

Orange County Public Schools

Colonial High School



2023-24

Schoolwide Improvement Plan (SIP)

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Colonial High

6100 OLEANDER DR, Orlando, FL 32807

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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.

Our vision is to ensure every student has a promising and successful future.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
		The Leadership Team is led by the principal, who outlines and communicates schoolwide expectations. The principal utilizes the School Improvement Plan to include all stakeholders and ensure individualized student needs are met. The principal supervises and evaluates the assistant principals, school secretary, and bookkeepers. In addition, the principal is responsible for leading, implementing and communicating as it relates to the following roles & responsibilities:
Reussow, Betzabeth	Principal	Instructional Practice & Instructional Support (Assistant Principals & Content Area Instructional Coaches) Professional Learning Community Collaboration (PLC Leads) Professional Development Opportunities (Curriculum Resource Teachers & Instructional Coaches) Schoolwide Progress Monitoring (Assistant Principals, Content Area Coaches, Teachers) Schoolwide Operations Title I Compliance Lead School Budget
Boyer, Tayler	Assistant Principal	Dr. Boyer supervises and supports the Ninth Grade Campus. She leads ELA, Reading, ESOL, Math, Media Center, Technology, Professional Development, PLC Collaboration, Progress Monitoring, Testing, Field Trips, Extra Curricular Clubs, Student & Staff Device Management, Cohort Progress Monitoring, Open House, Academic Tutoring and Enrichment, SAC/PTSA, State Reporting, Accountability Corrections, Substitute Folders, Academic Parent Teacher Conferences, Freshmen Orientation, Front Desk Operations, Quarterly Academic/Behavior Recognitions, Grenadiers Marching Back, Social Media Manager, Partners in Education, First Day Procedures, and the Clinic.
Maldonado, Paul	Assistant Principal	Mr. Maldonado supervises and supports at the main campus. He leads Mathematics, ESE, 504 Compliance, ESOL, Media Center & Technology, Visual & Performing Arts, Professional Development Team, PLC Collaboration, Progress Monitoring, Academic Tutoring, Adult & Community Education, Student & Staff Device Management, Field Trips, ADDitions, School Accreditation Lead/Panorama Survey, School Website, and the Master Calendar. Additionally, he acts as back up support for ESE.
Caliari, Daniel	Assistant Principal	Mr. Caliari supervises and supports at the main campus. He leads the following: Science, World Languages, PE, JROTC, Athletics, Professional Development Team, PLC Collaboration, Progress Monitoring, Transportation Liaison, Extra-Curricular Clubs Lead, Facilities, Custodial Liaison, Clinic Operations, Fixed Asset Inventory, Room, Assignments & Keys, Open House, Front Desk Operations, and Substitutes. He also acts as back up support for discipline and the API.

Name	Position Title	Job Duties and Responsibilities
Morrell, Donell	Assistant Principal	Mr. Morrell supervises and supports at the Ninth Grade Campus. He leads the following: Science, JROTC, CTE, PE, Discipline, Visual Arts, World Languages, ESE, Professional Development Team, PLC Collaboration, Progress Monitoring, Truancy/Attendance, Fixed Asset Inventory, SAFE/Threat Assessments, Custodial Liaison Hero Tracking System, Security & Supervision, School Safe Plan & Emergency Preparedness Co-Lead, Transportation Liaison, Facilities, and Room Assignments & Keys.
Sweet, Janeika	Assistant Principal	Ms. Sweet supervises and supports at the main campus. She leads the following: ELA, Reading, Social Studies, Discipline, Professional Development Team, PLC Collaboration, Progress Monitoring, Hero Tracking, Security & Supervision, School Safety Plan & Emergency Preparedness, Addition Financial, Quarterly Behavior Incentives, School Improvement Plan, SAFE/Threat Assessments, MAO Liaison, and Student Parking. She also serves as back up support for facilities.
Witham, Melissa	Graduation Coach	Ms. Witham serves as an Academic Dean and Title I Coordinator. She monitors graduation rate/student progress, students' attendance, academics, and supports ACT/SAT Testing.
Armenteros, Guadalupe	ELL Compliance Specialist	Ms. Armenteros serves as the ESOL Compliance Specialist in which she conducts annual reevaluations of ESOL students, WIDA testing, progress monitoring of ESOL students, and supports the Parent Leadership Council.
Christensen-Jones, Sharon	Magnet Coordinator	Ms. Christenson-Jones serves as the Magnet Coordinator/Advanced Studies Coordinator. She's responsible for facilitating Magnet Fairs, Magnet Open House, facilitating AP and Cambridge testing, and communicating with parents and community members regarding Cambridge and Advanced Placement programs.
Chacon, Luis	Dean	Manage safety and supervision of students on main campus; implement and monitor discipline systems, inventory and facilities support, PBIS platform manager.
Moroff, Cathy	Staffing Specialist	Staffing Specialist: coordinates ESE services provided through IEP annual reviews, monitors and documents ESE services provided

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team, teachers, and school staff, parents, students, and families' input was collected through various mediums and their input was reflected in the SIP development process. Panorama data was collected at different times last year to assess the perception that school staff, students, and parents had of the school. The data was analyzed and goals were established based on the input received. Additionally, 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.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing student achievement. The action plan will detail individuals responsible as well as due dates to ensure monitoring and follow-through of goals. Assistant principals will partner with the instructional coaches of their content area to analyze data and establish Smart Goals for the year. A plan will be developed to address each goal, including coaching, peer observations, professional development, and small group and/or individualized student instruction. Data will continuously be collected and reviewed. Goals will be adjusted and the plan will be revised based on the data analysis.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP)

	Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	49	50	35	49	51	34		
ELA Learning Gains				44			38		
ELA Lowest 25th Percentile				35			32		
Math Achievement*	23	34	38	18	36	38	16		
Math Learning Gains				35			23		
Math Lowest 25th Percentile				49			31		
Science Achievement*	48	66	64	51	31	40	51		
Social Studies Achievement*	56	66	66	65	43	48	56		
Middle School Acceleration					44	44			
Graduation Rate	95	87	89	99	62	61	98		
College and Career Acceleration	67	65	65	59	70	67	71		
ELP Progress	31	45	45	34			49		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	95

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	99

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	4	
ELL	39	Yes	1	
AMI				
ASN	75			
BLK	49			
HSP	49			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	47			
PAC				
WHT	65			
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	41			
AMI				
ASN	67			
BLK	42			
HSP	47			
MUL	48			
PAC				
WHT	59			
FRL	46			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	32			23			48	56		95	67	31
SWD	16			11			23	30		39	7	25
ELL	16			15			29	37		61	7	31
AMI												
ASN	75			47			71	69		86	6	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
BLK	32			21			46	46		53	6	
HSP	29			22			45	55		65	7	32
MUL	27			38			77				3	
PAC												
WHT	45			32			57	74		83	6	
FRL	30			21			46	54		69	7	33

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	44	35	18	35	49	51	65		99	59	34
SWD	12	31	27	6	30	38	22	40		94	34	25
ELL	15	39	33	11	33	49	33	43		99	59	34
AMI												
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	33
MUL	37	44		17	20					100	70	
PAC												
WHT	54	55	43	29	40	40	72	85		99	69	
FRL	32	42	35	17	35	51	49	60		99	60	31

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	34	38	32	16	23	31	51	56		98	71	49
SWD	6	25	22	9	28	31	23	31		95	45	43
ELL	11	32	33	12	24	30	33	29		98	68	49
AMI												
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	49
MUL	64	60										

2020-21 ACCOUNTABILITY 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	ELP Progress
PAC												
WHT	55	52	39	35	35		69	79		99	78	
FRL	28	34	31	15	23	30	48	53		99	71	46

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	34%	49%	-15%	50%	-16%
09	2023 - Spring	27%	46%	-19%	48%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	47%	-26%	50%	-29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	24%	45%	-21%	48%	-24%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	63%	-19%	63%	-19%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	62%	-10%	63%	-11%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The data component that showed the lowest performance was English Language Arts (ELA) 9. ELA 9 saw a 9% decrease from 38% proficiency on the Florida Standard Assessment(FSA) in 2022 to 29% proficiency on the Florida Assessment of Student Thinking (FAST) PM3 in 2023. Lack of teacher experience and the absence of an instructional coach contributed to lower performance in ELA 9.

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

The data component that showed the greatest decline from the previous year was US History. US History saw a 11% decrease from 63% proficiency on the End-of-Course exam in 2022 to 52% proficiency on the End-of-Course Exam in 2023. An increase in the number of Level 1 readers entering 11th grade US History (from 220 in 2022 to 330 in 2023), the need for ELL supports, and teacher retention were contributing factors.

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

The two data components that had the greatest gap when compared to the state average were ELA 9 and Geometry. Both had a 21% point gap when compared to the state average. Though there's a gap between the state average and school proficiency, it is a 6% point increase from the prior year. In ELA 9, lack of teacher experience with new standards and the absence of an instructional coach contributed to the gap.

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

The data component that showed the most improvement was Algebra, increasing by 8% points (14% to 22%). Tutors were utilized to conduct small group push-in and pull-out support with students. Instructional coaches conducted remediation and supported teachers. The instructional coach led with an intense focus on the planning process, in which teachers deconstructed the standards and modeled instructional strategies.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the 22-23 Florida Assessment of Student Thinking (FAST) PM3, 45% of students scored a Level 1. The number of Level 1 readers is a concern and will be addressed through implementation of Multi-tiered Systems of Support (MTSS), in which all stakeholders, including the teachers, instructional

coaches, support facilitators, staffing specialists, and behavior specialists collaborate to provide intensive interventions based on student needs.

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

1. English Language Arts (ELA) proficiency will increase from 33% to 38%.
2. Math proficiency will increase from 25% to 30%.
3. US History proficiency will increase from 56% to 61%.
4. Biology proficiency will increase from 49% to 54%.
5. Improve School Climate & Student Sense of Belonging as evident by annual Panorama data

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Panorama data reflected that student sense of belonging and school climate for students were at 29%. Based on the Spring 2023 Student Survey, there was a 1% decrease in School Climate when compared to the last survey. The data indicates that students' perceptions of the overall social and learning climate of the school is below average when compared to all high schools, with the average being 32%. Student sense of belonging was also below average when compared to all high schools, with the average being 30%. Colonial High School will focus on student sense of belonging and students' perception of school climate, as this is critical to creating a positive culture and learning environment.

Measurable Outcome:

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

Colonial High School will increase student sense of belonging as reported through the Panorama survey, from 29% to 39%.

Colonial High School will increase the overall social and learning climate of the school, as reported through the Panorama Survey, from 29% to 39%.

Monitoring:

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

Colonial High School will continue collaboration and the inclusion of all stakeholders to ensure a positive culture and learning environment. CHS will ensure the involvement of all stakeholders, including the Student and Family Empowerment (SAFE) Coordinator and Social Worker, who will review resources and address students' needs as outlined through our SAFE Referral process. The Office of Access & Opportunity, as well as our school-based team will collaborate to build positive relationships and provide students and staff with mentorship opportunities. The Parent Liaison will continue collaborating with parents and sharing upcoming events and available resources to help ensure families' sense of belonging.

Person responsible for monitoring outcome:

Betzabeth Reussow (betzabeth.reussow@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The principal will utilize distributive leadership to implement a continuous improvement model and involve the necessary stakeholders. SAFE will lead the five hours of school wide resiliency lessons focused on implementing life skills instruction for all students. Positive behavioral interventions, quarterly student incentives, and quarterly principal's roundtable will be implemented to increase student voice and increase sense of belonging.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data reflected that students did not feel a sense of belonging within the school. The interventions will include opportunities to hear students' concerns expressed and an opportunity for administration to have conversations with students about their concern. SAFE is an additional avenue for students to receive the necessary supports to that help establish a sense of belonging and contributes to a positive school climate. Interventions and quarterly incentives provide opportunities for students to be celebrated and feel valued.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. The Curriculum Resource Teacher and instructional coaches will provide support and professional development with embedding culturally relevant instructional strategies within the PLC to support standards-based instruction and create a positive culture and environment.
2. The SAFE Coordinator will provide resources and supports to implement five hours of resiliency instruction to provide all students with life skills.
3. Teachers will differentiate instruction for SWDs, provide explicit instruction, monitor, provide feedback, and review data periodically to determine the effectiveness of instruction provided.

Person Responsible: Betzabeth Reussow (betzabeth.reussow@ocps.net)

By When: Continuously throughout the year

#2. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

English Language Arts (ELA) reflect a gap in proficiency between English Language Learners (ELLs) and students who are not English Language Learners. Based on Florida Assessment of Student Thinking (FAST) PM3 for ELA 9 & 10, only 16% of ELL students demonstrated proficiency, while 33% of students overall demonstrated proficiency.

Measurable Outcome:

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

The school plans to increase English Language Learners' proficiency by 5% in ELA. 21% of English Language Learners will demonstrate proficiency on the 2023-24 Florida Assessment of Student Thinking (FAST) PM3.

Monitoring:

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

ELA 9 and ELA 10 will monitor through the use of classroom observations, CRM, and PM 1 data as a baseline for English Language Learners' proficiency for the 23-24 SY. The instructional coach will ensure that each PLC reviews the data, establish goals, monitor student progress, and conduct small group pull-outs or push-ins to help students reach proficiency. Additionally, the instructional coach will model and monitor the implementation of effective scaffolds and instructional strategies to support ELLs in the ELA classroom. Teachers and the instructional coach will monitor student performance on CRMs and PMs to determine the effectiveness of instructional supports and modify as needed.

Person responsible for monitoring outcome:

Janeika Sweet (janeika.sweet@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The instructional coach will ensure that each PLC is engaged in data analysis and data reflection after each unit assessment. The ESOL Compliance Specialist will ensure appropriate student supports and effective use of ELL paraprofessionals to support student needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The evidence-based intervention outlined above (data analysis) will support all students at each level. Instructional coaches support teacher pedagogy and student achievement. The instructional coach will progress monitor to adjust as needed, and help ensure an increase in ELL proficiency. ELL paraprofessionals support specific student needs and help ensure an increase in student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Data meetings to include all stakeholders necessary to collaborate and outline action steps to address ELL students' needs and supports for ELL students in the ELA classroom.
2. Provide ongoing support and professional development to teachers across content areas to target ELL students in all classrooms. The Curriculum Resource Teacher and ELA instructional coach will collaborate to facilitate professional development to staff that models best practices for ELL supports.
3. Monitoring of implementation and timely teacher feedback for strategies utilized. Data analysis to determine effectiveness of strategy.
4. The ESOL Compliance Specialist will support the ESOL Paraprofessionals in outlining supports for ELL students. Paraprofessionals will push-in to classrooms based on schedule to support ELL students.
5. Small group push ins and pull outs will occur to provide more targeted instruction to ELL students.

Person Responsible: Betzabeth Reussow (betzabeth.reussow@ocps.net)

By When: Monthly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Colonial High School supports students with disabilities via Support Facilitation in ELA and Math. Students With Disabilities (SWD) also receive support through Learning Strategies, in which an ESE certified teacher provides instruction on test taking strategies, problem solving, written communication, organizational skills, career planning and effective time management. CHS also utilizes ESSER funding to reduce the class size in Algebra 1. Additionally, CHS provides targeted small group interventions via push-ins and pull outs.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be disseminated through our School Advisory Council meeting and PTSA.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

The school plans to build positive relationships with parent, families, and other community stakeholders to fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress by inviting and involving families in their child's education through events like Grenadier Marching Back (Meet the Teacher) and Open House.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Colonial High School will strengthen the academic program in the school through the use of content area instructional coaches who will build capacity in teachers and in turn, increase student achievement. With the additional planning time provided, PLCs will collaborate to review benchmarks and instructional resources, analyze data, and plan for remediation and enrichment.

Colonial High School will increase the amount and quality of learning time, by ensuring standards-based instruction as outlined in the district provided Curriculum Resource Material (CRMs). Progress Monitoring will occur through the Standards Based Unit Assessments (SBUAs). In addition to instructional supports, tutoring will be held to allow students opportunity for remediation and enrichment in ELA 9, ELA 10, Algebra, Geometry, Biology, and US History.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A