

Orange County Public Schools

Maynard Evans High



2015-16 School Improvement Plan

Maynard Evans High

4949 SILVER STAR RD, Orlando, FL 32808

www.ocps.net/lc/north/hev

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	I*	C	B	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Evans High School provides professional development for faculty and staff on the diverse cultures within our community to include exclusive Ruby Payne workshops. In addition, ESE and ESOL resource teachers provide training and resources for faculty, staff, parents, and students to further build the relationships between teachers and students. Relationships are built in the classroom by the using real world application as students relate through discussion and collaboration. All stakeholders interact and problem solve in PTSA/SAC meetings to further improve cultural awareness which aids in building relationships as together they initiate positive change for the school. Challenge Day has been implemented last school year and this year to include participants from the community, parents, students, teachers, and Evans staff to build stronger relationships among all stakeholders and create a deeper awareness of cultures. The Community School serves as a catalyst for many programs that build relationships. Many of our faculty and staff take part in our mentoring program where students receive coaching with their academics, they're encouraged to problem solve, listen to others, and develop skills to resolve every day barriers to learning. The Community School provides an avenue for students to share and build relationships through the Student Leadership Council (SLC). Students share what is important to them, which promotes positive relationships and change. Student peer mediation helps students see how to work through conflict and to consider how the other person sees what is occurring. Evans intervention team, uses the MTSS problem solving process, which identifies barriers to building relationships, develops goals, and initiates the implementation process.

Describe how the school creates an environment where students feel safe and respected before, during and after school

OCPS and Evans High School have many systems in place that creates a safe environment for all students. Evans High School has 2 SRO's, 4 security guards, 4 deans, and a leadership team that provides strategically planned supervision to promote a safe environment before, during, and after-school. Staff members providing supervision carry radios which provides for immediate communication and/or assistance. Students arriving by bus, car, or who are walking are greeted by the leadership team and security, where they are encouraged to get breakfast in the cafeteria. Teachers stand at their door during class change and welcome students as they enter their classroom. Throughout the day students are supervised by the leadership team and monitored through the use of our Plasco system. Evans High School has modified uniform which helps to create an environment where students feel safe and respected. After-school all clubs, tutoring, athletics, and activities are supervised to ensure safety. Students not at an activity or waiting for a pickup will go to the cafeteria which is supervised by a dean. Security monitors the court yard and perimeters before, during, and after-school. Adults are always visible and available to assist to meet the various needs of our students as they arise. The Community School led the way to a new initiative called "Safety

Watch” The Community Leadership Council coordinates a volunteer group of community members who support students by being a visible presence on and off Evans campus. The goal of Safety Watch is to provide a positive environment and influence for students at the end of their day on as well as off the campus. Additional support is provided through the Evans Wellness Cottage located on the campus. The Wellness Cottage services include: physicals, immunizations and health screenings, exams and treatment for common illnesses, dental exams and treatments, vision screenings, and counseling which empower the students to take control of their health needs. Students with food insecurity are provided food and snack pantries to satisfy food insecurities. Evans High School has a myriad of services available to all students which promote students health, safety, and empowers them.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Evans High School follows Orange County Public Schools’ Code of Conduct and implements various student interventions which leads to student success. District and school staff work in tandem to implement the discipline policies ensuring the system is fair and consistently enforced. The Code of Student Conduct describes the school-wide behavioral system which includes student rights, student responsibilities, and consequences to infractions. The Code of Student Conduct has four levels of infractions. Level 1 infractions are the least serious and will be dealt with by imposing less severe consequences than Level IV infractions. A Level IV infraction is grounds for a mandatory 10-day suspension and a consideration for expulsion. Students who have repeated infractions not only meet with the administrative dean but they also meet with a Community School team member to delve deeper into the issue with the student to determine the root cause. Once the root cause is determined counseling and solutions will be implemented. Evans offers restorative justice as an intervention assigned as a disciplinary action. This is a comprehensive 6 week program, offered to students in place of suspension. The program encourages students to look at alternative ways to handle situations which helps them learn to take responsibility for their actions, and make better choices going forward. Evans High School’s goal is to see positive behavior change. During the first week of school administrative deans using a comprehensive PowerPoint review the Code of Student Conduct. Students sign the Code of Conduct after the review, and a copy of the Code of Conduct review form is sent home with information on how the parent can locate the link to the comprehensive Code of Conduct on line. Parents are requested to familiarize themselves with the document, review all standards and information with their student, and return the front page signed by both parent and student. Discipline expectations are reviewed with every new student and parent who registers throughout the year. Evans High School has protocols in place to quickly remove a student who is inappropriately behaving in class so distractions to student engagement during instructional time are minimized. Teachers are able to make one quick call and security, deans, and/or administrative staff respond immediately to the room. Faculty and staff receive training regarding these protocols during pre-planning, faculty meetings, and upon hiring assuring assistance is promptly received and protocols are seamless.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Every Evans student is assigned a guidance counselor who works with their social emotional needs which include: classroom schedule, academic progress, graduation requirements, counseling, developing future and current goals. Guidance counselors coordinate with all of the student’s teachers to assist students and parents in developing a customized plan to ensure student success. Evans has 2 SAFE counselors who provide students and parents with information regarding services for those who are in need of grief counseling, mediation, encouragement, mentoring, as well as helping those who are homeless. An ESOL resource teacher ensures that all of our ESOL students

and families receive school information in a language they will understand. The ESOL resource teacher also ensures each student receives resources and interventions needed to ensure success, also serving as the contact for the student for their counseling and mentoring needs. Evans has 2 staffing specialist positions which provide services for our ESE population. The staffing specialist also provides resources and helps teachers in developing IEPs as well as accommodations necessary to support the varied needs of students. Evans Community School provides counselors for any student needing or wanting social-emotional support. Faculty and staff can also refer students who they believe could benefit from this service as well as students refer themselves. The Evans High School Wellness Cottage ensures the social-emotional and counseling needs are met through the following services: physicals, immunizations and health screenings, exams and treatment for common illnesses, dental exams and treatments, vision screenings, assistance with food insecurities, and counseling. Evans students know the Community School (The Hub) is one more place where they can go for physical, social, and emotional assistance and receive the assistance and support they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Evans High School's early warning system uses multiple indicators to identify students at risk. The early warning indicators used are:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions.
- Course failure in English Language Arts or mathematics.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

Student data is reviewed before the school year begins to strategically place students in classes and throughout the year to provide interventions and monitoring that will improve the academic performance of the student.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	195	150	107	98	550
One or more suspensions	187	143	66	39	435
Course failure in ELA or Math	255	145	83	23	506
Level 1 on statewide assessment	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	183	119	61	26	389

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Evans' early warning system is used to identify students who will need additional academic assistance in order to be successful at the beginning of the school year. Data is analyzed and students are strategically placed in classes according to their need and previous course work. For example most students at a Level 1 in Reading in 9th grade, after consideration of multiple data points, will be placed in double block classes to provide the additional intervention needed to promote success. Structured tutoring is available after-school for any student needing additional assistance. Student data is gathered through various assessments based on the standards. Students who are unable to demonstrate mastery of the standards will receive tutoring related to those failed standards to ensure success. Parents are contacted to increase support regarding their student attending tutoring. Students who have failed a state assessment/EOC are at risk and will be scheduled to attend Saturday camp. Students who are pulled out receive one-on-one tutoring during the school day as well as small group instruction is provided in what is called a push-in, targeting a specific standard. Evans intervention team identifies students who are at risk by reviewing academic, attendance, and discipline data. Through the use of this data parent conferences are scheduled, child study team meetings are held, and various other interventions are put in place. Interventions include: tutoring 2 days a week after-school, enrichment 1 day a week, Saturday standards based tutoring for FSA 9th and 10th grade, AP/IB tutoring, and CLEP opportunities for AP classes. In addition, Edgenuity is available for students needing to makeup credits or recover credits. A community school team member and a dean will be assigned to a student with multiple incidents of attendance and behavior concerns to delve deeper into the issue with the student to discover the root of the issue. Once this is discovered the team will work with the student to discover solutions helping the student take responsibility for their actions and to increase class time. Evans mentoring program provides students with a mentor who coaches them academically and assists them with developing a comprehensive plan to resolve the road blocks experienced in everyday life.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/63059>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Evans Community School (ECS) is the main vehicle used to build and sustain partnerships in the Evans community. Evans Community School started with a partnership among Evans/OCPS, Children's Home Society, UCF, and Central Florida Family Health Centers. These partners have developed relationships with donors, gifting circles (circle of people that donate money to the group and then the group decides where the funds will best benefit others), funders, local businesses, and organizations. Through the

Evans Community School Leadership Council and other ECS outreach networking opportunities Evans continues to build upon the partner base. Members meet weekly, monthly, or quarterly to review student/school needs. The team collaborates and executes a plan to make these needs known to the network of providers and partners who come together to provide funds or resources needed. This may include glasses for students, medical needs, counselors, nutritional needs, extended learning opportunities, and anything a student may need so that the learning process is not impeded.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Gibson, Jenny	Principal
Rogers, Christine	Assistant Principal
Browne, Michele	Assistant Principal
Hames, Nigel	Assistant Principal
Tallman, Robin	Other
Cain, Connie	Instructional Coach
Castel, Philippe	Instructional Coach
Eubanks, Jennifer	Assistant Principal
Thompson, Gregory	Dean
Rivers, Benjamin	Dean
Bohn, Jennifer	Teacher, K-12
Harrell, Stephanie	Guidance Counselor
Heine, Martha	Teacher, K-12
Higgs, Crystal	Instructional Coach
Robbins, Steven	Instructional Coach
Rodriguez, Marta	Instructional Coach
Sharpe, Alecia	Teacher, K-12
Smith, Pattie	Instructional Media
Krieder, Heather	Instructional Coach
Martin, Bradley	Assistant Principal
Kendrick, Jessica	Instructional Coach
Tolbert, Deana	Instructional Coach
Lowe, Brandon	Instructional Coach
Gold, Ian	Instructional Coach
Whiting, Mikel	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

This team is led by the principal who communicates expectations, reinforces RtI/MTSS, and SIP strategies. As the team leader she establishes a system of communication regarding student achievement to all stakeholders. The principal communicates expectations of data-base decision making and schedules collaboration for data analysis and problem solving with the principal as well as in PLCs led by the assistant principals and coaches. The Leadership Team ensures instructional support and resources with side-by-side coaching and modeling. The team communicates expectation for standards of tier 1/2/3 services and interventions for implementation and monitoring. The Leadership Team also creates frequent opportunities to celebrate success with faculty, staff, and students. Administrators and coaches in each core area and subgroup areas support the MTSS strategies, analyze student data, monitor student achievement for set goals, and use the problem solving process to initiate change when the desired outcome is not received. All students receive Tier 1 rigorous core instruction which also includes small group instruction for differentiated instruction in classrooms. Strategically planned tutoring after-school 2-3 times per week provides students with interventions needing Tier 2 support. Tier 2 and 3 interventions and support are provided through push-in and push-out tutoring during the school day. Further concentrated support will be planned on Saturdays for core subjects, FSA, EOCs, ACT, SAT, P.E.R.T., IB, and AP assessments. Tier 1 behavioral support is available to all students through Evans PBS program, SAFE coordinators, guidance counselors, and Evans Community School. Tier 2 and 3 behavior support strategies are planned through SAFE coordinators and Evans Community School. Support is provided in small group sessions as well as individual counseling depending on the progression. A referral system is in process at Evans High School to also capture the needs of students needing additional individual counseling and interventions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The administrative team comes together in June to identify what strategies yielded the desired student outcomes, what strategies did not, what were the barriers, what were the gaps, and determine our focus and priorities for the coming year. We align and match resources with needs, gaps, and priorities in order to meet the needs of all our students and maximize desired student outcomes. The principal, assistant principals, and coaches meet with department leads and teachers in the summer for planning and implementation of the school improvement strategies and our focus for the upcoming year. Individual student data is further analyzed defining needs and then aligning the additional resources needed to receive the desired student gains. As we move through the year, we continue matching resources for the highest impact as we progress monitor and determine what is working and what requires additional funds. PLCs meet weekly to discuss student progress and if desired gains are being met. They identify barriers or gaps and the reason why outcomes are not being met. The analysis is shared in the weekly Leadership Team meeting to determine if the allocated resources are providing the desired outcome or if further resources are needed. Problem solving continues to determine resource allocation to reach the desired student gains. Evans High School is greatly enhanced by the coordination and integration of programs and funds through the state, district, and community. Title I funds enhance Evans High School through parental involvement programs, professional development, and resources that support both teacher and student achievement such as Reading, Math, Science, Writing, and student support coaches. Title II funds support professional development that is instrumental in providing valuable training for our instructional staff on model instructional practices. Title X provides professional development regarding Homeless programs and the support provided to our students. Information is disseminated to our school through the SAFE coordinators and Title I program as well. Programs are implemented to help identify needs and to provide information and assistance with the highest degree of confidentiality. Supplemental Academic Instruction (SAI) is instrumental in assisting Evans with

providing our Level I student with remediation, supplies, materials, and academic instruction. District wide “Violence Prevention Programs” are coordinated through Evans SAFE coordinators who work with students who experience violence in the home or at school. The district provides professional development and programs in all areas of violence and drug prevention. Evans Community School has many outside community supporters, and funding is often sought after from those organizations and donors who have committed themselves to extend resources for the benefit of Evans High School students which includes social, emotional, and wellness resources.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sharon Horton	Parent
Grace Simmons	Parent
Michelle Kaiser	Parent
Shevonne Prescott-LaCour	Parent
Sabrina Alfred	Business/Community
Barbara Stevenson	Business/Community
Karla Jackson	Parent
Frank Thompson	Business/Community
Shannon Currie	Business/Community
Corey Kaiser	Student
Joseph Simmons	Student
Regina Horton	Student
Jenny Gibson-Linkh	Principal
Robin Tallman	Education Support Employee
Riba Akbari	Education Support Employee
Jennifer Eubanks	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC team provided valuable participation and feedback for the development of Evans School Improvement Plan. Last year in preparation for the development of the 2015-2016 School Improvement Plan (SIP) strategies, programs, curriculum, events, and student data was reviewed and discussed at the SAC meetings to determine success and receive stakeholder input. The SAC team also evaluated the Parental Involvement Plan (PIP) that is contained within the Evans School Improvement Plan providing feedback and suggestions for future success. The SAC team completed surveys that provided their input on the evaluation of the SIP/PIP.

Development of this school improvement plan

SAC meetings provide a forum for professional and community collaboration among all stakeholders to foster a learning environment that supports the school's vision and mission. The SAC is empowered, working in conjunction with school leadership, to assist in the development and

evaluation of the School Improvement Plan (SIP). The first step in developing the SIP is evaluating student data to see the success of strategies, programs, and events. Stakeholder input throughout the 2014-2015 school year provided valuable information for the development of the 2015-2016 school improvement plan. The school improvement plan is a planned agenda item for September and will continue through this year to systematically provide information to stakeholders and receive their feedback for continuous improvement.

Preparation of the school's annual budget and plan

In the September SAC meeting the Principal shares with stakeholders the balance of the School Improvement Fund and asks stakeholders for their input on how to spend School Improvement Funds for the coming school year. Stakeholders will bring project ideas that will support student gains to the October SAC meetings for discussion and approval. Additional projects will be discussed at future meetings as well.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds were used for student incentives to encourage student success and also used for teacher appreciation. The amount of School Improvement funds used for student incentives was \$2,609.34 and \$1039.70 for staff appreciation.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Gibson, Jenny	Principal
Browne, Michele	Assistant Principal
Hames, Nigel	Assistant Principal
Cain, Connie	Instructional Coach
Smith, Pattie	Instructional Media
Castel, Philippe	Instructional Coach
Higgs, Crystal	Instructional Coach
Stadelmann, Paulette	Teacher, K-12
Torres, Ivette	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will meet once a month, the focus this school year will be to improve student and teacher engagement in reading. The team will collaborate to research highly effective instructional strategies as they relate to literacy. Professional development opportunities will be provided for all teachers on strategies that will improve literacy instruction and will provide support to teachers in the classroom and PLCs. A literacy rich environment is encouraged at Evans through the

increased use of reading materials. This year Evans High School is implementing Digital Learning Curriculum. In August all Evans' students will receive a laptop for home and school use. Students have increased access to technology and a myriad of materials. Electronic textbooks and resources help students access learning materials anytime-anywhere and students are engaged at a higher level as text comes alive. For the 2015 -2016 school year the Literacy Leadership Team has purchased classroom sets of novels, 7 Habits of Highly Effective Teens by Sean Covey, magazines, and books. Students will develop reading skills to align with real world application such resume writing. Evans students are enthusiastic about Battle of the Books and are excited about reading. The Literacy Leadership Team's focus is to increase student literacy and engage the school in various activities to create lifelong readers and writers.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Evans encourages positive working relationships between teachers by providing scheduled collaborative planning time for Professional Learning Communities (PLCs) on a weekly basis. During this time teachers collaboratively plan lessons, review student data, and plan interventions. Professional development takes place in PLCs on the importance of relationships with students and staff and coaching cycles strengthen teacher pedagogy. Evans encourages peer-to-peer coaching and modeling sessions and team building activities take place in collaborative groups. Lesson Study rotations take place for core subject areas which encourages collaborative planning.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal meets with all instructional staff regularly to provide mentoring, resources, student data and analysis, and encouragement. Mentoring and partnering programs provide new teachers with a support system for information and encouragement. Instructional coaches support teachers by providing side-by-side coaching on instructional strategies. PLCs provide collaborative time for teachers, resource teachers, and assistant principals to discuss, plan, and implement instructional strategies. Teachers are provided professional development opportunities through training and demonstration classrooms.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning teachers with 0-1 years of experience are partnered with a veteran teacher or instructional coach for mentoring. Partnering of mentor and mentee was based on those who shared a similar subject area. In order to be considered a mentor, teachers are required to complete the Clinical Educator's class. Mentors help beginning teachers with adjusting into the teaching profession. Any new teacher to Evans is partnered with a veteran teacher, which provides support in acclimating to Evans culture. All mentors have taken the Clinical Educator coursework and the OCPS Coaching and Mentoring Course to become a mentor. Mentors will meet a minimum of 5 times per year, once during pre-planning, and once every 9 weeks. In addition, novice teachers will be provided instructional strategies through subject area common planning, and professional development in PLCs which will aid in deepening their teacher pedagogical skills. Quarterly meetings will begin in September. Topics of discussion will be Deliberate Practice Plan, Marzano Instructional Model, Performance Evaluations with iObservation, Florida Standards Assessment, Educator Licensing, Building Relational Capacity with parents, students, and staff, Ruby Payne Awareness, Understanding Poverty, and Effective Teaching Strategies. In addition Great Beginnings Mini-Sessions will be at Evans for new teachers. Sessions are once a month with each session offered twice, once in the Fall and once in the Spring. The workshop topics are Code of Ethics, Learning Centered Classroom, Active Learning Strategies, and Standards Based Planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Orange County Public School District provides Florida Standard based materials and software, curriculum calendars, scope and sequence, and assessment materials for Orange County schools. Evans High School principal, assistant principals, resource teachers, and teachers review the materials and Standards for lesson development and implementation. Evans principal works side-by-side with teachers to align EOC, Scope and Sequence and MTPs. Lesson Plans and implementation are reviewed and observed by administrative staff on a weekly basis to ensure alignment to Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

In order to meet instructional needs Evans High School teams met over the summer to examine the 2014-2015 strategies and student data to determine what strategies yielded the desired student achievement outcomes, what strategies did not, what were the barriers, and what were the needed changes. Further data analysis and problem solving continued through the summer as the administrative team and instructional staff planned strategies, goals, and strategic placement of students in classes. Students at a Reading FCAT Level 1 and 2 were placed in classes where they will receive additional support to assist them in achieving success on the state Reading assessment, as well as Math and EOC subject areas. Multiple data sources are used for analyses including State Assessments/EOCs, SAT, ACT, PERT, benchmark assessments, formative, and summative assessments which drive instruction providing the student data needed to determine diverse student needs in differentiating instruction and re-teaching. Mini-assessments and benchmark assessments are reviewed and analyzed in administrative meetings. The principal meets with all academic groups to review and analyze their data regarding student achievement, to determine trends, interventions needed for each student, and implementation of the intervention. The Leadership Team and instructional staff further monitor implementation and student achievement in PLCs where student data is reviewed and interventions monitored to ensure the desired outcome. Teachers and coaches meet with students to review their data and make plans for student success in meeting goals through extended learning interventions. Students receive differentiated instruction and interventions through multiple avenues. Differentiated instruction occurs in each classroom, teachers provide tutoring for students after-school in the area of need, and structured tutoring is available after-school every Monday and Thursday from 2:35 pm – 4:45 pm in small group and one-on-one settings. Transportation and dinner is provided for students who participate in after-school tutoring providing all students a greater opportunity of succeeding. During school hours tutors provide students with differentiated instruction through pull-outs during elective classes and push-ins. Extended Learning opportunities are also provided on Saturday's during the school year and in the summer for students needing additional assistance to be successful on state assessments/EOCs, SAT, ACT, and PERT. Bridge Builders Academy is a program developed and implemented this summer with a partnership between Evans High School and the University of Central Florida. The purpose of the program was to provide language/literacy intervention during the summer to rising ninth graders who struggle with literacy. The program incorporated work on the underpinnings of language that are required by the Language Arts Florida Standards. Support for the development of these skills and strategies is provided by UCF master's students enrolled in clinical practicum with the Department of

Communication Sciences and Disorders. The UCF students worked with Evans students for two hours a day, three days a week for 6 weeks. Support will continue during the 2015 - 2016 school year with UCF master's students working with the same cohort of Evans students that attended the program, twice a week, in their reading class.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,440

Evans High School added 10,440 additional minutes of instructional time to the School Year, which breaks down to 290 additional minutes of instructional time per week.

The added instructional time allows teachers to provide additional differentiated/scaffolded instruction.

Strategy Rationale

The added instructional time allows teachers to provide additional differentiated/scaffolded instruction to ensure student comprehension and success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gibson, Jenny, jenny.gibson@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Benchmark and state assessment data is collected and analyzed (for present and past years) to analyze patterns in student achievement to determine the effectiveness of this strategy.

Strategy: Summer Program

Minutes added to school year: 8,640

Summer School provides students the opportunity for credit recovery and to get back on track for graduation.

Strategy Rationale

Summer School provides students the opportunity for credit recovery and to get back on track for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Browne, Michele, michele.browne@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Class assessments during the instruction provided by the teacher will provide analysis on student learning during the course for reteaching and course assessments will determine overall strategy success.

Strategy: Weekend Program

Minutes added to school year: 1,680

Saturday School provides an opportunity for students taking Algebra 1, Algebra II, Geometry, Biology, History, Language Arts, Reading, ACT, SAT, PERT, and AP and IB students to receive extended, side-by-side learning and preparation for state assessments. Saturday School was scheduled February through May for 2 hours each Saturday.

Strategy Rationale

Provide students with extended learning opportunities and preparation for taking assessments so they will be successful on the exams.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Eubanks, Jennifer, jennifer.eubanks@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teacher assessments during the instruction provided by the teacher with the needed data for reteaching to ensure the student will be successful on the EOC/Assessment. The student's success on the EOC/Assessment will determine the success of this strategy.

Strategy: After School Program

Minutes added to school year: 4,160

Evans is offering enrichment with an academic focus once a week after school in an 8th and 9th period from 2:35 - 4:45 pm. Areas of focus for enrichment are the arts, culinary, and career focused programs. Programs help students to prepare for college, provided experience with careers, training to enter the workforce, empowerment programs, mentoring opportunities, and giving back to the community. These programs offer additional opportunities for literacy, as well as provide students with enrichment.

Strategy Rationale

To provide students the opportunity to broaden their knowledge and experience in a variety of areas and have the opportunity to learn about careers in career focused programs. Students not only receive information regarding careers but are assisted in actually beginning the steps for succeeding in a career of their choice.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Eubanks, Jennifer, jennifer.eubanks@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Success of this program is determined by participation and student surveys.

Strategy: After School Program

Minutes added to school year: 11,073

Structured small group classes and one-on-one after school tutoring is provided on Monday and Thursday from 2:35 - 4:45 pm for Reading, Biology, Algebra I and II, Geometry, Math for College Readiness, and US History. In addition organized tutoring is provided by teachers and coaches Monday through Thursday 2:35 - 4:45 pm providing one-on-one tutoring for specific assignments and student needs.

Strategy Rationale

After school tutoring provides the small group and one-on-one instruction for students in identified areas of need and provides the support students need to succeed.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Eubanks, Jennifer, jennifer.eubanks@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Benchmark and Mini Benchmark data will be used to determine the effectiveness of this strategy for success in the course, as well as assessments during tutoring to determine success on the particular strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Evans prepares incoming Freshman in the transition from Middle School to High School through several different strategies beginning with collaboration with our feeder pattern schools. Evans High School counselors and administration visit middle schools to provide students with clear expectations of academic and behavioral requirements. Freshman Orientation provides parents and students information regarding curriculum and graduation requirements. Parents and students receive information regarding IB, AP, AVID, and CTE programs to assist them in making academic decisions as well as information on extended learning, extracurricular activities, athletics and clubs. Evans' Freshman Success class is a personal and academic development course. The course focus is on developing the skills needed for academic and social success using the concepts from the "7 Habits of Highly Effective Teens" by Steven Covey. The class further focuses on organizational skills, study skills, decision making, accountability, conflict resolution, leadership skills, techniques and methods for planning, goal setting, time and stress management, character building, communication techniques, motivational strategies, respect for others, kindness, and mentoring. This summer Evans implemented the Bridge Builders Academy which is a program that provides language/literacy intervention during the summer to rising ninth graders who struggle with literacy. This program is a partnership between Evans High School and the University of Central Florida. UCF master's students enrolled in clinical practicum worked with the rising ninth graders 2 hours a day, three days a week, for six weeks. Support will continue for these students through the 2015 - 2016 school year, twice a week, in their reading class.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance counselors meet with each student regarding their academic schedule and career goals to develop a plan of action. Seminars are held through-out the year by grade level by the guidance department to provide additional information and guidance. The College and Career Resource Center (CCRC) is an additional resource for students where they receive individual assistance and information regarding college, careers, skills needed, how to develop the skills, and finances. Workshops are also offered in the summer for students and parents regarding college requirements and preparation. The CCRC in collaboration with universities and community organizations plan Fairs at Evans High School that provide students exposure to the universities and scholarship opportunities. Due to collaboration with post-secondary educators, industry, and community organizations Evans High School is able to offer students coursework in career certification in Multimedia Technology, Engineering, Culinary Arts, Early Childhood Care, Digital Video Production, and Technical Theatre with internships that provide students with valuable experience and opportunities for job placement after graduation and college acceptance in that course of study.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Dual Enrollment including Vocational and Community College, AVID, AP, and IB classes prepare students for college and offer opportunities to earn college credit or receive certification. ROTC coursework prepares students for enlistment in the armed services. Vocational and Industry Certification in Multimedia Technology, Culinary Arts, Early Childhood Care, Digital Video Production, Engineering programs, and Technical Theatre prepare students for entry into the workforce upon graduation. Each of these course pathways help students to see the relationships between subjects and relevance to their future, helping them to be prepared upon graduation to enter the workforce with certification, enlistment into the armed services, or college entrance.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Evans High School has taken steps to integrate career and technical education by offering courses in Digital Electronics, Naval Science, Introduction to Technology, Digital Video Production, and Digital Design. Evans High School has expanded their Career and Technical programs to include an extensive offering which includes Multimedia Technology, Engineering, Culinary Arts, Digital Video Production, Technical Theatre, and Early Childhood Education. Our Culinary Arts students are dual enrolled with Orlando Tech while the Academy of Multimedia Technology is in partnership with the National Academy Foundation.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

In order to improve transition from high school to college Evans provides clear expectations about what students need to know and do to be ready for college level coursework. Evans High School strives to provide a rigorous and relevant high school experience with the character, climate, culture, and curricula of a high-quality college or university. State assessments, district benchmarks, and school mini-assessments prepare our students for post-secondary education and provide student data for analysis for next steps. Evans also administers a practice Post-secondary Education Readiness Test (P.E.R.T.) to provide students with exposure to college readiness assessments, their college readiness score, and the opportunity to improve their scores. The College and Career Resource Center (CCRC) provides a dedicated staff member to assist students and parents on post-secondary readiness. The CCRC focus is to assist students with College and University readiness,

including assistance with SAT, ACT, and college applications. The CCRC also focuses on Career Preparation which includes student training in resume and interviewing skills, and guidance regarding military careers. Guidance counselors conduct academic seminars for students which focus on strategies and skills needed to be successful in a post-secondary setting including Community College, Universities, and career settings. Evans connects to local post-secondary institutions to provide students interaction with institutions, access to college-level course work, and to improve transition from high school to college. Evans offers dual enrollment with community colleges. Students enrolled in CTE courses with certification such as Multimedia Technology, Engineering, Digital Video Production, Early Childhood care, Culinary Arts, and Technical Theatre provide a base for and an opportunity to earn post-secondary credit. Evans IB and AP courses provide an avenue to earn college credit while still in High School.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Evans will improve student achievement through more rigorous instruction. (Accelerate Student Performance and ensure Career and College Readiness)

- G2.** Teachers, students, and parents will use the digital curriculum to increase in class and out of class curriculum engagement. (Provide Empowering Environments)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Evans will improve student achievement through more rigorous instruction. (Accelerate Student Performance and ensure Career and College Readiness) 1a

G073218

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	60.0
4-Year Grad Rate (Standard Diploma)	81.0

Resources Available to Support the Goal 2

- District coaches and Materials
- Instructional coaches
- OCPS Instructional Management System (IMS)
- The Highly Engaged Classroom by Marzano
- Questioning Sequences in the Classroom by Marzano

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of Marzano and ability to move their lessons and students into DQ3 and DQ4.

Plan to Monitor Progress Toward G1. 8

Monitor student performance data

Person Responsible

Jenny Gibson

Schedule

Monthly, from 11/16/2015 to 5/20/2016

Evidence of Completion

Formative, summative, common assessments, and Marzano observations

G2. Teachers, students, and parents will use the digital curriculum to increase in class and out of class curriculum engagement. (Provide Empowering Environments) 1a

G073219

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	81.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	60.0
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal 2

- District resources and materials
- Lenovo Think Pads
- Availability of many resources digitally
- Training on resources and curriculum
- School resources - staff for coaching

Targeted Barriers to Achieving the Goal 3

- To use resources and implement curriculum effectively to impact student achievement.

Plan to Monitor Progress Toward G2. 8

Monitor the implementation and use of digital curriculum through classroom observations, feedback, lesson plans, student engagement, and parent and staff involvement.

Person Responsible

Jenny Gibson

Schedule

Biweekly, from 8/28/2015 to 5/27/2016

Evidence of Completion

Increased engagement of stakeholders as evidenced in the classroom, parent involvement, and school events.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Evans will improve student achievement through more rigorous instruction. (Accelerate Student Performance and ensure Career and College Readiness) **1**

 G073218

G1.B1 Teachers understanding of Marzano and ability to move their lessons and students into DQ3 and DQ4. **2**

 B191285

G1.B1.S1 Provide professional development on the Marzano Super 7 and 11 Essential Strategies. **4**

 S202753

Strategy Rationale

Provide teachers with best instructional practices to move curriculum.

Action Step 1 **5**

Provide professional development on Marzano Super 7 and 11 Essential Strategies.

Person Responsible

Crystal Higgs

Schedule

Biweekly, from 8/19/2015 to 4/22/2016

Evidence of Completion

Agenda, training materials, and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Assistant principals and instructional coaches observe, provide feedback, model, and co-teach in classrooms.

Person Responsible

Nigel Hames

Schedule

Biweekly, from 9/21/2015 to 5/6/2016

Evidence of Completion

Classroom observations, feedback, and coaching logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Collaborate during PLCs and classroom observations.

Person Responsible

Jenny Gibson

Schedule

Monthly, from 9/21/2015 to 5/13/2016

Evidence of Completion

Classroom observations, feedback, review of lesson plans, and teacher products.

G1.B1.S2 Utilize Common Planning-Professional Learning Communities for collaboration to develop lesson plans incorporating DQ 3 and 4. **4**

 S202754

Strategy Rationale

Providing teachers with tangible strategies and tools so they will be able to immediately make the link between theory and practice.

Action Step 1 **5**

Collaboration in Professional Learning Communities to build lesson plans utilizing Marzano Super 7 and 11 Essential Strategies to move students into DQ3 and 4.

Person Responsible

Crystal Higgs

Schedule

Weekly, from 8/17/2015 to 4/29/2016

Evidence of Completion

PLC agendas and Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Classroom walk through observations and discussions in PLCs.

Person Responsible

Christine Rogers

Schedule

Weekly, from 9/21/2015 to 5/20/2016

Evidence of Completion

Lesson plans, CWT logs, observations, and PLC agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor with formative and summative assessments.

Person Responsible

Jenny Gibson

Schedule

Monthly, from 11/16/2015 to 5/20/2016

Evidence of Completion

Samples of student work and assessments

G1.B1.S3 Immediate coaching to assist with implementation and monitoring. 4

 S202755

Strategy Rationale

To provide teachers with the support needed to implement strategies successfully and to monitor its effectiveness.

Action Step 1 5

Instructional coaches will model and schedule classroom observations.

Person Responsible

Michele Browne

Schedule

Monthly, from 9/21/2015 to 5/6/2016

Evidence of Completion

Classroom observation logs and feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Assistant principals debrief with instructional coaches.

Person Responsible

Michele Browne

Schedule

Monthly, from 9/21/2015 to 5/6/2016

Evidence of Completion

Agenda and minutes from debriefings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Conduct classroom observations and collect feedback from teachers.

Person Responsible

Jenny Gibson

Schedule

Monthly, from 9/21/2015 to 4/29/2016

Evidence of Completion

Observation and feedback results

G2. Teachers, students, and parents will use the digital curriculum to increase in class and out of class curriculum engagement. (Provide Empowering Environments) 1

G073219

G2.B1 To use resources and implement curriculum effectively to impact student achievement. 2

B191289

G2.B1.S1 Professional development on strategies and programs to implement rigorous ongoing digital curriculum. 4

S202756

Strategy Rationale

Provide teachers, parents, and students training on the use and implementation of digital curriculum to provide a strong foundation to successfully implement rigorous and ongoing digital curriculum.

Action Step 1 5

Schedule training for teachers, parents, and students on the use of digital curriculum resources, complete signed acknowledgements, and distribute Lenovos.

Person Responsible

Nigel Hames

Schedule

Weekly, from 8/10/2015 to 9/10/2015

Evidence of Completion

Sign-in sheets from training sessions, signed acknowledgements, all students and teachers have Lenovos.

Action Step 2 5

Schedule ongoing training for parents to provide parents with the training needed to keep up with the digital tools teachers and students use throughout the year.

Person Responsible

Nigel Hames

Schedule

Quarterly, from 10/12/2015 to 4/11/2016

Evidence of Completion

Meeting Agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Assistant principal will ensure teachers, parents, and students receive training and information regarding digital curriculum and each stakeholders responsibilities.

Person Responsible

Nigel Hames

Schedule

Weekly, from 7/1/2014 to 6/3/2016

Evidence of Completion

Agendas of training and information sessions and distribution of resources.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Assistant principals will monitor effectiveness by ensuring all stakeholders are informed of responsibilities and teachers and students are using resources.

Person Responsible

Nigel Hames

Schedule

Daily, from 8/11/2014 to 9/4/2015

Evidence of Completion

A list of Evans students showing they received information and Lenovos and agendas from trainings.

G2.B1.S2 Use of Professional Learning Communities to implement digital curriculum. 4

S202757

Strategy Rationale

Use of collaboration to build common lesson plans in implementing digital curriculum with fidelity.

Action Step 1 5

Plan lessons in PLC's implementing digital curriculum that engages students at rigorous level.

Person Responsible

Nigel Hames

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PLC agendas, lesson plans, and classroom observations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Assistant principals will monitor fidelity of implementation of digital curriculum by participating in PLCs, reviewing lesson plans, and observing classrooms for student engagement at rigorous levels.

Person Responsible

Nigel Hames

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

PLC agendas, rigorous lesson plans, and observation feedback

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Assistant principals will review lesson plans, observe classrooms for implementation of strategies, student engagement, and provide feedback for further effectiveness.

Person Responsible

Nigel Hames

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Lesson plans, feedback, classroom observations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on Marzano Super 7 and 11 Essential Strategies.	Higgs, Crystal	8/19/2015	Agenda, training materials, and sign-in sheets	4/22/2016 biweekly
G1.B1.S2.A1	Collaboration in Professional Learning Communities to build lesson plans utilizing Marzano Super 7 and 11 Essential Strategies to move students into DQ3 and 4.	Higgs, Crystal	8/17/2015	PLC agendas and Lesson Plans	4/29/2016 weekly
G1.B1.S3.A1	Instructional coaches will model and schedule classroom observations.	Browne, Michele	9/21/2015	Classroom observation logs and feedback	5/6/2016 monthly
G2.B1.S1.A1	Schedule training for teachers, parents, and students on the use of digital curriculum resources, complete signed acknowledgements, and distribute Lenovos.	Hames, Nigel	8/10/2015	Sign-in sheets from training sessions, signed acknowledgements, all students and teachers have Lenovos.	9/10/2015 weekly
G2.B1.S2.A1	Plan lessons in PLC's implementing digital curriculum that engages students at rigorous level.	Hames, Nigel	8/17/2015	PLC agendas, lesson plans, and classroom observations	5/27/2016 weekly
G2.B1.S1.A2	Schedule ongoing training for parents to provide parents with the training needed to keep up with the digital tools teachers and students use throughout the year.	Hames, Nigel	10/12/2015	Meeting Agendas	4/11/2016 quarterly
G1.MA1	Monitor student performance data	Gibson, Jenny	11/16/2015	Formative, summative, common assessments, and Marzano observations	5/20/2016 monthly
G1.B1.S1.MA1	Collaborate during PLCs and classroom observations.	Gibson, Jenny	9/21/2015	Classroom observations, feedback, review of lesson plans, and teacher products.	5/13/2016 monthly
G1.B1.S1.MA1	Assistant principals and instructional coaches observe, provide feedback, model, and co-teach in classrooms.	Hames, Nigel	9/21/2015	Classroom observations, feedback, and coaching logs.	5/6/2016 biweekly
G1.B1.S2.MA1	Monitor with formative and summative assessments.	Gibson, Jenny	11/16/2015	Samples of student work and assessments	5/20/2016 monthly
G1.B1.S2.MA1	Classroom walk through observations and discussions in PLCs.	Rogers, Christine	9/21/2015	Lesson plans, CWT logs, observations, and PLC agendas	5/20/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1	Conduct classroom observations and collect feedback from teachers.	Gibson, Jenny	9/21/2015	Observation and feedback results	4/29/2016 monthly
G1.B1.S3.MA1	Assistant principals debrief with instructional coaches.	Browne, Michele	9/21/2015	Agenda and minutes from debriefings.	5/6/2016 monthly
G2.MA1	Monitor the implementation and use of digital curriculum through classroom observations, feedback, lesson plans, student engagement, and parent and staff involvement.	Gibson, Jenny	8/28/2015	Increased engagement of stakeholders as evidenced in the classroom, parent involvement, and school events.	5/27/2016 biweekly
G2.B1.S1.MA1	Assistant principals will monitor effectiveness by ensuring all stakeholders are informed of responsibilities and teachers and students are using resources.	Hames, Nigel	8/11/2014	A list of Evans students showing they received information and Lenovos and agendas from trainings.	9/4/2015 daily
G2.B1.S1.MA1	Assistant principal will ensure teachers, parents, and students receive training and information regarding digital curriculum and each stakeholders responsibilities.	Hames, Nigel	7/1/2014	Agendas of training and information sessions and distribution of resources.	6/3/2016 weekly
G2.B1.S2.MA1	Assistant principals will review lesson plans, observe classrooms for implementation of strategies, student engagement, and provide feedback for further effectiveness.	Hames, Nigel	9/21/2015	Lesson plans, feedback, classroom observations	5/27/2016 weekly
G2.B1.S2.MA1	Assistant principals will monitor fidelity of implementation of digital curriculum by participating in PLCs, reviewing lesson plans, and observing classrooms for student engagement at rigorous levels.	Hames, Nigel	9/21/2015	PLC agendas, rigorous lesson plans, and observation feedback	5/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Evans will improve student achievement through more rigorous instruction. (Accelerate Student Performance and ensure Career and College Readiness)

G1.B1 Teachers understanding of Marzano and ability to move their lessons and students into DQ3 and DQ4.

G1.B1.S1 Provide professional development on the Marzano Super 7 and 11 Essential Strategies.

PD Opportunity 1

Provide professional development on Marzano Super 7 and 11 Essential Strategies.

Facilitator

Principal, CRT, teachers, assistant principals, instructional coaches

Participants

Instructional staff, Americore members, para professionals, tutors, City Year

Schedule

Biweekly, from 8/19/2015 to 4/22/2016

G1.B1.S2 Utilize Common Planning-Professional Learning Communities for collaboration to develop lesson plans incorporating DQ 3 and 4.

PD Opportunity 1

Collaboration in Professional Learning Communities to build lesson plans utilizing Marzano Super 7 and 11 Essential Strategies to move students into DQ3 and 4.

Facilitator

Assistant principals, instructional coaches, and teachers

Participants

Assistant principals, instructional coaches, teachers, tutors, para professionals

Schedule

Weekly, from 8/17/2015 to 4/29/2016

G1.B1.S3 Immediate coaching to assist with implementation and monitoring.

PD Opportunity 1

Instructional coaches will model and schedule classroom observations.

Facilitator

Instructional coaches

Participants

Teachers, tutors

Schedule

Monthly, from 9/21/2015 to 5/6/2016

G2. Teachers, students, and parents will use the digital curriculum to increase in class and out of class curriculum engagement. (Provide Empowering Environments)

G2.B1 To use resources and implement curriculum effectively to impact student achievement.

G2.B1.S1 Professional development on strategies and programs to implement rigorous ongoing digital curriculum.

PD Opportunity 1

Schedule training for teachers, parents, and students on the use of digital curriculum resources, complete signed acknowledgements, and distribute Lenovos.

Facilitator

Thomas Hames, Crystal Higgs

Participants

Teachers, parents, students

Schedule

Weekly, from 8/10/2015 to 9/10/2015

PD Opportunity 2

Schedule ongoing training for parents to provide parents with the training needed to keep up with the digital tools teachers and students use throughout the year.

Facilitator

Principal and assistant principal

Participants

Parents

Schedule

Quarterly, from 10/12/2015 to 4/11/2016

G2.B1.S2 Use of Professional Learning Communities to implement digital curriculum.

PD Opportunity 1

Plan lessons in PLC's implementing digital curriculum that engages students at rigorous level.

Facilitator

Assistant principal, instructional coach, teachers

Participants

Assistant principal, Instructional coaches, teachers, tutors, para professional

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional development on Marzano Super 7 and 11 Essential Strategies.				\$4,285.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Evans High	Title I Part A		\$1,285.00
<i>Notes: Questioning Sequences in the Classroom by Robert Marzano</i>						
			0671 - Evans High	Title I Part A		\$3,000.00
<i>Notes: After school professional development for new teachers and teachers who volunteer.</i>						
2	G1.B1.S2.A1	Collaboration in Professional Learning Communities to build lesson plans utilizing Marzano Super 7 and 11 Essential Strategies to move students into DQ3 and 4.				\$37,560.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Evans High	Title I Part A		\$20,160.00
<i>Notes: Teachers were paid for 2 days over the summer to develop lesson plans. Teachers were required to produce a weeks worth of lesson plans per day.</i>						
			0671 - Evans High	Title I Part A		\$17,400.00
<i>Notes: The CRT along with the Principal and Assistant Principals will provide feedback weekly with regards to lesson plans. Lesson plans will be monitored for completion by a newly created position to ensure compliance.</i>						
3	G1.B1.S3.A1	Instructional coaches will model and schedule classroom observations.				\$34,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Evans High	Title I Part A		\$34,800.00
<i>Notes: Instructional coaches for each academic area and ESOL Resource Teacher.</i>						
4	G2.B1.S1.A1	Schedule training for teachers, parents, and students on the use of digital curriculum resources, complete signed acknowledgements, and distribute Lenovos.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Evans High	General Fund		\$7,000.00
<i>Notes: 1 week of training for teachers during the summer. Training for parents and students before school began.</i>						
5	G2.B1.S1.A2	Schedule ongoing training for parents to provide parents with the training needed to keep up with the digital tools teachers and students use throughout the year.				\$9,800.00

Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0671 - Evans High			\$6,300.00	
			<i>Notes: Teachers will attend ongoing staff development to increase their knowledge of digital tools.</i>				
			0671 - Evans High	General Fund		\$3,500.00	
			<i>Notes: Ongoing training throughout the year for parents at PTSA, SAC, and the Parent Resource Center.</i>				
6	G2.B1.S2.A1	Plan lessons in PLC's implementing digital curriculum that engages students at rigorous level.					\$34,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0671 - Evans High	Title I Part A	0.5	\$34,800.00	
			<i>Notes: Resource Teachers to provide support in each academic area.</i>				
					Total:	\$128,245.00	