2013-2014 SCHOOL IMPROVEMENT PLAN

Colonial High
6100 OLEANDER DR
Orlando, FL 32807
407-482-6300

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	80%

Alternative/ESE Center	Charter School	Minority Rate
No	No	86%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Colonial High

Principal
Dr. Jonathan Prince

School Advisory Council chair
To be named at first meeting

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mabel Rios	Assistant Principal
Darrell Canamas	Assistant Principal
Marc Wasko	Assistant Principal
Tommy Bennett	Assistant Principal
Jairo Rosales	Assistant Principal
Michael Showalter	Assistant Principal

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

To be determined at first meeting

Involvement of the SAC in the development of the SIP

SAC will review SIP at each meeting and suggest any necessary interventions.

Activities of the SAC for the upcoming school year

SAC will be involved in a marketing plan for the school that will create more awareness of what the school has to offer in order to increase students participation in our cambridge program.
SAC will also create community awareness to get more business partners and community members

involved in the school to help ensure our academic goals are met.
Create a Business Advisory board

Projected use of school improvement funds, including the amount allocated to each project

to be determined at first meeting

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
7

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Dr. Jonathan Prince		
Principal	Years as Administrator: 15	Years at Current School: 0

Credentials	Doctorate of Education Certifications: Elementary K-6 Middle Grades Science Ed leadership School Principal
Performance Record	Boynton Beach High-(AP)/Urban African-American/B to A 2012-2013 Spanish River High-(AP)/Mix/B to A 2011-2012 Palm Beach Lakes High-(AP)/Urban African-American/D to C 2010-2011 FCAT Reading gains 37% Low 25 gains 42% FCAT Math gains 63% Low 25 gains 64%

Tommy Bennett		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials

Master of Science, Educational Leadership
Certifications:
Educational Leadership (All Levels)
Mathematics Grades 5-9

Performance Record

2012-2013 Colonial High School Grade Pending
Learning Gains
Reading 52% overall 46% Bottom quartile
Math 55% overall 35% bottom quartile
FCAT writing 36%
Meadow Woods ES, 2011-2012, Grade-A, 59% meeting
high standards in Reading, 58% meeting high standards in Math, 86%
meeting high standards in Writing, 52% meeting high standards in Science.
Liberty Middle School: 2010-2011 School Grade C 59 % Meeting High Standards in Reading 54 % Meeting High
Standards in Math 73 % Meeting High Standards in Writing 40 % Meeting High Standards in Science
59% Making Learning Gains in Reading 59% Making Learning Gains in Math 67 % of Lowest 25%
Making Learning Gains in Reading 64% of Lowest 25% Making Learning Gains in Math AYP Percent
of Criteria Met: 67%

Jairo Rosales		
Asst Principal	Years as Administrator: 12	Years at Current School: 3

Credentials	M.Ed in Science and Mathematics Certifications: Math and Physics Educational Leadership
Performance Record	2012-2013 Colonial High School Grade Pending Learning Gains Reading 52% overall 46% Bottom quartile Math 55% overall 35% bottom quartile 2011-2012 Colonial High School Grade Pending Learning Gains Reading 52% overall 46% Bottom quartile Math 55% overall 35% bottom quartile 2010-2011During the 2010-2011school year, Jones High School made 82% AYP. Jones received a "B" grade from the Florida Department of Education. During the 2009-2010 school year, Jones High School achieved the highest gains in moving their lowest 25% in Reading among all high schools in Orange

Mabel Rios		
Asst Principal	Years as Administrator: 9	Years at Current School: 0

Credentials	B.S. Science M.Ed. Science/Educational Leadership Certifications: School Principal(all levels) Educational Leadership (all levels) General Science (5-9)
Performance Record	2011-2012 Walker MS: School Grade C Assistant Principal 42% Meeting High Standards in Reading 38% Meeting High Standards in Math 70% Meeting High Standards in Writing 32% Meeting High Standards in Science 65% Making Gains in Reading 64% Making Gains in Math 73% of Lowest 25% Making Gains in Reading 66% of Lowest 25% Making Gains in Math 2011-2010 Walker MS: School Grade C Assistant Principal 69% AYP 52% Meeting High Standards in Reading 46% Meeting High Standards in Math 83% Meeting High Standards in Writing 25% Meeting High Standards in Science 60% Making Gains in Reading 59% Making Gains in Math 70% of Lowest 25% Making Gains in Reading 68% of Lowest 25% Making Gains in Math 2009-2010 Walker MS: School Grade B Assistant Principal 82% AYP 57% Meeting High Standards in Reading 61% Meeting High Standards in Math 87% Meeting High Standards in Writing 37% Meeting High Standards in Science 62% Making Gains in Reading 71% Making Gains in Math 70% of Lowest 25% Making Gains in

Reading
76% of Lowest 25% Making Gains in Math
2008-2009
Walker MS: School Grade C
Assistant Principal
64% AYP
56% Meeting High Standards in Reading
55% Meeting High Standards in Math
93% Meeting High Standards in Writing
36% Meeting High Standards in Science
58% Making Gains in Reading
63% Making Gains in Math
63% of Lowest 25% Making Gains in
Reading
67% of Lowest 25% Making Gains in Math
2007-2008
Jackson MS: School Grade B
Assistant Principal
77% AYP
58% Meeting High Standards in Reading
54% Meeting High Standards in Math
93% Meeting High Standards in Writing
40% Meeting High Standards in Science
59% Making Gains in Reading
69% Making Gains in Math
63% of Lowest 25% Making Gains in
Reading
67% of Lowest 25% Making Gains in Math

Marc Wasko		
Asst Principal	Years as Administrator: 1	Years at Current School: 8

Credentials	Ed.S. in Educational Leadership Certifications: Educational Leadership Middle Grades Integrated Curriculum(5-9) Physical Education (K-12) Reading Endorsement
Performance Record	2012-2013 Colonial High School Grade Pending Learning Gains Reading 52% overall 46% Bottom quartile Math 55% overall 35% bottom quartile Biology EOC: 66% Writing 36% AMO targets met: Math AMO targets not met: Reading 2011-2012 Colonial High School Grade C Learning Gains Reading 52% overall 46% Bottom quartile Math 55% overall 35% bottom quartile FCAT Writing: 79% AMO targets met: n/a AMO targets not met: Reading, Math 2010-2011 Colonial High School Grade B Reading Learning Gains 44% Learning Gains Low 25 42% Math Learning Gains 68% Learning Gains Low 25 54% FCAT Writing: 86% AMO targets met: Writing AMO targets not met: Reading, Math

Michael Showalter		
Asst Principal	Years as Administrator: 9	Years at Current School: 3

Credentials	M. Ed in Educational Leadership Certifications: Social Science 6-12; Educational Leadership School Principal
Performance Record	2012-2013 Colonial High School Grade Pending Learning Gains Reading 52% overall 46% Bottom quartile Math 55% overall 35% bottom quartile FCAT writing 36% 2011-2012 Colonial High School Grade C Learning Gains Reading 52% overall 46% Bottom quartile Math 55% overall 35% bottom quartile 2010-2011 Oak Ridge High School Grade C/69% AYP Reading 22% Proficient, 40% Learning Gains, lower quartile 49% Learning Gains Math 57% Proficient,69% Learning Gains, lower quartile 60% Learning Gains

Darrell Canamas		
Asst Principal	Years as Administrator: 4	Years at Current School: 1

Credentials	Master in Education (Leadership) Certifications: Ed. Leadership K-12 Eng. Lang. Arts Ed. 6-12
Performance Record	2012-2013 Colonial High School Grade Pending Learning Gains Reading 52% overall 46% Bottom quartile Math 55% overall 35% bottom quartile FCAT writing 36% Conway Middle School – 2009-2010 School Grade A FCAT Reading 79% Reading Learning Gains 67% Reading Learning Gains 25% 64% FCAT Math 76% Math Learning Gains 75% Math Learning Gains 25% 69% FCAT Writing 89% AMO Math Met Yes AMO Reading Met Yes Conway Middle School 2010-2011 School Grade A FCAT Reading 78% Reading Learning Gains 68% Reading Learning Gains 25% 66% FCAT Math 74% Math Learning Gains 71% Math Learning Gains 25% 60% FCAT Writing 92% AMO Math Met Yes AMO Reading Met Yes

Instructional Coaches

# of instructional coaches

19

 # receiving effective rating or higher

18, 95%

Instructional Coach Information:

Marjorie Ceballos		
Full-time / School-based	Years as Coach: 0	Years at Current School: 8

Areas	Reading/Literacy
Credentials	B.S., Social Science Education M.P.A., Public Administration Social Science, 6-12 Language Arts, 6-12
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2011-2012: Colonial High School School grade: C FCAT Reading: 34% Learning Gains Reading: 44% Learning gains L25%: 65 FCAT Math: 33% Learning Gains Math: 68% Learning gains L25%: 58 FCAT Writing: 79% AMO targets met: n/a AMO targets not met: Reading, Math 2010-2011: Colonial High School School grade: C FCAT Reading: 38% Learning Gains Reading: 44% Learning gains Reading L25%: 42% FCAT Math: 66% Learning Gains Math: 68 Learning gains Math L25%: 54% FCAT Writing: 86% AMO targets met: Writing AMO targets not met: Reading, Math

Melissa Weller		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2

Areas	RtI/MTSS, Other
Credentials	Bachelor's degree in Elementary Education, Master's degree in TESOL, Specialist degree in Educational leadership. Certified in the following areas: K-6 Elementary education, reading endorsed, ESOL endorsed, Social Sciences 6-12, Language arts 7-9, ESE certified k-12, Educational leadership K-12. Taught at all levels elementary, middle and high school
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2011-2012: Lake Nona High School School grade: A FCAT Reading: 62% Learning gains L25%: 54% FCAT Math: 56% Learning gains L25%: 48% AMO targets met: Math, Reading, Science AMO targets not met: n/a 2011-2012: Lake Nona Middle School School grade: A FCAT Reading: 75% Learning gains L25%: 65% FCAT Math: 72% Learning gains L25%: 61% AMO targets met: Math, Reading, Science AMO targets not met: n/a

Marlene Bermudez		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Other
Credentials	B.S. – Elementary Education (K-6) Certified in K-6, ESOL (K-12) Master's in Educational Leadership and Administration
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2011-2012: Spring Lake Elementary (87% Free or Reduced Lunch – Title I) School Grade: A FCAT Reading: 72% Satisfactory or higher Learning Gains – 75 points for gains Learning Gains L25% - 68 FCAT Math: 80% Satisfactory or higher Learning Gains – 78 points for gains Learning Gains L25% - 66 FCAT Writing: 99% Satisfactory or higher AMO were met 2010-2011: Spring Lake Elementary (85% Free or Reduced Lunch – Title I) School Grade: A FCAT Reading: 89% of students reading at or above grade level Learning Gains – 74% Learning Gains L25% - 62% FCAT Math: 89% of students math at or above grade level Learning Gains – 83% Learning Gains L25% - 77% FCAT Writing: 90% Satisfactory or higher AMO were met

John Babb		
Full-time / School-based	Years as Coach: 1	Years at Current School: 17

Areas	Other
Credentials	Masters in Educational Leadership, BA Psych, Certified on ESE K-12, Psych 6-12, School Principal K-12. Worked with OCPS 42 years as – ESE Paraprofessional, Teacher of Autism and IND students, Behavior Specialist, and as an Assistant Principal {19 years with the last 15 years at Colonial)
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2011-2012: Colonial High School School grade: C FCAT Reading: 34% Learning Gains Reading: 44% Learning gains L25%: 65 FCAT Math: 33% Learning Gains Math: 68% Learning gains L25%: 58 FCAT Writing: 79% AMO targets met: n/a AMO targets not met: Reading, Math 2010-2011: Colonial High School School grade: C FCAT Reading: 38% Learning Gains Reading: 44% Learning gains Reading L25%: 42% FCAT Math: 66% Learning Gains Math: 68 Learning gains Math L25%: 54% FCAT Writing: 86% AMO targets met: Writing AMO targets not met: Reading, Math

Jennifer Williams		
Full-time / School-based	Years as Coach: 3	Years at Current School: 0

Areas	Science
Credentials	B.S. Secondary Education – Biology, Pennsylvania State University, 1998 M.A. Instructional Technology – Instructional Systems – University of Central Florida, 2004
Performance Record	2012-2013: District Office District grade - C FCAT Reading - 59 Learning Gains - 67 Learning gains L25% - 66 FCAT Math - 59 Learning Gains - 67 Learning gains L25% - 63 ALG EOC (if applicable) GEO EOC (if applicable) FCAT Writing - 54 Biology EOC (if applicable) - Science - 57 2011-2012 Meadowbrook MS School grade - D FCAT Reading - 37 Learning Gains - 63 Learning gains L25% - 61 FCAT Math - 36 Learning Gains - 58 Learning gains L25% - 64 ALG EOC (if applicable) GEO EOC (if applicable) FCAT Writing - Biology EOC (if applicable) - Grade 8 FCAT Science - 27 2010-2011: Meadowbrook MS School grade - C FCAT Reading - 46 Learning Gains - 51 Learning gains L25% - 68 FCAT Math - 51 Learning Gains - 65 Learning gains L25% - 75 ALG EOC (if applicable) GEO EOC (if applicable) FCAT Writing - 79 Biology EOC (if applicable) - Grade 8 FCAT - 21

Deborah Mullins		
Full-time / School-based	Years as Coach: 1	Years at Current School: 16

Areas	Other
Credentials	Certificate in Educational Leadership, Masters Degree in Varying Exceptionalities, Certified in Psychology, Social Sciences, ESE K-12, Varying Exceptionalities K-12, Completed the Reading Endorsement and will add to license upon renewal in 2015.
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2011-2012: Colonial High School School grade: C FCAT Reading: 34% Learning Gains Reading: 44% Learning gains L25%: 65 FCAT Math: 33% Learning Gains Math: 68% Learning gains L25%: 58 FCAT Writing: 79% AMO targets met: n/a AMO targets not met: Reading, Math 2010-2011: Colonial High School School grade: C FCAT Reading: 38% Learning Gains Reading: 44% Learning gains Reading L25%: 42% FCAT Math: 66% Learning Gains Math: 68 Learning gains Math L25%: 54% FCAT Writing: 86% AMO targets met: Writing AMO targets not met: Reading, Math

Maria Davila		
Full-time / School-based	Years as Coach: 1	Years at Current School: 13

Areas	Mathematics, Other
Credentials	BA in Environmental Design MaEd
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2011-2012: Colonial High School School grade: C FCAT Reading: 34% Learning Gains Reading: 44% Learning gains L25%: 65 FCAT Math: 33% Learning Gains Math: 68% Learning gains L25%: 58 FCAT Writing: 79% AMO targets met: n/a AMO targets not met: Reading, Math 2010-2011: Colonial High School School grade: C FCAT Reading: 38% Learning Gains Reading: 44% Learning gains Reading L25%: 42% FCAT Math: 66% Learning Gains Math: 68 Learning gains Math L25%: 54% FCAT Writing: 86% AMO targets met: Writing AMO targets not met: Reading, Math

Patrice Anderson		
Full-time / School-based	Years as Coach: 0	Years at Current School: 2

Areas	Other
Credentials	Master in Counseling and Psychology, M.S. Specialist In Education, Ed.S
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2011-2012: Legacy Middle School School grade: A FCAT Reading: 66% Learning gains L25%: 71% FCAT Math: 67% Learning gains L25%: 77 % ALG EOC: % FCAT Writing: 75% Biology EOC: % AMO targets met: AMO targets not met: 2010-2011: Legacy Middle School School grade: A FCAT Reading: 71% Learning gains L25%: 74% FCAT Math: 76% Learning gains L25%: 76 % ALG EOC: % FCAT Writing: 82% Biology EOC: % AMO targets met: AMO targets not met:

Ida Castillo		
Full-time / School-based	Years as Coach: 2	Years at Current School: 6

Areas	Reading/Literacy, Mathematics, RtI/MTSS, Other
Credentials	Bachelors Hospitality Management Masters School Counseling Middle Grades Math Certification School Counseling Certification
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2011-2012: Colonial High School School grade: C FCAT Reading: 34% Learning Gains Reading: 44% Learning gains L25%: 65 FCAT Math: 33% Learning Gains Math: 68% Learning gains L25%: 58 FCAT Writing: 79% AMO targets met: n/a AMO targets not met: Reading, Math 2010-2011: Colonial High School School grade: C FCAT Reading: 38% Learning Gains Reading: 44% Learning gains Reading L25%: 42% FCAT Math: 66% Learning Gains Math: 68 Learning gains Math L25%: 54% FCAT Writing: 86% AMO targets met: Writing AMO targets not met: Reading, Math

Michael Boergers		
Full-time / School-based	Years as Coach: 10	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Reading Endorsement K-12 OCPS Coaching Pool District Thinking Maps Trainer District CCSS Trainer CAR-PD Trainer NGCAR-PD Trainer 3-12 Master Trainer for Florida Assessments for Instruction in Reading 3-12 Advanced Master Trainer for the Florida Assessments for Instruction in Reading OCPS Clinical Educator
Performance Record	2012-2013: District Office District grade - C FCAT Reading - 59 Learning Gains - 67 Learning gains L25% - 66 FCAT Math - 59 Learning Gains - 67 Learning gains L25% - 63 ALG EOC (if applicable) GEO EOC (if applicable) FCAT Writing - 54 Biology EOC (if applicable) - Science - 57 2011-2012: District Office District grade - B FCAT Reading - 67 Learning Gains - 60 Learning gains L25% - 57 FCAT Math - 72 Learning Gains - 68 Learning gains L25% - 65 ALG EOC (if applicable) GEO EOC (if applicable) FCAT Writing - 83 Biology EOC (if applicable) - Science 48 2010-2011: District Office District grade - B FCAT Reading - 67 Learning Gains - 60 Learning gains L25% - 57 FCAT Math - 72 Learning Gains - 68 Learning gains L25% - 65 ALG EOC (if applicable) GEO EOC (if applicable)

FCAT Writing - 83
Biology EOC (if applicable) - Science - 48

Frances Melecio		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3
Areas	Other	
Credentials	BA- Organizational Management – Warner University MA ED- Educational Leadership- NOVA University	
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2011-2012: Colonial High School School grade: C FCAT Reading: 34% Learning Gains Reading: 44% Learning gains L25%: 65 FCAT Math: 33% Learning Gains Math: 68% Learning gains L25%: 58 FCAT Writing: 79% AMO targets met: n/a AMO targets not met: Reading, Math 2010-2011: District Office District grade - B FCAT Reading - 67 Learning Gains - 60 Learning gains L25% - 57 FCAT Math - 72 Learning Gains - 68 Learning gains L25% - 65 ALG EOC (if applicable) GEO EOC (if applicable) FCAT Writing - 83 Biology EOC (if applicable) - Science - 48	

Christopher Burley		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Other
Credentials	11 Years Classroom Teacher New Teacher Mentor Athletics Coach 11 years County World History Course Curriculum writer County World History Course End of the Year Test Writer BA – Humanities (2 minors: Philosophy/Religious Studies
Performance Record	2012-2013 Winter Park HS School Grade A FCAT Reading Learning Gains 70% Learning gains L25% 65% FCAT Math Learning Gains 74% Learning gains L25% 64% ALG EOC (if applicable) 87% GEO EOC (if applicable) FCAT Writing 89% Biology EOC (if applicable) 79% AMO targets met: Math Reading AMO targets not met: Writing 2011-2012 Lake Nona HS School Grade B FCAT Reading Learning Gains 55% Learning gains L25% 75% FCAT Math Learning Gains 73% Learning gains L25% 85% ALG EOC (if applicable) GEO EOC (if applicable) 95% FCAT Writing 80% Biology EOC (if applicable) 63% AMO targets met: Math AMO targets not met: Reading 2010-2011 Lake Nona HS School grade C FCAT Reading Learning Gains 54% Learning gains L25% 47% FCAT Math Learning Gains 78% Learning gains L25% 66% ALG EOC (if applicable) GEO EOC (if applicable) FCAT Writing 80% Biology EOC (if applicable)39%

AMO targets met:
AMO targets not met:

John Soriano		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Other
Credentials	ESE Certification
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading

Kathy Lambert		
Full-time / School-based	Years as Coach: 5	Years at Current School: 1

Areas	Reading/Literacy
Credentials	o Reading Endorsement, Florida Department of Education o Master's of Education, Specific Learning Disabilities, Georgia Southern University o Addition to Master's of Education, Severe and Profound Handicaps, Orthopedic Impairments, Georgia State University o Member, Instructional Coaching Pool, Orange County Public Schools o District Lead Teacher and Coordinator, Orange County Public Schools Title I Highly Qualified Paraprofessional Academy o Curriculum Resource Teacher, Cherokee Elementary School o Exceptional Student Education Placement Specialist, Union Park Middle School o Team Leader, Department Chair, Exceptional Student Education, Union Park Middle School o Teacher of the Year, 1989 Union Park Middle School o Teacher of the Year, 1988 Bulloch County Schools, Georgia o Recipient, Walt Disney Teacheriffic Award o OCPS Superintendent's $50,000 Grant Co-recipient, Colonial High School o Two-year apprentice to Florida Inclusion Network, Differentiated Instruction o Curriculum Writer for IMS o Coordinator, Georgia State Summer Special Olympics o School-based Co-instructor, Therapeutic Education, Georgia Southern University o President, Bulloch County Council for Exceptional Children o Certified Trainer: ? Thinking Maps ? Path to Proficiency for English Language Learners ? A Language for Leadership ? A Language for Learning ? Florida Assessments for Instruction in Reading ? Reading Endorsement ? Ruby Payne ? Tucker Signing for Reading ? LETRS ? Classroom Walk Throughs ? Lesson Study ? Next Generation Content Area Reading Professional Development ? Project CRISS ? OCPS Highly Qualified Paraprofessional Academy
Performance Record	2012-2013: District Office District grade - C FCAT Reading - 59 Learning Gains - 67

Learning gains L25% - 66
FCAT Math - 59
Learning Gains - 67
Learning gains L25% - 63
ALG EOC (if applicable)
GEO EOC (if applicable)
FCAT Writing - 54
Biology EOC (if applicable) - Science - 57
2011-2012: District Office
District grade - B
FCAT Reading - 67
Learning Gains - 60
Learning gains L25% - 57
FCAT Math - 72
Learning Gains - 68
Learning gains L25% - 65
ALG EOC (if applicable)
GEO EOC (if applicable)
FCAT Writing - 83
Biology EOC (if applicable) - Science 48
2010-2011: District Office
District grade - B
FCAT Reading - 67
Learning Gains - 60
Learning gains L25% - 57
FCAT Math - 72
Learning Gains - 68
Learning gains L25% - 65
ALG EOC (if applicable)
GEO EOC (if applicable)
FCAT Writing - 83
Biology EOC (if applicable) - Science - 48

Susan Beecher		
Full-time / School-based	Years as Coach: 15	Years at Current School: 1

Areas	Other
Credentials	Professional Learning (1) Proven Experience in working with and through professional learning communities to improve student learning • Timber Creek (2008-2011)– worked with school three years, mentored two reading coaches, provided "Expert Other" during weekly PLC sessions, modeled lessons, side-by-side coaching/ teaching, deconstruction of standards, developed and provided PD based on student/teacher data on data analysis, implementation of EDGE reading program, vocabulary, differentiated instruction, rotational model, research-based strategy instruction, CRISS, Thinking Maps etc. School grade improved from C to B. • University H. S. (2008-2011) – worked with school three years, mentored reading coach, developed and provided PD based on student/teacher data on: data analysis and extensive work on vocabulary, deconstruction of standards, implementation of Academy of Reading, research-based strategy instruction etc. School grade improved to A. • Evans H. S. (2009-2012) – worked with school three years (year 1 reading/years 2&3 LA), mentored reading coaches, mentored writing coach, developed and provided PD based on student/ teacher data on: data analysis, vocabulary, differentiation instruction, implementing a rotation model in reading, Language Arts and social studies classrooms, provided "Expert Other" facilitation during bi-weekly PLC meetings, met with grades 9 & 10 Language Arts teachers 4 days a week to facilitate common planning, modeled lessons, one-on-one intensive work with students, deconstruction of standards, data chats with teachers and students, side-by-side coaching. Intense coaching with three first year teachers. Extensive Evans data is provided in the upload document entitled "Beecher data". In short, in the 2011-2012 school year Evans reading data improved 3 points from last year, Writing improved 12 points, Learning Gains for reading improved 15 points and the lowest 25% improved 12 points. The Learning Gains and Lowest 25% statistics are the highest in the school's history, resulting in the only B in the school's history. (2) Minimum of three years teaching experience with a proven record of expanded responsibilities • Carver M. S. 1979-1998 – o Team leader and Department Chair 1985-1998; o Finalist, "Teacher of the Year" Middle School League of Teachers. 1989 o Orange County Writes! o Demonstration classroom (1997-2000) for ASK (Attitude, Skills, Knowledge) Academy; o Literacy Prototype 1994-1996; Student averaged 2.5 years growth in reading in one school year.

o Superintendent's Mini-grant awarded 1995;
o Developed and implemented a team-wide Literature Circle
project which focused on cross-curricular reading projects.
o ESOL trainer for site;
o New teacher Mentor 1990-1998;
o Disney Teacherific Award for "Hallway Curriculum" project;
o Multiple school and district writing team experiences;
o Developed and delivered PD for Middle School Endorsement
• Liberty M. S. 1998-1999 –
o Team leader, Department Chair,
o Administrator for After School Program (partnered with YMCA
and Orange County Parks and Rec);
o coordinated community outreach with local churches and the
Orange County Hispanic Council;
o Principal hiring committee 1999;
o Frameworks for Higher Achievement project 1999 – organized,
developed and edited all current benchmarks with available
resources for OCPS website.
o Great Beginnings Trainer 1998-2000
• District Office – Curriculum Services 1999-Present
o 1999 – 2001 - Curriculum Resource Specialist for Language
Arts, Reading and Social Studies K-12. 2001 – Present – Reading
and Language Arts 6-12
? Creation, revision and roll out of Benchmark Assessments
? Creation, revision and roll out of Benchmark mini-assessments
? Common Core Roll Out
? Task Analyses for Language Arts and Reading
? Facilitated Writing Teams
• Task Analyses for Language Arts 6-12
• Task Analyses for Reading 6-12
• Reading for College Success
• Writing for College Success
• SS task analyses
• CIA Blueprints for Language Arts 6-12
• CIA Blueprints for (rev.) Reading for College Success
• CIA Blueprints for (rev.) Writing for College Success
? CIA Cross-Curricular Math/Language Arts Blueprints
? Liaison between OCPS and the Orange County Library System
? Point of Contact for Vendors 1999-2010
? Title I Middle School Reading Project 2004-5 (Interesting note:
over 50% of the participants in this year-long project either have
been or are currently serving as Reading Coaches in OCPS>
? Black and Hispanic Male Study Project
? Creation, revision and editing the K-12 Reading Plan for the
FLDOE
? DOE Course Code Revision Committee – 2003
? DOE FTCE Item Analysis – 2002
? DOE FTCE Item Generation - 2003
(3) Experience in creating and delivering staff development
related to Marzano Instructional strategies or equivalent
experience

• Developed secondary (6-12) online modules 1, 2 & 3 for Year One of OCPS' Black Belt training to include the Professional Development Standards Protocol.
• Developed and presented secondary (6-12) Practicum One for Year One of OCPS' Black Belt Training to include the Professional Development Standards Protocol.
• Developed and presented secondary (6-12) Practicum Two for Year One of OCPS' Black Belt Training to include the Professional Development Standards Protocol.
• Developed Marzano Vocabulary PD and resource documents.
• Developed and presented, on a monthly basis, Professional Learning Experiences for OCPS Reading/Literacy Coaches based on Marzano's High Yield Strategies research.
• Developed and delivered, upon request, school-specific Professional Development aligned with the Professional Development Standards Protocol and the High Yield Strategies research.
•

Performance Record	2012-2013: District Office District grade - C FCAT Reading - 59 Learning Gains - 67 Learning gains L25% - 66 FCAT Math - 59 Learning Gains - 67 Learning gains L25% - 63 ALG EOC (if applicable) GEO EOC (if applicable) FCAT Writing - 54 Biology EOC (if applicable) - Science - 57 2011-2012: District Office District grade - B FCAT Reading - 67 Learning Gains - 60 Learning gains L25% - 57 FCAT Math - 72 Learning Gains - 68 Learning gains L25% - 65 ALG EOC (if applicable) GEO EOC (if applicable) FCAT Writing - 83 Biology EOC (if applicable) - Science 48 2010-2011: District Office District grade - B FCAT Reading - 67 Learning Gains - 60 Learning gains L25% - 57 FCAT Math - 72 Learning Gains - 68 Learning gains L25% - 65

ALG EOC (if applicable)
GEO EOC (if applicable)
FCAT Writing - 83
Biology EOC (if applicable) - Science - 48

Tonja Doering		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Other
Credentials	B.A. Communication Disorders M.A. Varying Exceptionalities Middle Grades Integrated Curriculum 5-9 Varying Exceptionalities K-12 Reading Endorsement ESOL Endorsement
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2010-11 Corner Lake Middle School School grade- A FCAT Reading Learning Gains- 64% Learning gains L25%- 67% FCAT Math Learning Gains-68% Learning gains L25%- 64% FCAT Writing- 90% 2011-12 Corner Lake Middle School School grade-A FCAT Reading Learning Gains- 72 Learning gains L25%- 72 FCAT Math Learning Gains- 66 Learning gains L25%-56 FCAT Writing- 82

Edward Witham		
Part-time / School-based	Years as Coach: 7	Years at Current School: 7

Areas	Other
Credentials	4 Years teaching experience 6 years Dean experience Master in Educational Administration
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2011-2012: Colonial High School School grade: C FCAT Reading: 34% Learning Gains Reading: 44% Learning gains L25%: 65 FCAT Math: 33% Learning Gains Math: 68% Learning gains L25%: 58 FCAT Writing: 79% AMO targets met: n/a AMO targets not met: Reading, Math 2010-2011: Colonial High School School grade: C FCAT Reading: 38% Learning Gains Reading: 44% Learning gains Reading L25%: 42% FCAT Math: 66% Learning Gains Math: 68 Learning gains Math L25%: 54% FCAT Writing: 86% AMO targets met: Writing AMO targets not met: Reading, Math

Maria Torres		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	[none selected]
Credentials	Master's Degree in ESL Bachelor's Degree in Secondary English Arts 6th-12th grades 18 years of experience
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2011-2012: Corner Lake Middle School grade: A FCAT Reading: 67% Learning gains L25%: 69% FCAT Math: 64% Learning gains L25%: 71% ALG EOC: % FCAT Writing: 90% Biology EOC: % AMO targets met: AMO targets not met: 2010-2011: Corner Lake Middle School grade: A FCAT Reading: 72% Learning gains L25%: 72% FCAT Math: 62% Learning gains L25%: 56% ALG EOC: % FCAT Writing: 82% Biology EOC: % AMO targets met: AMO targets not met:

Melissa Witham		
Full-time / School-based	Years as Coach: 10	Years at Current School: 15

Areas	[none selected]
Credentials	Bachelors English Masters Ed Leadership
Performance Record	2012-2013: Colonial High School School grade: C FCAT Reading: 39% Learning gains L25%: 69% FCAT Math: 45% Learning gains L25%: 71% ALG EOC: 34% FCAT Writing: 36% Biology EOC: 66% AMO targets met: Math AMO targets not met: Reading 2011-2012: Colonial High School School grade: C FCAT Reading: 34% Learning Gains Reading: 44% Learning gains L25%: 65 FCAT Math: 33% Learning Gains Math: 68% Learning gains L25%: 58 FCAT Writing: 79% AMO targets met: n/a AMO targets not met: Reading, Math 2010-2011: Colonial High School School grade: C FCAT Reading: 38% Learning Gains Reading: 44% Learning gains Reading L25%: 42% FCAT Math: 66% Learning Gains Math: 68 Learning gains Math L25%: 54% FCAT Writing: 86% AMO targets met: Writing AMO targets not met: Reading, Math

Classroom Teachers

# of classroom teachers

150

 # receiving effective rating or higher

145, 97%

 # Highly Qualified Teachers

100%

 # certified in-field
150, 100%

 # ESOL endorsed
33, 22%

 # reading endorsed
23, 15%

 # with advanced degrees
86, 57%

 # National Board Certified
6, 4%

 # first-year teachers
28, 19%

 # with 1-5 years of experience
58, 39%

 # with 6-14 years of experience
73, 49%

 # with 15 or more years of experience
42, 28%

Education Paraprofessionals

# of paraprofessionals
16

 # Highly Qualified
16, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Ida Rivera/Leonard Opheim
Assisting teachers in contacting parents weekly to provide them with updated grades, attendance and behavior records. Give support and guidance to mathematic teachers. Observe math classes and give teachers immediate feedback on. Discuss math content and pedagogical issue related to materials. Oversee math PLC working with collaborative groups to assess students' scores and improve teaching content
Tonja Doering, Michael Boergers, Kathy Lambert FAIR testing and collection of test data. Meet with Reading teachers regarding rotations/block schedule. Meet with Reading teachers regarding

rotations/block schedule. Level Reading classes and ensure proper student placement into reading class. Support Reading teachers and core class teachers with curriculum and resources for Reading. Henry Kremnitzer- Instructional support and offering strategies with small group pull-outs. Behavioral Modifications/Interventions. Behavioral Modifications/Interventions.
Melissa Witham and Susan Beecher .Organize Staff Development to assist with best practices in Teaching. Classroom Observations and Feedback Individual meetings assisting with individual needs and strategies. Plan and train Teachers during PLC's on programs such as Progress book and SMS systems. Conducts new teacher CWT's and bi-weekly support meetings. Ongoing
Coordinate with teachers to assess student weaknesses , make up assignments, and tutoring needs. Arrange motivational activities to recognize student achievement.
Multiple quarterly meetings with students and teachers to assess needs\express concerns Davin Monroe Weekly
Frances Melecio, Maria Torres- Assist teachers with ESOL strategies. Ongoing
John Soriano-Provide ESE strategies and instructional modifications to teachers. Ongoing
Edward Witham, Chris Corn, Chris Burley and Patrice Anderson. Assist teachers with classroom management techniques through small group and individual assistance. Ongoing

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Bi weekly group meeting and Individual Meetings regarding Instructional Strategies are part of the assistance the new teachers receive. Mentors are assigned based upon their expertise and content familiarity. Common planning at the end of everyday and PLC meetings provide assistance throughout the year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team which consists of instructional coaches and administration meets on a bi-monthly basis to discuss performance data as it pertains to student and subgroup performance. Each assistant principal is responsible for certain areas/subgroups. They are supported by instructional coaches, LRS, CCT, staffing specialists and curriculum leaders as needed.
The tiered model of delivery of instruction includes the general education classes which offer the core instruction. The supplemental, or tier two instruction includes the intensive reading and intensive math classes offered to students who are unsuccessful with the EOC and FCAT. Tier three interventions take place with tutoring that is offered after school three days a week on both campuses. This also includes the ZAP program that is held on both campuses.
Data sources used for fidelity checks at each level include the use of the following sources: IMS, EDW, Benchmark Data, IEP, referrals, Plasco system, FAA, FCAT, PERT, ACT, SAT.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

MTSS is made up of the instructional coaches, CCT, placement specialist, academic and discipline deans and the administration team.

The data collected from classroom data, common assessments, FCAT, FAA, PERT, ACT and SAT, as well as IMS, EDW, benchmark data, IEP's referrals and the Plasco system are used to determine which students are at risk academically and or behaviorally. The team discusses appropriate interventions for students based on the previous data. The interventions are tracked to determine the effectiveness by the individual classroom teachers.

Students in need of behavioral support are referred to our SAFE program, and if necessary are referred to SEDNET for counseling services as appropriate.

The progress monitoring tracking system is used by the whole faculty to document interventions and strategies in an effort to improve student outcomes. Freshman campus teachers are required to pull a weekly grade report which is then used to calculate a school average of D's and F's students have in classes.

PLC's meet two times a week to discuss data and common assessment results that are relevant to teachers particular subject of instruction. Differentiated instruction training which is ongoing, will continue to be provided to teachers though instructional coaches and mentor teachers.

Weekly faculty meetings are held to discuss design questions and data trends. Teachers will report out data to the principal that will be shared at the administration meetings.

A safe and professional learning environment is established through the listed support systems, as well as the duty schedule for all instructional coaches and administration team for supervision during the day.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Instructional coaches, assistant principals and the principal attend the twice a week PLC meetings in which they help to disseminate the data being discussed at the meetings and adjust the pacing schedule for instruction based on the results as necessary.

The data collected at the PLC's and from classroom observations conducted by the administration team are shared at the bi-monthly administration meeting as well staff development discussed to incorporate and share with the teachers as a result.

Departments hold once a month MTSS meetings during common planning time in which grade level and subject area data is discussed as well as the individual student level. EDW, IMS, FCAT, FAA, PERT, ACT and SAT and benchmark data are used by departments and individual teachers in order to identifiy common trends with students and classroom data.

Classroom walk through information is shared from the administration team with the instructional coaches so that relevant professional development can be implemented as well as coaching and mentoring is able to take place.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

EDW is used for academic as well as behavioral information. This system shares information including ESOL, ESE indicators, FCAT performance, attendance, discipline, SES and enrollment demographics. FCAT, Benchmark, common assessments, ACT, SAT and PERT scores are used for academic data which drives instruction in core classes.

Progressbook updates grades and attendance for teachers and parents to see student performance as soon as the grades are inputted by teachers, which includes a minimum of one grade a week.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

PLC meetings and department meetings will continue to be held to increase support and understanding of the MTSS process with staff. Effective and ineffective strategies teachers incorporate in their classrooms are shared during this time. Progress monitoring system is used to track interventions for individual students. Staff development is held on a weekly bases, and for new teachers increased staff

development is available based on the instructional need.

For parents, meet the teacher events, curriculum nights, open house, monthly newsletters sent home by the principal as well as connect ed messages increases awareness by parents. Parents are contacted for parent teacher conferences, ESOL meeting and IEP meetings in advance so parents are able to attend.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 5,950

Teachers have a 35 minute common planning time at the end of each school day to collaborate or receive extra Professional Development.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Lesson plans are looked at and teachers observations are reflective of the collaboration and professional development strategies implemented.

Who is responsible for monitoring implementation of this strategy?

Administrative team

Strategy: Before or After School Program

Minutes added to school year: 144,000

8th period class offered for Drama to enhance students interests in the Arts.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The Drama teacher has a grade book and collects data from performances and class

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program
Minutes added to school year: 5,950

Tutoring is available from all teachers in their subject area.

Strategy Purpose(s)

• Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Sign in sheets are collected and teachers track student progress as it relates to the assistance the student is receiving.

Who is responsible for monitoring implementation of this strategy?

Administrative staff and teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michael Boergers	Literacy Coach
Tonja Doering	Literacy Coach
Marc Wasko	Assistant Principal
Susan Beecher	LRS
Joellen Brooks	Media Specialist
Sarah Peters	Reading Teacher
Melissa Weller	Staffing Coordinator
Elleen Ellis	Reading Teacher
Lauren Bartolomucci	Reading Teacher
Johnitha Pugh	English Teacher
Angela Banks	Reading Teacher
Desiree Middleton	Science Teacher
Kathy Lambert	Literacy Coach
Frances Melecio	CCT
Damon Nieves	Testing Coordinator

How the school-based LLT functions

Colonial's Literacy Leadership Team functions to assist in promoting an environment of literacy across both campuses. Our purpose is to create and foster a capacity of reading knowledge within the school and focus on all areas of literacy at Colonial High School. Working as a team, we meet once a month or as needed to meet the literacy needs on our campus.

At Colonial High School, everyone has an important role in promoting the four elements of literacy, fluency, vocabulary, comprehension and writing through Differentiated Instruction and Response to

Intervention.
Administrators:
1. Utilize data to drive focus for literacy improvement.
2. Communicate clear expectations and provide feedback with data; i.e., FAIR, FCAT and Achieve 3000.
3. Provide research-based resources and professional development.
4. Support all students and teachers with respect to all reading programs.
5. Visit classrooms on a daily basis and monitor fidelity to literacy plan.
6. Utilize the Iobservations "Look Fors" when visiting classrooms
7. Model effective literacy behaviors and recognize teachers who promote the five elements of literacy.
8. Celebrate successes related to the implementation of exemplary literacy practices and student achievement.
9. Professional Development for AVID, Reading Strategies, MTSS and DI Model.
Reading Coach/Curriculum Leaders/LRS
1. Provide research-based resources and professional development.
2. Communicate resources available to all content areas to support effective literacy instruction.
3. Provide assistance and feedback with the implementation of the Achieve 3000 program.
4. Monitor, visit all reading classes and implement reading strategies as deemed appropriate
5. Provide feedback on instruction for professional learning in a safe environment.
6. Teach, model, and practice literacy strategies for teachers.
7. Celebrate successes related to the implementation of exemplary literacy practices and student achievement.
Media Center:
1. Share relevant/purposeful academic resources and websites.
2. Communicate resources available to all content areas to support effective literacy instruction.
3. Select and promote reading materials appropriate for school community.
4. Facilitate student and staff access to quality reading materials
5. Solicit community involvement related to reading such as Career Fair.

Major initiatives of the LLT

1. To establish a literacy vision for the school.
2. To develop professional development opportunities that match the school's literacy vision and needs.
3. To support the administration by providing multiple voices that represent the staff.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers will become adept at data-driven instruction through teaching Common Core Literacy standards, using research-based best practices and AVID strategies for reading and writing. Emphasis will be placed on the College and Career Readiness Anchor Standards.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The teachers in all courses use real world events of experiences of the students to relate back to the class. Teachers tie in these examples so students can see the relationships between the real world and what they are doing in the classroom.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

AVID has college and career week in which they have schools and businesses com in and talk with students and they are available during lunch to the students can ask questions. The guidance counselors meet with the students to discuss their college and career plans in order to schedule the appropriate classes for the students needs and goals.

Strategies for improving student readiness for the public postsecondary level

Increase enrollment in Advanced Placement courses and Dual Enrollment Courses.

Increase students taken the ACT

Increase number of students passing the PERT exam

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	38%	No	54%
American Indian				
Asian	72%	61%	No	75%
Black/African American	48%	33%	No	53%
Hispanic	45%	35%	No	51%
White	62%	52%	No	66%
English language learners	28%	8%	No	35%
Students with disabilities	27%	24%	No	34%
Economically disadvantaged	45%	35%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	373	23%	30%
Students scoring at or above Achievement Level 4	230	14%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		52%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	870	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	251	69%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	247	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	97	20%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	124	26%	31%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	510	60%	65%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	295	36%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		21%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	65%	Yes	48%
American Indian				
Asian	63%	76%	Yes	66%
Black/African American	46%	42%	No	51%
Hispanic	38%	42%	Yes	44%
White	53%	55%	Yes	58%
English language learners	28%	18%	No	35%
Students with disabilities	23%	22%	No	30%
Economically disadvantaged	38%	42%	Yes	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		27%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	998	65%	71%
Students in lowest 25% making learning gains (EOC)	256	71%	76%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	185	17%	22%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	227	31%	36%
Students scoring at or above Achievement Level 4	36	4%	9%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	195	25%	30%
Students scoring at or above Achievement Level 4	95	12%	17%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	170	40%	45%
Students scoring at or above Achievement Level 4	109	25%	30%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		10
Participation in STEM-related experiences provided for students	50	15%	20%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	893	28%	33%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		66%	71%
Students taking one or more advanced placement exams for STEM-related courses	49	29%	34%
CTE-STEM program concentrators	6		7
Students taking CTE-STEM industry certification exams	333	37%	42%
Passing rate (%) for students who take CTE-STEM industry certification exams		37%	42%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1486	44%	49%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	260	15%	20%
Passing rate (%) for students who take CTE industry certification exams		26%	31%
CTE program concentrators	218	15%	18%
CTE teachers holding appropriate industry certifications	7	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	979	28%	23%
Students in ninth grade with one or more absences within the first 20 days	259	28%	25%
Students in ninth grade who fail two or more courses in any subject	93	10%	5%
Students with grade point average less than 2.0	969	27%	22%
Students who fail to progress on-time to tenth grade	6	0%	0%
Students who receive two or more behavior referrals	171	5%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	307	9%	4%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	580	74%	80%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	153	67%	72%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	647	81%	86%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

1. Increase amount of parents who attend Open House
2. Increase parent involvement at school sponsored events.
3. Increase number of parents that attend PTSA and SAC meetings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	250	7%	25%
School Sponsored Events	500	14%	25%
PTSA and SAC	8	.2%	10%

Goals Summary

G1. Increase the number of students that are currently taking and passing the industry certification exams. Adding additional exams that students would be successful in passing.

G2. Increase the number of students that successfully graduate in four years.

G3. All teachers will incorporate writing in their content to assist students with text based writing practices to improve writing skills In order to increase performance on FCAT Writing this year.

Goals Detail

G1. Increase the number of students that are currently taking and passing the industry certification exams. Adding additional exams that students would be successful in passing.

Targets Supported
- CTE

Resources Available to Support the Goal
- Our CTE instructional support person will assist students and teachers so they are updated and prepared for industry certification exams and how to prepare for them

Targeted Barriers to Achieving the Goal
- teachers need to be up to date on what the exam is requiring the student to know and do.

Plan to Monitor Progress Toward the Goal

the number of students that pass the exams for industry certification

Person or Persons Responsible
Administration and CCT

Target Dates or Schedule:
after the industry certification exams are giving

Evidence of Completion:
percentage that passed has increased.

G2. Increase the number of students that successfully graduate in four years.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE

Resources Available to Support the Goal

- Instructional coaches will assist teachers in strategies that will help students achieve success in classes. Guidance Counselors will assist students with schedule choices that enable them to be on track to graduate The CCRC coordinator will meet with students to help them see the opportunities and benefits of accelerated programs

Targeted Barriers to Achieving the Goal

- Success of students in AP classes passing the AP exam Students turning in material on time for dual enrollment Students taking initiative to keep on track

Plan to Monitor Progress Toward the Goal

Check student progress in the classes as well as participation

Person or Persons Responsible
Admin., Counselors, and teachers

Target Dates or Schedule:
on a weekly basis

Evidence of Completion:
Rigorous course work that meet the expected standards of the course.

G3. All teachers will incorporate writing in their content to assist students with text based writing practices to improve writing skills In order to increase performance on FCAT Writing this year.

Targets Supported
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC

Resources Available to Support the Goal
- The Colonial Literacy team will help support teachers so they are able to demonstrate to students what text based writing is in their content are.

Targeted Barriers to Achieving the Goal
- Teacher being confident enough to be able to teach text based writing in their content

Plan to Monitor Progress Toward the Goal

students successfully increase their proficiency in texted based writing in all content areas

Person or Persons Responsible
Admin team

Target Dates or Schedule:
weekly

Evidence of Completion:
Improvements from the first writing assignment to each subsequent one.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase the number of students that are currently taking and passing the industry certification exams. Adding additional exams that students would be successful in passing.

G1.B1 teachers need to be up to date on what the exam is requiring the student to know and do.

G1.B1.S1 Provide training's and professional development so that teachers can be kept informed of the changes to the curriculum and the tests.

Action Step 1

take steps to better prepare teachers to teach the classes and test preparation

Person or Persons Responsible

Administration and CCT

Target Dates or Schedule

weekly meeting

Evidence of Completion

implementation of strategies in classroom

Facilitator:

District and CCT

Participants:

CTE teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

how and when teacher are implementing the strategies learn from the PD

Person or Persons Responsible

Administration and CCT

Target Dates or Schedule

daily

Evidence of Completion

teachers are using strategies.

Plan to Monitor Effectiveness of G1.B1.S1

the outcomes from the students progress

Person or Persons Responsible

Administration and CCT

Target Dates or Schedule

weekly

Evidence of Completion

successful completion of the course with a passing score

G2. Increase the number of students that successfully graduate in four years.

G2.B1 Success of students in AP classes passing the AP exam Students turning in material on time for dual enrollment Students taking initiative to keep on track

G2.B1.S1 Tutoring sessions provided by the teachers after school

Action Step 1

Set up tutoring plan for students, encourage student to use the Career and College Resource Center

Person or Persons Responsible

Administration, Coaches, and teachers

Target Dates or Schedule

After first nine weeks progress reports

Evidence of Completion

Students successful in earning credits from their classes

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Number of students being successful and staying on track to graduate. Amount of time spent at CCRC

Person or Persons Responsible

Administration, Coaches, and teachers

Target Dates or Schedule

every week

Evidence of Completion

Students passing required comprehensive assessments, earning required credits each year, and above 2.0 GPA

Plan to Monitor Effectiveness of G2.B1.S1

Accountability of the students in attending tutoring and using the CCRC

Person or Persons Responsible

Administration, Coaches and, Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Sign in sheets at tutoring session and upon entering and leaving CCRC

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. All teachers will incorporate writing in their content to assist students with text based writing practices to improve writing skills In order to increase performance on FCAT Writing this year.

G3.B1 Teacher being confident enough to be able to teach text based writing in their content

G3.B1.S1 The writing coach will assist the teachers to show them how they can incorporate text based writing in their classes. Teachers will look at Design Question 2 and 3 for their Deliberate Practice as it relates to writing in their content.

Action Step 1

Assist teachers with strategies to be successful with text based writing in their classes

Person or Persons Responsible

Literacy Team

Target Dates or Schedule

weekly

Evidence of Completion

Increased number of students scoring 3.5 or higher on FCAT writing

Facilitator:

Marjorie Ceballs

Participants:

all teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

How teachers are using strategies to incorporate texted based writing in classes.

Person or Persons Responsible

Admin Team

Target Dates or Schedule

Weekly

Evidence of Completion

improvement in the content area of writing and on the FCAT writing

Plan to Monitor Effectiveness of G3.B1.S1

Writing using texted based evidence in all content classes

Person or Persons Responsible

Admin team

Target Dates or Schedule

weekly

Evidence of Completion

Writing sample displayed in the classes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I funds will be used to purchase additional instructional coaches for teacher support in the classrooms. It will also fund transportation for after school tutoring and SAT tutoring. Five percent will be spent on staff development. Title II funds will fund Deliberate Practice training for teachers, common core strategies and implementation training, AVID strategies training, and classroom management strategies. Tittle III funds will be used to fund additional para professionals and weekend funding for additional time needed to place students and create student folders for compliance.

Appendix 1: Professional Development Plan to Support School Improvement Goals

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the number of students that are currently taking and passing the industry certification exams. Adding additional exams that students would be successful in passing.

G1.B1 teachers need to be up to date on what the exam is requiring the student to know and do.

G1.B1.S1 Provide training's and professional development so that teachers can be kept informed of the changes to the curriculum and the tests.

PD Opportunity 1

take steps to better prepare teachers to teach the classes and test preparation

Facilitator

District and CCT

Participants

CTE teachers

Target Dates or Schedule

weekly meeting

Evidence of Completion

implementation of strategies in classroom

G3. All teachers will incorporate writing in their content to assist students with text based writing practices to improve writing skills In order to increase performance on FCAT Writing this year.

G3.B1 Teacher being confident enough to be able to teach text based writing in their content

G3.B1.S1 The writing coach will assist the teachers to show them how they can incorporate text based writing in their classes. Teachers will look at Design Question 2 and 3 for their Deliberate Practice as it relates to writing in their content.

PD Opportunity 1

Assist teachers with strategies to be successful with text based writing in their classes

Facilitator

Marjorie Ceballs

Participants

all teachers

Target Dates or Schedule

weekly

Evidence of Completion

Increased number of students scoring 3.5 or higher on FCAT writing

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the number of students that are currently taking and passing the industry certification exams. Adding additional exams that students would be successful in passing.	$3,000
G3.	All teachers will incorporate writing in their content to assist students with text based writing practices to improve writing skills In order to increase performance on FCAT Writing this year.	$5,000
	Total	$8,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
Title II	$5,000	$0	$5,000
Title I	$0	$3,000	$3,000
Total	$5,000	$3,000	$8,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the number of students that are currently taking and passing the industry certification exams. Adding additional exams that students would be successful in passing.

G1.B1 teachers need to be up to date on what the exam is requiring the student to know and do.

G1.B1.S1 Provide training's and professional development so that teachers can be kept informed of the changes to the curriculum and the tests.

Action Step 1

take steps to better prepare teachers to teach the classes and test preparation

Resource Type

Other

Resource

Teachers, CTE certification exams, CTE coordinator

Funding Source

Title I

Amount Needed

$3,000

G3. All teachers will incorporate writing in their content to assist students with text based writing practices to improve writing skills In order to increase performance on FCAT Writing this year.

G3.B1 Teacher being confident enough to be able to teach text based writing in their content

G3.B1.S1 The writing coach will assist the teachers to show them how they can incorporate text based writing in their classes. Teachers will look at Design Question 2 and 3 for their Deliberate Practice as it relates to writing in their content.

Action Step 1

Assist teachers with strategies to be successful with text based writing in their classes

Resource Type

Professional Development

Resource

Writing Coach, Substitute Teachers

Funding Source

Title II

Amount Needed

$5,000