 18%. Most students who would count towards a positive math achievement score take the FSA in middle school, subsequently not counting towards the school proficiency score. An area in which attainable growth can be made is in science achievement (Biology EOC). Our school proficiency (51%) lags behind state (61%) and district (60%) achievement

scores, when looking at comparable proficiency scores in social studies (US History EOC). For this, CHS has a 65% proficiency rate, as compared to the state (65%) and district (68%).

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

As mentioned for mathematics, most high-achieving students FSA in middle school. We have maintained levels of math proficiency in both Algebra I and geometry year over year. A more realistic discrepancy to address would be the deficit in biology achievement as compared to district and state proficiency. The school to state discrepancy has been 10% for the past 2 years. Biology will need additional oversight by instructional coaches and close monitoring by the assigned assessing administrator in order to close the gap.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Social studies achievement showed an increase of 9% in proficiency, compared to 1% for English, 2% for math and no change for science.

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

One of the biggest changes was having all students back on campus, instead of utilizing the LaunchED model. CHS utilized Professional Development to strengthen instructional practice and to provide specific strategies of collaboration, processing, and support for our ELL and SWD students. Tier I Interventionists supported implementation and progress monitoring in each core content area, reducing the teacher-student ratio and allowing teachers to probe student thinking, assess knowledge and remediate concepts.

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

CHS will need to continue emphasizing PD trainings offered throughout the course of the year. As novice teachers get acclimated to the profession, we will have to make sure they are supported and have opportunities to interact with veteran teachers regularly. We will also facilitate cross-curricular alignment (i.e. world history teachers infusing ELA writing strategies in their classrooms) to help students get consistent messaging and develop transferable skills.

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.

Academic coaches and assessing administrators will continue to monitor the progress of teachers and meet them where they are, by facilitating tiered coaching interventions. A common formatting for PLC meetings will help to keep meetings focused and action-oriented. Scheduling common planning for core

content areas, including ELA and Reading, and World History and ELA, will ensure sustainability of collaboration among the departments.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

SWD were the lowest-performing subgroup across subject areas. SWD students were the only ESSA subgroup that performed below the 41% threshold in the needs assessment (33%). SWD has performed below 41% for the last 3 years.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 8%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible

Rochelle Conyers (rochelle.conyers@ocps.net)

#2. Positive Culture and Environment specifically relating to improving student's sense of belonging.**Area of Focus
Description and
Rationale:
Include a rationale
that explains how
it was identified as
a critical need
from the data
reviewed.**

Panorama Survey Data indicates that students need support to help improve their sense of belonging at school:
only 29% of students indicated that they had a sense of belonging at school. The High School average for OCPS was 43%. Panorama Survey Data indicates that students want more support from teachers in helping to achieve rigorous academic expectations.
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:
State the specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.**

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

**Monitoring:
Describe how this
Area of Focus will
be monitored for
the desired
outcome.**

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:**

Betzabeth Reussow (betzabeth.reussow@ocps.net)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of Focus.**

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.
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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible Melissa Witham (melissa.witham@ocps.net)

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

Person Responsible Melissa Witham (melissa.witham@ocps.net)

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 Melissa Witham (melissa.witham@ocps.net)

#3. Instructional Practice specifically relating to Student Engagement**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student engagement is directly tied to academic achievement, and a more engaged student population helps to improve students' sense of belonging at school. By providing high-quality instruction with high levels of engagement, CHS teachers will help not only increase academic outcomes, but decrease negative behavioral interactions and improve the school climate/atmosphere.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on school grade data for 2022-2023, ELA, math, and US History will increase achievement by 5% and Biology will increase achievement by 6%. Our goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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.

Person responsible for monitoring outcome:

Betzabeth Reussow (betzabeth.reussow@ocps.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible Michelle Alford (michelle.alford@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 Laura Abreu (laura.abreu-sanchez@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 Danielle Marshall (danielle.marshall@ocps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, CHS engages 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.

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

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 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.