Orange County Public Schools

Maynard Evans High

2016-17 Schoolwide Improvement Plan

Maynard Evans High

4949 SILVER STAR RD, Orlando, FL 32808

https://evanshs.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	B

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Maynard Evans High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

a. 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 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 is a powerful workshop that develops a deeper awareness of cultures, leadership, social, and emotional skills that build strong relationships. Evans will bring this workshop to all stakeholders which will include participants from the community, parents, students, teachers, and Evans staff to build stronger relationships among all stakeholders. The Community School serves as a catalyst for many programs that build relationships. Many of our faculty and staff take part in Evans' 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.

b. 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 the 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 or security. 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 empowers the students to take control of their health needs. Students are provided food and snack pantries to satisfy food insecurities. Evans High School has a myriad of services available to all students which promotes student health, safety, and empowers them.

c. 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. Counseling will also encourage 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.

d. 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 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 a staffing specialist which provides 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 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.

3. Early Warning Systems

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

a. 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.
- Students exhibiting two or more indicators.

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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	184	152	157	153	646
One or more suspensions	0	0	0	0	0	0	0	0	0	313	234	204	141	892
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	189	122	106	48	465
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	301	248	0	0	549

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	293	220	124	76	713

c. 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 a student at a Level 1 in Reading, after consideration of multiple data points, will be placed in 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 through 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/304457.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Gibson, Jenny	Principal
Browne, Michele	Assistant Principal
Hames, Nigel	Assistant Principal
Tallman, Robin	Other
Castel, Philippe	Instructional Coach
Eubanks, Jennifer	Assistant Principal
Thompson, Gregory	Dean
Rivers, Benjamin	Dean
Bohn, Jennifer	Teacher, K-12
Heine, Martha	Teacher, K-12
Higgs, Crystal	Instructional Coach
Robbins, Steven	Instructional Coach
Sharpe, Alecia	Teacher, K-12
Smith, Pattie	Instructional Media
Martin, Bradley	Assistant Principal
Tolbert, Deana	Assistant Principal
Lowe, Brandon	Instructional Coach
Kreider, Heather	Assistant Principal
Smith, Lataniah	Dean
Whiting, Mikel	Dean
Carter, Sheree	Attendance/Social Work

b. Duties

1. 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 place at Evans High School to also capture the needs of students needing additional individual counseling and interventions.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Lillian Kohliem	Parent
Michelle Kaiser	Parent
Sabrina Alfred	Business/Community
Karla Jackson	Parent
Frank Thompson	Business/Community
Shannon Currie	Business/Community
Corey Kaiser	Student
Jenny Gibson-Linkh	Principal
Robin Tallman	Education Support Employee
Riba Akbari	Education Support Employee
Jennifer Eubanks	Education Support Employee
Linda Johnson	Parent
Karen Fortune	Parent
Serita Clayton	Business/Community
Mallory Tolefree	Business/Community
Edna Ulysse	Student
Timothy Only	Student
Francette Delorme	Student

b. Duties

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

a. 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 2016-2017 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.

b. 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 2015-2016 school year provided valuable information for the development of the 2016-2017 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.

c. 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 the School Improvement Plan and student gains to the October SAC meeting for discussion and approval. Additional projects will be discussed at future meetings as well.

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

The SAC committee voted to use school improvement funds for student incentives to encourage student success. The amount of school improvement funds budgeted for student incentives was $3,920.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Gibson, Jenny	Principal
Browne, Michele	Assistant Principal
Hames, Nigel	Assistant Principal
Smith, Pattie	Instructional Media
Castel, Philippe	Instructional Coach
Higgs, Crystal	Instructional Coach
Torres, Ivette	Teacher, K-12
Martin, Bradley	Assistant Principal
Morris, Carla	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. Evans High School implemented a Digital Learning Curriculum in 2015-2016. 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 2016 - 2017 school year Evans 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 as resume writing. Evans enhanced their reading collection with diverse materials to encourage students to read for pleasure. The Readers Book Club will sponsor a book and movie compare and contrast. 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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, 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.

b. Instructional Strategies

1. 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 2015-2016 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 FSA ELA 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, 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 during the summer with a partnership between

Evans High School and the University of Central Florida. The purpose of the program is 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.

2. 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: 8,160

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
Martin, Bradley, bradley.martin@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: 1,800

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 3 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 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: 6,370

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: 12,740

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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, Freshman Success, 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.

b. College and Career Readiness

1. 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, opportunities for job placement after graduation, and college acceptance in that course of study.

2. 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, 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 relationship 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 High School will utilize rigorous standards-based instruction, student-centered, and inquiry-based learning to increase student achievement. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.)

G2. Provide an empowering environment through relationship building amongst all stakeholders. (#1. Provide Empowering Environments. #2. Invest in Human Capital.)

Strategic Goals Detail

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

G1. Evans High School will utilize rigorous standards-based instruction, student-centered, and inquiry-based learning to increase student achievement. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.) 1a

G084734

Targets Supported 1b

Indicator	Annual Target
FSA ELA 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)	90.0
U.S. History EOC Pass	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of teachers deep understanding, ability to deconstruct standards, and engage students in student-centered learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches
- CPALMS
- OCPS Instructional Management System (IMS)
- SpringBoard
- Algebra and Math Nation

Plan to Monitor Progress Toward G1. 8

The Administrative team conducts ongoing classroom observations and analyzes student performance data to determine whether teachers are making progress in the delivery of standards-based and student-centered instruction.

Person Responsible
Jenny Gibson

Schedule
Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion
Classroom walkthrough/observation data, student performance data reflecting growth in the mastery of the standards, as well as lesson plans effectively scaffold.

G2. Provide an empowering environment through relationship building amongst all stakeholders. (#1. Provide Empowering Environments. #2. Invest in Human Capital.) 1a

G084735

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	60.0
FSA ELA Achievement	50.0
U.S. History EOC Pass	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of skills to build empowering relationships.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SAFE counselors
- Resource teachers
- HUB counselors and mentors
- Challenge Day Workshop and materials
- PBS program and strategies

Plan to Monitor Progress Toward G2. 8

The Administrative team will review PBS data monthly for the increase of positive behavior in the area of respect, relationships, and the decrease of disrespectful behavior to determine progress toward providing an empowering environment through building stronger relationships and a deeper awareness of cultures.

Person Responsible
Jenny Gibson

Schedule
Monthly, from 10/17/2016 to 5/26/2017

Evidence of Completion
Data from PBS, stakeholder surveys, observation data, stakeholder conference data showing an increase in positive observations of respect and stronger relationships which increases through the school year.

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 High School will utilize rigorous standards-based instruction, student-centered, and inquiry-based learning to increase student achievement. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.) 1

G084734

G1.B1 Lack of teachers deep understanding, ability to deconstruct standards, and engage students in student-centered learning. 2

B225323

G1.B1.S1 Provide professional development on standards-based instruction, deconstructing the standards, student-centered, and inquiry-based learning. 4

S237701

Strategy Rationale

Provide teachers with instructional practices to effectively scaffold the curriculum and increase student achievement.

Action Step 1 5

Provide professional development on standards-based curriculum, how to deconstruct the standards, student-centered, and inquiry-based learning.

Person Responsible

Jenny Gibson

Schedule

Biweekly, from 8/8/2016 to 4/7/2017

Evidence of Completion

Agenda, training materials, sign-in sheets, and lesson plans

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

The Administrative team reviews lesson plans, conducts ongoing classroom observations, and reviews student performance data to determine whether teachers are making progress in the delivery of standards-based instruction and student-centered learning.

Person Responsible

Jenny Gibson

Schedule

Biweekly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Lesson plans reflecting a deeper understanding of the standards, effective delivery of the standards reflecting student-centered learning as well as differentiated instruction. Classroom walkthrough/observation data, and performance data reflecting growth in the mastery of the standards.

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

The Administrative team reviews lessons, attends common planning, reviews student performance data, and conducts ongoing classroom observations to determine whether teachers' knowledge on the deconstruction of the standards and student-centered based learning is increasing.

Person Responsible

Jenny Gibson

Schedule

Biweekly, from 8/8/2016 to 5/19/2017

Evidence of Completion

Lesson plans reflecting a deeper understanding of rigorous standards-based instruction, student-centered learning, and performance data reflecting growth in mastery of the standards.

G1.B1.S2 Review in common planning standards-based curriculum, how to deconstruct the standards, student-centered, and inquiry-based learning for understanding and implementation. 4

S237702

Strategy Rationale

Provide teachers with support in the understanding and implementation of best instructional practices to effectively scaffold, deliver the curriculum, and increase student achievement.

Action Step 1 5

Review and collaborate in common planning to build lesson plans implementing standards-based instruction and student-centered learning.

Person Responsible

Jenny Gibson

Schedule

Biweekly, from 7/11/2016 to 5/19/2017

Evidence of Completion

Lesson plans reflecting a deeper understanding of the delivery of standards-based instruction and student-centered learning, common planning agendas and minutes.

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

The Administrative team will participate in common planning, review lesson plans, conduct ongoing classroom observations and review student performance data to determine whether teachers are making progress in the understanding and delivery of rigorous standards-based instruction and student-centered learning.

Person Responsible

Jenny Gibson

Schedule

Biweekly, from 8/16/2016 to 5/19/2017

Evidence of Completion

Lesson plans reflecting a deeper understanding of the delivery of rigorous standards-based instruction and student-centered learning, classroom walkthrough/observation data reflecting growth in the mastery of the standards.

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

The Administrative team reviews lessons, attend common planning, review student performance data, and conduct ongoing classroom observations to determine whether teachers knowledge on the deconstruction of the standards and student-centered learning is increasing.

Person Responsible

Jenny Gibson

Schedule

Biweekly, from 7/18/2016 to 5/19/2017

Evidence of Completion

Common planning agendas/minutes reflecting collaboration regarding standards-based learning and deconstruction of the standards. Lesson plans reflecting a deeper understanding of rigorous standards-based learning and student centered-learning, and performance data reflecting growth in the mastery of the standards.

G2. Provide an empowering environment through relationship building amongst all stakeholders. (#1. Provide Empowering Environments. #2. Invest in Human Capital.) 1

G084735

G2.B1 Lack of skills to build empowering relationships. 2

B225327

G2.B1.S1 Provide Challenge Day for stakeholders to build stronger relationships and a deeper awareness of cultures. 4

S237703

Strategy Rationale

As stakeholders build stronger relationships with each other they will have a deeper understanding and appreciation for one another which in return will build respect among stakeholders.

Action Step 1 5

Schedule and implement Challenge Day for all Evans' stakeholders to include students, parents, teachers, administration, and community members.

Person Responsible

Jennifer Eubanks

Schedule

Monthly, from 9/6/2016 to 10/31/2016

Evidence of Completion

Scheduled event and participants, Challenge Day materials, and observations of stakeholder participation reflecting stakeholders building stronger relationships.

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

Assistant principal will facilitate the participation of all stakeholders to include students, parents, teachers, administration, and community members and will observe implementation of Challenge Day activities for stakeholder engagement, building of stronger relationships, and a deeper awareness of cultures.

Person Responsible

Jennifer Eubanks

Schedule

Monthly, from 9/6/2016 to 10/31/2016

Evidence of Completion

Agendas and attendance for Challenge Day of all stakeholder groups. Observations of participation in Challenge Day activities building stronger relationships and a deeper awareness of cultures.

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

Follow-up, monitoring and support will occur throughout the year through the Positive Behavior Support program which promotes "Responsibility, Respect, and Relationships" (RRR). Monitoring for effectiveness will also occur through a culture-building series that will be implemented, and monitored through exercises and interactions in department meetings, PLCs, professional development, and faculty meetings.

Person Responsible

Jennifer Eubanks

Schedule

Monthly, from 10/31/2016 to 5/19/2017

Evidence of Completion

Monthly documentation of the PBS program, monthly data showing an increase in positive observations of respect and relationship building, and observations from the culture-building series.

G2.B1.S2 Implement Positive Behavior Support (PBS) school-wide and a mediation process for all stakeholders. 4

S237704

Strategy Rationale

Implementing positive behavior strategies will encourage positive behavior and a mediation process for all stakeholders will provide an avenue for each stakeholder to understand and settle differences increasing understanding and respect among stakeholders.

Action Step 1 5

Develop and implement a PBS program and mediation process for stakeholders that will inform, support, recognize, and celebrate the establishment of positive relationships among all stakeholders.

Person Responsible

Deana Tolbert

Schedule

Monthly, from 8/8/2016 to 5/19/2017

Evidence of Completion

Timeline of roll-out process and implementation of PBS and mediation process, flyers and resource materials, PBS agendas, classroom social contracts, monthly PBS data showing an increase in positive outcomes.

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

The Assistant Principal will monitor the fidelity of the implementation of PBS and the mediation process by monitoring utilization, participation of stakeholders, building of relationships through the mediation process, and an increase in positive outcomes.

Person Responsible

Deana Tolbert

Schedule

Monthly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Timeline showing implementation of PBS and mediation process, completed social contracts, and signed acknowledgment of PBS resources. Monthly PBS and mediation data showing an increase in positive outcomes.

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

The PBS team will review PBS activities, mediation outcomes, PBS and discipline data, to determine the effectiveness of the implementation of PBS and the mediation process in providing an empowering environment.

Person Responsible

Deana Tolbert

Schedule

Monthly, from 9/6/2016 to 5/19/2017

Evidence of Completion

Monthly PBS and mediation data showing an increase in positive outcomes to include mid-year and end-of-year surveys from stakeholders.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.MA1 M313647	Assistant principal will facilitate the participation of all stakeholders to include students,...	Eubanks, Jennifer	9/6/2016	Agendas and attendance for Challenge Day of all stakeholder groups. Observations of participation in Challenge Day activities building stronger relationships and a deeper awareness of cultures.	10/31/2016 monthly
G2.B1.S1.A1 A307377	Schedule and implement Challenge Day for all Evans' stakeholders to include students, parents,...	Eubanks, Jennifer	9/6/2016	Scheduled event and participants, Challenge Day materials, and observations of stakeholder participation reflecting stakeholders building stronger relationships.	10/31/2016 monthly
G1.B1.S1.A1 A307375	Provide professional development on standards-based curriculum, how to deconstruct the standards,...	Gibson, Jenny	8/8/2016	Agenda, training materials, sign-in sheets, and lesson plans	4/7/2017 biweekly
G1.B1.S1.MA1 M313641	The Administrative team reviews lessons, attends common planning, reviews student performance...	Gibson, Jenny	8/8/2016	Lesson plans reflecting a deeper understanding of rigorous standards-based instruction, student-centered learning, and performance data reflecting growth in mastery of the standards.	5/19/2017 biweekly
G1.B1.S1.MA1 M313642	The Administrative team reviews lesson plans, conducts ongoing classroom observations, and reviews...	Gibson, Jenny	9/13/2016	Lesson plans reflecting a deeper understanding of the standards, effective delivery of the standards reflecting student-centered learning as well as differentiated instruction. Classroom walkthrough/observation data, and performance data reflecting growth in the mastery of the standards.	5/19/2017 biweekly
G2.B1.S1.MA1 M313646	Follow-up, monitoring and support will occur throughout the year through the Positive Behavior...	Eubanks, Jennifer	10/31/2016	Monthly documentation of the PBS program, monthly data showing an increase in positive observations of respect and relationship building, and observations from the culture-building series.	5/19/2017 monthly
G1.B1.S2.MA1 M313643	The Administrative team reviews lessons, attend common planning, review student performance data,...	Gibson, Jenny	7/18/2016	Common planning agendas/minutes reflecting collaboration regarding standards-based learning and deconstruction of the standards. Lesson plans reflecting a deeper understanding of rigorous standards-based learning and student centered-learning, and performance data reflecting growth in the mastery of the standards.	5/19/2017 biweekly
G1.B1.S2.MA1 M313644	The Administrative team will participate in common planning, review lesson plans, conduct ongoing...	Gibson, Jenny	8/16/2016	Lesson plans reflecting a deeper understanding of the delivery of rigorous standards-based instruction and student-centered learning, classroom walkthrough/observation data reflecting growth in the mastery of the standards.	5/19/2017 biweekly
G1.B1.S2.A1 A307376	Review and collaborate in common planning to build lesson plans implementing standards-based...	Gibson, Jenny	7/11/2016	Lesson plans reflecting a deeper understanding of the delivery of standards-based instruction and student-centered learning, common planning agendas and minutes.	5/19/2017 biweekly
G2.B1.S2.MA1 M313648	The PBS team will review PBS activities, mediation outcomes, PBS and discipline data, to determine...	Tolbert, Deana	9/6/2016	Monthly PBS and mediation data showing an increase in positive outcomes to include mid-year and end-of-year surveys from stakeholders.	5/19/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 M313649	The Assistant Principal will monitor the fidelity of the implementation of PBS and the mediation...	Tolbert, Deana	8/22/2016	Timeline showing implementation of PBS and mediation process, completed social contracts, and signed acknowledgment of PBS resources. Monthly PBS and mediation data showing an increase in positive outcomes.	5/19/2017 monthly
G2.B1.S2.A1 A307378	Develop and implement a PBS program and mediation process for stakeholders that will inform,...	Tolbert, Deana	8/8/2016	Timeline of roll-out process and implementation of PBS and mediation process, flyers and resource materials, PBS agendas, classroom social contracts, monthly PBS data showing an increase in positive outcomes.	5/19/2017 monthly
G1.MA1 M313645	The Administrative team conducts ongoing classroom observations and analyzes student performance...	Gibson, Jenny	9/12/2016	Classroom walkthrough/observation data, student performance data reflecting growth in the mastery of the standards, as well as lesson plans effectively scaffold.	5/26/2017 monthly
G2.MA1 M313650	The Administrative team will review PBS data monthly for the increase of positive behavior in the...	Gibson, Jenny	10/17/2016	Data from PBS, stakeholder surveys, observation data, stakeholder conference data showing an increase in positive observations of respect and stronger relationships which increases through the school year.	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. Evans High School will utilize rigorous standards-based instruction, student-centered, and inquiry-based learning to increase student achievement. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.)

G1.B1 Lack of teachers deep understanding, ability to deconstruct standards, and engage students in student-centered learning.

G1.B1.S1 Provide professional development on standards-based instruction, deconstructing the standards, student-centered, and inquiry-based learning.

PD Opportunity 1

Provide professional development on standards-based curriculum, how to deconstruct the standards, student-centered, and inquiry-based learning.

Facilitator

Principal, CRT, assistant principals, instructional coaches, lead teachers

Participants

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

Schedule

Biweekly, from 8/8/2016 to 4/7/2017

G1.B1.S2 Review in common planning standards-based curriculum, how to deconstruct the standards, student-centered, and inquiry-based learning for understanding and implementation.

PD Opportunity 1

Review and collaborate in common planning to build lesson plans implementing standards-based instruction and student-centered learning.

Facilitator

Assistant principal, instructional coaches, lead teachers, common planning participants

Participants

Common planning members

Schedule

Biweekly, from 7/11/2016 to 5/19/2017

G2. Provide an empowering environment through relationship building amongst all stakeholders. (#1. Provide Empowering Environments. #2. Invest in Human Capital.)

G2.B1 Lack of skills to build empowering relationships.

G2.B1.S1 Provide Challenge Day for stakeholders to build stronger relationships and a deeper awareness of cultures.

PD Opportunity 1

Schedule and implement Challenge Day for all Evans' stakeholders to include students, parents, teachers, administration, and community members.

Facilitator

Challenge Day representatives

Participants

Students, parents, teachers, administration, community members

Schedule

Monthly, from 9/6/2016 to 10/31/2016

G2.B1.S2 Implement Positive Behavior Support (PBS) school-wide and a mediation process for all stakeholders.

PD Opportunity 1

Develop and implement a PBS program and mediation process for stakeholders that will inform, support, recognize, and celebrate the establishment of positive relationships among all stakeholders.

Facilitator

Assistant principal, Positive Behavior coach, Community School Director, deans

Participants

All Stakeholders

Schedule

Monthly, from 8/8/2016 to 5/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	**G1.B1.S1.A1**	**Provide professional development on standards-based curriculum, how to deconstruct the standards, student-centered, and inquiry-based learning.**				**$38,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Evans High	Title I, Part A		$3,000.00
			Notes: After school professional development for new teachers and teachers who volunteer.			
			0671 - Evans High	Title I, Part A		$35,000.00
			Notes: Professional development during the summer and during the school year.			
2	**G1.B1.S2.A1**	**Review and collaborate in common planning to build lesson plans implementing standards-based instruction and student-centered learning.**				**$68,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Evans High	Title I, Part A	1.0	$68,500.00
			Notes: Instructional coaches collaborate and model in common planning providing support for teachers in building lesson plans and implementing standards-based instruction.			
3	**G2.B1.S1.A1**	**Schedule and implement Challenge Day for all Evans' stakeholders to include students, parents, teachers, administration, and community members.**				**$7,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Evans High	General Fund		$7,000.00
			Notes: Challenge Day workshop and training for all stakeholder groups on how to build strong relationships.			
4	**G2.B1.S2.A1**	**Develop and implement a PBS program and mediation process for stakeholders that will inform, support, recognize, and celebrate the establishment of positive relationships among all stakeholders.**				**$34,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0671 - Evans High	Title I, Part A	0.5	$34,800.00
			Notes: Resource Teachers to provide support in each academic area.			
					Total:	**$148,300.00**