

Orange County Public Schools

Maynard Evans High



2017-18 Schoolwide Improvement Plan

Maynard Evans High

4949 SILVER STAR RD, Orlando, FL 32808

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2016-17 Title I School</p> <p>Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>98%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Maynard Evans High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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. 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. In addition, Evans High School supports extracurricular activities including the arts, athletics, and cultural studies to further cultivate relationships.

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 beginning with creating a campus that is clean and welcoming. In addition, student academic and athletic successes are displayed throughout the campus interior and exterior. Student incentives encourage students to achieve. Evans High School has 2 SRO's, 4 security guards, 6 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 provide 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 HERO system. Evans High School has many extracurricular activities for students. 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 courtyard 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 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, and 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 their native language. The ESOL resource teacher ensures

that 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 who ensures that services are provided 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. In addition to the staffing specialist, Evans has a behavior specialist who will provide support to students, teachers, and families with regard to IEPs and general classroom strategies. 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, and students also 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	307	185	150	166	808
One or more suspensions	0	0	0	0	0	0	0	0	0	339	218	120	118	795
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	452	316	232	144	1144
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	312	288	2	1	603

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	436	307	149	123	1015

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 of class receive one-on-one tutoring during the school day, as well as small group instruction, which 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 make up 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/418079>.

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 with 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

1. School Leadership Team

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

Name	Title
Bailey, Rolando	Principal
Hames, Nigel	Assistant Principal
Tallman, Robin	Other
Castel, Philippe	Instructional Coach
Thompson, Gregory	Dean
Bohn, Jennifer	Teacher, K-12
Sharpe, Alecia	Teacher, K-12
Smith, Pattie	Instructional Media
Tolbert, Deana	Assistant Principal
Kreider, Heather	Assistant Principal
Smith, Lataniah	Dean
Whiting, Mikel	Dean
Carter, Sheree	Attendance/Social Work
Wiggins, Michele	Assistant Principal
Waugh, Casey	Assistant Principal
Hodge, Esther	Assistant Principal
Berardi, David	Instructional Coach
Crawford, Tyrhone	Dean
Grace, Charlie	Other
Moodley, Venusha	Instructional Coach
Mortier, Megan	Instructional Coach
Wheeler, Jarvis	Other
Brown, Tasmaria	Instructional Coach
Verity, Barbara	Instructional Coach
Woodard, Iris	Instructional Coach

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 he 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
Robin Tallman	Education Support Employee
Riba Akbari	Education Support Employee
Deana Tolbert	Education Support Employee
Linda Johnson	Parent
Karen Fortune	Parent
Serita Clayton	Business/Community
Edna Ulysse	Student
Rolando Bailey	Principal
Symone Richardson	Business/Community
Rebecca Boreland	Student
Laticia Chambers	Parent
Curtesa Vanderpoole	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2017-2018 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 Parent and Family Engagement Plan (PFEP) 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/PFEP.

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 2016-2017 school year provided valuable information for the development of the 2017-2018 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 used were \$1,000.

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
Bailey, Rolando	Principal
Hames, Nigel	Assistant Principal
Smith, Pattie	Instructional Media
Castel, Philippe	Instructional Coach
Torres, Ivette	Teacher, K-12
Hodge, Esther	Assistant Principal
Waugh, Casey	Assistant Principal
Brown, Tasmaria	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 2017 - 2018 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 through incentives and collaborative celebrations. 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 CRMs. 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 2016-2017 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, District progress monitoring 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 District progress monitoring 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 Tuesday from 2:15 pm - 4:30 pm and Wednesday from 1:15 pm – 3:30 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: 4,464

Evans High School added 4,464* additional minutes of instructional time to the School Year, which breaks down to 124 additional minutes of instructional time per week.

*This figure was calculated using the total of 1624 instructional minutes per week based on the 2017-18 Evans Bell Schedule. The base requirement for a school day is 1500 instructional minutes. A weekly difference of 124 per week, extended out to 36 weeks is a net increase of 4,464 minutes.

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

Bailey, Rolando, rolando.bailey@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: Extended School Day

Minutes added to school year: 1,800

Students are provided the opportunity to receive additional support from any teacher on campus from 2:15 - 2:45 on Tuesdays and Thursdays.

Strategy Rationale

The added instructional time for students allows for small group or one to one instruction with the opportunity to demonstrate mastery of core academic standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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 2:40 - 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

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: 2,760

Beginning in semester 2, students will be provided the opportunity to attend after school tutoring in core academic areas (Algebra 1, Geometry, ELA/Reading 9 and 10, Biology and US History). The program will be offered for 12 weeks on Tuesdays and Thursdays from 2:40 - 4:45 with certified teachers.

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)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Waugh, Casey, casey.waugh@ocps.net

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

Data from District progress monitoring assessments, in addition to common formative and summative assessments, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 a 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 throughout 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 postsecondary 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 helps 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 the 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 progress monitoring assessments, and school mini-assessments prepare our students for postsecondary education and provide student data for analysis for next steps. Evans also administers a practice Postsecondary 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 postsecondary 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 postsecondary setting including Community College, Universities, and career settings. Evans connects to local postsecondary institutions to provide students interaction with institutions, access to college-level course work, and to improve the 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 are provided with a base for and an opportunity to earn postsecondary 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.** Student achievement will increase when teachers participate in the District Professional Learning Communities (DPLCS) in which they will focus on literacy and incorporating literacy strategies across all content areas which will support increasing student performance. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.)

- G2.** Evans High School will use a strong MTSS process after every common assessment. Data will be aggregated by tier (red, yellow, green) with student data tracked and corrections or retakes implemented after remediation which will support increasing student performance. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.)

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. Student achievement will increase when teachers participate in the District Professional Learning Communities (DPLCS) in which they will focus on literacy and incorporating literacy strategies across all content areas which will support increasing student performance. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.) 1a

G095928

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	32.0
Algebra I EOC Pass Rate	19.0
Geometry EOC Pass Rate	19.0
U.S. History EOC Pass	60.0

Targeted Barriers to Achieving the Goal 3

- Some teachers lack an understanding of how to incorporate literacy into their current instruction of the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Formative and Summative Assessment data
- "Coaching Classroom instruction" by Robert Marzano
- "Becoming a Reflective Teacher" by Robert Marzano
- Resource teachers
- District CRM documents
- District Professional Learning Communities
- Literacy Plan

Plan to Monitor Progress Toward G1. 8

Progress towards this goal is monitored by administration through reviewing common formative assessment data, reviewing lesson plans and PLC documentation, conducting classroom observations, and conducting academic conferences.

Person Responsible

Rolando Bailey

Schedule

Biweekly, from 8/28/2017 to 5/21/2018

Evidence of Completion

The evidence of completion consists of PLC documentation, lesson plan documentation, classroom observations, coaching logs, and formative assessment data showing an increase in student achievement.

G2. Evans High School will use a strong MTSS process after every common assessment. Data will be aggregated by tier (red, yellow, green) with student data tracked and corrections or retakes implemented after remediation which will support increasing student performance. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.) 1a

G095929

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	32.0
Algebra I EOC Pass Rate	19.0
Geometry EOC Pass Rate	19.0
Bio I EOC Pass	47.0
4-Year Grad Rate (Standard Diploma)	90.0
U.S. History EOC Pass	60.0

Targeted Barriers to Achieving the Goal 3

- Higher than average teacher attrition, and new teacher lack of understanding and ability to strategically plan and implement differentiated instruction in the RTI/MTSS framework.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches
- CPALMS - Florida Standards
- OCPS Instructional Management System (IMS) - CRMs
- Math Nation
- Webb's DOK
- Marzano Framework for designing instruction with a focus on the 11 Essential Elements.
- "Coaching Classroom Instruction" by Robert Marzano
- Florida Department of Education Test Item Specifications
- "The Art and Science of Teaching" by Robert Marzano
- Understanding by Design Framework

Plan to Monitor Progress Toward G2. 8

The Administrative team conducts ongoing classroom observations and analyzes student performance data to determine whether teachers are making progress in the implementation of effective differentiated instruction.

Person Responsible

Rolando Bailey

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Lesson plans reflect effective differentiated instruction and response to intervention. Classroom walkthrough/observation data and student performance data reflect growth in the mastery of the standards.

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. Student achievement will increase when teachers participate in the District Professional Learning Communities (DPLCS) in which they will focus on literacy and incorporating literacy strategies across all content areas which will support increasing student performance. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.) 1

G095928

G1.B1 Some teachers lack an understanding of how to incorporate literacy into their current instruction of the standards. 2

B258254

G1.B1.S1 The CRT and Instructional Coaches will provide support and provide professional development on incorporating literacy strategies in teacher lessons through the PLC which is founded from the DPLC. 4

S273345

Strategy Rationale

To support teachers in the commitment to standards-based instruction with a focus on literacy.

Action Step 1 5

Assess the level at which PLCs/teachers are operating pertaining to literacy strategies.

Person Responsible

Casey Waugh

Schedule

On 9/4/2017

Evidence of Completion

The evidence of completion consists of differentiated professional development plans for specific areas within the literacy strategies for each individual PLC.

Action Step 2 5

Conduct tailored professional development for each individual PLC on incorporating literacy strategies.

Person Responsible

Casey Waugh

Schedule

Weekly, from 9/5/2017 to 5/29/2018

Evidence of Completion

The evidence of completion consists of professional development logs, PLC notes, lesson plans, and common formative assessments.

Action Step 3 5

Teachers will implement the use of literacy strategies with support.

Person Responsible

Casey Waugh

Schedule

Weekly, from 9/18/2017 to 5/29/2018

Evidence of Completion

The evidence of completion consists of PLC notes, deconstruction of standards in common planning, lesson plans, classroom observations, and common formative assessments.

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

Fidelity of implementation is monitored by administration through PLC documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.

Person Responsible

Casey Waugh

Schedule

Weekly, from 8/22/2017 to 5/31/2018

Evidence of Completion

The evidence of completion consists of PLC documentation, classroom observations, coaches' logs, lesson plan documentation, formative and summative assessment data.

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

Effectiveness of implementation is monitored by administration through PLC documentation when improvements are noted in lesson plans, classroom observation data, student work samples, and formative and summative assessment data.

Person Responsible

Casey Waugh

Schedule

Biweekly, from 8/28/2017 to 5/29/2018

Evidence of Completion

The evidence of completion consists of improvements in PLC documentation, classroom observation data, student work samples, and formative and summative assessment data.

G1.B1.S2 The school will support the DPLC process by sending designated PLC leads to regular meetings and infuse what they learn in our continuous work on providing standards based instruction and literacy strategies. 4

 S273346

Strategy Rationale

Commitment to standards-based instruction with a focus on literacy.

Action Step 1 5

Designated teacher will attend DPLC training in order to support the PLC process at the school level.

Person Responsible

Casey Waugh

Schedule

Every 2 Months, from 9/1/2017 to 5/30/2018

Evidence of Completion

Evidence is the designated teacher's attendance in the DPLC and the school PLC agenda.

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

The Administrative team will review and monitor agendas and plans from the DPLCS and the school's PLCs to ensure fidelity of implementation of the literacy strategies.

Person Responsible

Esther Hodge

Schedule

Weekly, from 9/18/2017 to 5/28/2018

Evidence of Completion

Attendance of the school's representative in the DPLCS and school PLC agendas showing development of lesson plans with standards based instruction and literacy strategies.

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

The Administrative team will attend common planning, review lesson plans, review student data, and conduct ongoing classroom observations to monitor for effectiveness.

Person Responsible

Rolando Bailey

Schedule

Weekly, from 9/25/2017 to 5/28/2018

Evidence of Completion

Lesson plans reflect standards based instruction and literacy strategies that were developed in DPLCS and school PLCs. Classroom observations exhibit instructional implementation of the literacy strategies.

G2. Evans High School will use a strong MTSS process after every common assessment. Data will be aggregated by tier (red, yellow, green) with student data tracked and corrections or retakes implemented after remediation which will support increasing student performance. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.) 1

G095929

G2.B1 Higher than average teacher attrition, and new teacher lack of understanding and ability to strategically plan and implement differentiated instruction in the RTI/MTSS framework. 2

B258256

G2.B1.S1 Provide professional development on the RTI/MTSS process and implementation of effective differentiated instruction in the classroom and after-school and Saturday tutoring. 4

S273347

Strategy Rationale

Provide teachers with instructional practices to effectively scaffold the curriculum and provide differentiated instruction that will increase student achievement.

Action Step 1 5

Provide professional development on how to deconstruct the standards for lesson planning, effective implementation of differentiated instruction, and the RTI/MTSS process.

Person Responsible

Casey Waugh

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

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

Action Step 2 5

Aggregate data from common assessments and district progress monitoring for Science, Math, and ELA courses. Provide in-classroom and after-school/Saturday tutors to support the RTI/MTSS process in order to move students to proficiency on standards.

Person Responsible

Heather Kreider

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Evidence will be student data from assessments and lesson plans reflecting interventions and reteaching.

Plan to Monitor Fidelity of Implementation of G2.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 effective implementation of differentiated instruction and the RTI/MTSS process.

Person Responsible

Casey Waugh

Schedule

Biweekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Lesson plans reflect effective differentiated instruction in response to common assessment data. Classroom walkthrough/observation data, and performance data reflect growth in the mastery of the standards.

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

The Administrative team reviews lessons, attends common planning, reviews student performance data, and conducts ongoing classroom observations to determine whether the differentiated instruction is increasing student achievement and mastery of the standards.

Person Responsible

Rolando Bailey

Schedule

Biweekly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Lesson plans reflect differentiated instruction in response to common assessments, and performance data reflect growth in mastery of the standards.

G2.B1.S2 Collaboration in PLCs in planning standards-based curriculum, deconstructing the standards, differentiated instruction within the RTI/MTSS framework for understanding, lesson planning, and implementation. 4

S273348

Strategy Rationale

Provide teachers with support in the understanding and implementation of best instructional practices to effectively scaffold and differentiate instruction within the RTI/MTSS model.

Action Step 1 5

Review and collaborate in common planning to build lesson plans which support standards-based, differentiated instruction, with RTI/MTSS and continued differentiated instruction after common assessments.

Person Responsible

Rolando Bailey

Schedule

Weekly, from 8/21/2017 to 6/30/2018

Evidence of Completion

Lesson plans, PLC agendas and minutes reflect collaboration on standards-based instruction, RTI/MTSS and differentiated instruction.

Action Step 2 5

Provide a social worker to implement MTSS and interventions for students not performing due to absenteeism.

Person Responsible

Iris Woodard

Schedule

Weekly, from 11/6/2017 to 6/30/2018

Evidence of Completion

Social Worker hired, list of students identified for interventions and support, list of parents contacted and results, and increase in attendance and academic achievement.

Plan to Monitor Fidelity of Implementation of G2.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 and differentiated instruction.

Person Responsible

Heather Kreider

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

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

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

The Administrative team reviews lessons, attends common planning, reviews student performance data, and conducts ongoing classroom observations to determine whether strong RTI/MTSS and differentiated instruction is implemented and achieving results.

Person Responsible

Heather Kreider

Schedule

Biweekly, from 7/31/2017 to 5/25/2018

Evidence of Completion

Common planning agendas/minutes reflecting collaboration regarding standards-based learning, differentiated instruction, response to intervention. Lesson plans reflect a deeper understanding of rigorous standards-based learning and effective differentiated instruction. Performance data reflect growth in the mastery of the standards.

G2.B1.S3 Provide instructional staff/teachers an incentive to continue teaching at our school. 4

S273349

Strategy Rationale

Increasing instructional staff/teacher retention rates and retaining effective teachers will increase student achievement.

Action Step 1 5

Develop a monetary incentive plan for instructional staff/teachers for retention

Person Responsible

Rolando Bailey

Schedule

On 9/26/2017

Evidence of Completion

The evidence is a completed plan ready for implementation for providing instructional staff/teachers with a monetary incentive.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Fidelity of implementation is monitored by administration through instructional staff attendance records, list of staff receiving incentive, and submission for processing of incentive.

Person Responsible

Robin Tallman

Schedule

Quarterly, from 9/25/2017 to 6/1/2018

Evidence of Completion

The evidence of implementation is record of attendance and the list of instructional staff receiving the incentive at the end of each semester.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Effectiveness of implementation is monitored through attendance data and a measureable decrease in attrition.

Person Responsible

Rolando Bailey

Schedule

Monthly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Evidence of monitoring for effectiveness is instructional staff attendance reports and end of year comparison of prior year attrition.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S2.MA1 M393499	The Administrative team will participate in common planning, review lesson plans, conduct ongoing...	Kreider, Heather	8/22/2016	Lesson plans reflect a deeper understanding of the delivery of rigorous standards-based and differentiated instruction and classroom walkthrough/observation data reflect student growth in the mastery of the standards.	5/31/2017 weekly
G1.B1.S1.A1 A366954	Assess the level at which PLCs/ teachers are operating pertaining to literacy strategies.	Waugh, Casey	8/22/2017	The evidence of completion consists of differentiated professional development plans for specific areas within the literacy strategies for each individual PLC.	9/4/2017 one-time
G2.B1.S3.A1 A366962	Develop a monetary incentive plan for instructional staff/teachers for retention	Bailey, Rolando	9/25/2017	The evidence is a completed plan ready for implementation for providing instructional staff/teachers with a monetary incentive.	9/26/2017 one-time
G1.MA1 M393495	Progress towards this goal is monitored by administration through reviewing common formative...	Bailey, Rolando	8/28/2017	The evidence of completion consists of PLC documentation, lesson plan documentation, classroom observations, coaching logs, and formative assessment data showing an increase in student achievement.	5/21/2018 biweekly
G2.MA1 M393502	The Administrative team conducts ongoing classroom observations and analyzes student performance...	Bailey, Rolando	9/11/2017	Lesson plans reflect effective differentiated instruction and response to intervention. Classroom walkthrough/observation data and student performance data reflect growth in the mastery of the standards.	5/25/2018 monthly
G2.B1.S1.MA1 M393496	The Administrative team reviews lessons, attends common planning, reviews student performance...	Bailey, Rolando	9/25/2017	Lesson plans reflect differentiated instruction in response to common assessments, and performance data reflect growth in mastery of the standards.	5/25/2018 biweekly
G2.B1.S1.MA1 M393497	The Administrative team reviews lesson plans, conducts ongoing classroom observations, and reviews...	Waugh, Casey	9/11/2017	Lesson plans reflect effective differentiated instruction in response to common assessment data. Classroom walkthrough/observation data, and performance data reflect growth in the mastery of the standards.	5/25/2018 biweekly
G2.B1.S1.A1 A366958	Provide professional development on how to deconstruct the standards for lesson planning, effective...	Waugh, Casey	8/21/2017	Agenda, training materials, sign-in sheets, and lesson plans	5/25/2018 weekly
G2.B1.S2.MA1 M393498	The Administrative team reviews lessons, attends common planning, reviews student performance data,...	Kreider, Heather	7/31/2017	Common planning agendas/minutes reflecting collaboration regarding standards-based learning, differentiated instruction, response to intervention. Lesson plans reflect a deeper understanding of rigorous standards-based learning and effective differentiated instruction. Performance data reflect growth in the mastery of the standards.	5/25/2018 biweekly
G1.B1.S2.MA1 M393493	The Administrative team will attend common planning, review lesson plans, review student data, and...	Bailey, Rolando	9/25/2017	Lesson plans reflect standards based instruction and literacy strategies that were developed in DPLCS and school PLCs. Classroom observations exhibit instructional implementation of the literacy strategies.	5/28/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 M393494	The Administrative team will review and monitor agendas and plans from the DPLCS and the school's...	Hodge, Esther	9/18/2017	Attendance of the school's representative in the DPLCS and school PLC agendas showing development of lesson plans with standards based instruction and literacy strategies.	5/28/2018 weekly
G1.B1.S1.MA1 M393491	Effectiveness of implementation is monitored by administration through PLC documentation when...	Waugh, Casey	8/28/2017	The evidence of completion consists of improvements in PLC documentation, classroom observation data, student work samples, and formative and summative assessment data.	5/29/2018 biweekly
G1.B1.S1.A2 A366955	Conduct tailored professional development for each individual PLC on incorporating literacy...	Waugh, Casey	9/5/2017	The evidence of completion consists of professional development logs, PLC notes, lesson plans, and common formative assessments.	5/29/2018 weekly
G1.B1.S1.A3 A366956	Teachers will implement the use of literacy strategies with support.	Waugh, Casey	9/18/2017	The evidence of completion consists of PLC notes, deconstruction of standards in common planning, lesson plans, classroom observations, and common formative assessments.	5/29/2018 weekly
G2.B1.S1.A2 A366959	Aggregate data from common assessments and district progress monitoring for Science, Math, and ELA...	Kreider, Heather	8/14/2017	Evidence will be student data from assessments and lesson plans reflecting interventions and reteaching.	5/30/2018 weekly
G1.B1.S2.A1 A366957	Designated teacher will attend DPLC training in order to support the PLC process at the school...	Waugh, Casey	9/1/2017	Evidence is the designated teacher's attendance in the DPLC and the school PLC agenda.	5/30/2018 every-2-months
G1.B1.S1.MA1 M393492	Fidelity of implementation is monitored by administration through PLC documentation, lesson plan...	Waugh, Casey	8/22/2017	The evidence of completion consists of PLC documentation, classroom observations, coaches' logs, lesson plan documentation, formative and summative assessment data.	5/31/2018 weekly
G2.B1.S3.MA1 M393500	Effectiveness of implementation is monitored through attendance data and a measureable decrease in...	Bailey, Rolando	9/25/2017	Evidence of monitoring for effectiveness is instructional staff attendance reports and end of year comparison of prior year attrition.	5/31/2018 monthly
G2.B1.S3.MA1 M393501	Fidelity of implementation is monitored by administration through instructional staff attendance...	Tallman, Robin	9/25/2017	The evidence of implementation is record of attendance and the list of instructional staff receiving the incentive at the end of each semester.	6/1/2018 quarterly
G2.B1.S2.A1 A366960	Review and collaborate in common planning to build lesson plans which support standards-based,...	Bailey, Rolando	8/21/2017	Lesson plans, PLC agendas and minutes reflect collaboration on standards-based instruction, RTI/ MTSS and differentiated instruction.	6/30/2018 weekly
G2.B1.S2.A2 A366961	Provide a social worker to implement MTSS and interventions for students not performing due to...	Woodard, Iris	11/6/2017	Social Worker hired, list of students identified for interventions and support, list of parents contacted and results, and increase in attendance and academic achievement.	6/30/2018 weekly

V. Professional Development Opportunities

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

G1. Student achievement will increase when teachers participate in the District Professional Learning Communities (DPLCS) in which they will focus on literacy and incorporating literacy strategies across all content areas which will support increasing student performance. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.)

G1.B1 Some teachers lack an understanding of how to incorporate literacy into their current instruction of the standards.

G1.B1.S1 The CRT and Instructional Coaches will provide support and provide professional development on incorporating literacy strategies in teacher lessons through the PLC which is founded from the DPLC.

PD Opportunity 1

Conduct tailored professional development for each individual PLC on incorporating literacy strategies.

Facilitator

CRT, Instructional Coaches, BLAs

Participants

Instructional staff

Schedule

Weekly, from 9/5/2017 to 5/29/2018

G2. Evans High School will use a strong MTSS process after every common assessment. Data will be aggregated by tier (red, yellow, green) with student data tracked and corrections or retakes implemented after remediation which will support increasing student performance. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.)

G2.B1 Higher than average teacher attrition, and new teacher lack of understanding and ability to strategically plan and implement differentiated instruction in the RTI/MTSS framework.

G2.B1.S2 Collaboration in PLCs in planning standards-based curriculum, deconstructing the standards, differentiated instruction within the RTI/MTSS framework for understanding, lesson planning, and implementation.

PD Opportunity 1

Review and collaborate in common planning to build lesson plans which support standards-based, differentiated instruction, with RTI/MTSS and continued differentiated instruction after common assessments.

Facilitator

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

Participants

Instructional staff/PLC/members

Schedule

Weekly, from 8/21/2017 to 6/30/2018

VI. Technical Assistance Items

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

G1. Student achievement will increase when teachers participate in the District Professional Learning Communities (DPLCS) in which they will focus on literacy and incorporating literacy strategies across all content areas which will support increasing student performance. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.)

G1.B1 Some teachers lack an understanding of how to incorporate literacy into their current instruction of the standards.

G1.B1.S2 The school will support the DPLC process by sending designated PLC leads to regular meetings and infuse what they learn in our continuous work on providing standards based instruction and literacy strategies.

TA Opportunity 1

Designated teacher will attend DPLC training in order to support the PLC process at the school level.

Facilitator

District specialists and designated principals will lead teachers in cross curricular literacy strategies.

Participants

One teacher from each subject area is participating in the DPLC

Schedule

Every 2 Months, from 9/1/2017 to 5/30/2018

G2. Evans High School will use a strong MTSS process after every common assessment. Data will be aggregated by tier (red, yellow, green) with student data tracked and corrections or retakes implemented after remediation which will support increasing student performance. (#1. Accelerate Student Performance. #2. Narrow Achievement Gaps.)

G2.B1 Higher than average teacher attrition, and new teacher lack of understanding and ability to strategically plan and implement differentiated instruction in the RTI/MTSS framework.

G2.B1.S1 Provide professional development on the RTI/MTSS process and implementation of effective differentiated instruction in the classroom and after-school and Saturday tutoring.

TA Opportunity 1

Provide professional development on how to deconstruct the standards for lesson planning, effective implementation of differentiated instruction, and the RTI/MTSS process.

Facilitator

District Program specialist/content experts provide on-site support in PLCs with lesson planning and deconstruction standards.

Participants

Principal, assistant principals, instructional coaches, teachers

Schedule

Weekly, from 8/21/2017 to 5/25/2018

TA Opportunity 2

Aggregate data from common assessments and district progress monitoring for Science, Math, and ELA courses. Provide in-classroom and after-school/Saturday tutors to support the RTI/MTSS process in order to move students to proficiency on standards.

Facilitator

District senior administrator provides on-site data and support regarding classroom walk throughs.

Participants

Leadership team

Schedule

Weekly, from 8/14/2017 to 5/30/2018

VII. Budget

1	G1.B1.S1.A1	Assess the level at which PLCs/teachers are operating pertaining to literacy strategies.	\$0.00
2	G1.B1.S1.A2	Conduct tailored professional development for each individual PLC on incorporating literacy strategies.	\$68,057.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0671 - Evans High	Title, I Part A	1.0	\$68,057.00
			<i>Notes: 2 Instructional coaches at .5 FTE each (Salary \$51,060 + Benefits \$16,997 = \$68,057) collaborate and model in common planning providing support for teachers in building lesson plans and implementing standards-based literacy strategies.</i>			
3	G1.B1.S1.A3	Teachers will implement the use of literacy strategies with support.				\$0.00
4	G1.B1.S2.A1	Designated teacher will attend DPLC training in order to support the PLC process at the school level.				\$0.00
5	G2.B1.S1.A1	Provide professional development on how to deconstruct the standards for lesson planning, effective implementation of differentiated instruction, and the RTI/MTSS process.				\$126,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0671 - Evans High	UniSIG		\$95,000.00
			<i>Notes: 147 teachers will receive 22 hours of professional development per teacher to equal \$82,486.76 in salaries, plus \$12,513.24 in benefits for a total of \$95,000.</i>			
	6400	590-Other Materials and Supplies	0671 - Evans High	UniSIG		\$24,000.00
			<i>Notes: Professional development materials and supplies which will include: Becoming a Reflective Teacher - 150 = \$5,400, The Art and Science of Teaching - 150 = \$4,200, Why Didn't I Learn this in College - 75 = \$1,875, Marzano set - 5 = \$1,620, Coaching Classroom Instruction - 10 = \$300,</i>			
	6400	330-Travel	0671 - Evans High	UniSIG		\$7,000.00
			<i>Notes: Professional Development to include 7 teachers to participate in AVID conference in Orlando</i>			
6	G2.B1.S1.A2	Aggregate data from common assessments and district progress monitoring for Science, Math, and ELA courses. Provide in-classroom and after-school/ Saturday tutors to support the RTI/MTSS process in order to move students to proficiency on standards.				\$298,607.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	100-Salaries	0671 - Evans High	UniSIG	2.0	\$50,000.00
			<i>Notes: 2 tutors, 129 days for 7.5 hours per day. \$43,414 for salary + \$6,586 for benefits = \$50,000.</i>			
	5100	510-Supplies	0671 - Evans High	UniSIG		\$60,507.00
			<i>Notes: Software license for PowerPass and Access Newcomers to support ELL students in increasing reading and writing proficiency.</i>			
	5100	510-Supplies	0671 - Evans High	UniSIG		\$86,100.00
			<i>Notes: Geometry Nation workbooks (\$50,000), Princeton Review workbooks (\$4,000), Collections Language (\$2,100), Test Prep materials and coaching books (\$30,000) to support rigor through interaction with standards aligned tasks.</i>			
	5100	644-Computer Hardware Non-Capitalized	0671 - Evans High	UniSIG		\$72,000.00
			<i>Notes: 18 sets of 30 TI84 Plus CE graphing calculators.</i>			
	7800	790-Miscellaneous Expenses	0671 - Evans High	UniSIG		\$30,000.00

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<p><i>Notes: Transportation for after-school and Saturday tutoring (\$27,000), to UCF for the opportunity to take Saturday UCF class to increase student learning for course exams.(\$3,000).</i></p>						
7	G2.B1.S2.A1	Review and collaborate in common planning to build lesson plans which support standards-based, differentiated instruction, with RTI/MTSS and continued differentiated instruction after common assessments.				\$161,790.55
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0671 - Evans High	Title, I Part A	1.5	\$102,085.00
<p><i>Notes: 1.5 Instructional coaches (Salary \$76,590 + \$25,495 = \$102,085) provide support and guidance in developing standards-based lesson plans for differentiated instructions in the RTI/MTSS/Intervention process.</i></p>						
	5100	510-Supplies	0671 - Evans High	UniSIG		\$59,705.55
<p><i>Notes: Supplemental books to also include American Literature (\$3,000), World Literature (\$3,000), Access Newcomers (\$1,750), Information Coach books and test prep books also including EOC test prep (\$51,955.55).</i></p>						
8	G2.B1.S2.A2	Provide a social worker to implement MTSS and interventions for students not performing due to absenteeism.				\$67,999.99
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6110	130-Other Certified Instructional Personnel	0671 - Evans High	UniSIG	1.0	\$67,999.99
<p><i>Notes: Social Worker salary (\$50,326.60) and Benefits (\$17,673.39) for a total of \$67,999.99.</i></p>						
9	G2.B1.S3.A1	Develop a monetary incentive plan for instructional staff/teachers for retention				\$362,347.46
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0671 - Evans High	UniSIG		\$333,993.00
<p><i>Notes: 146 instructional staff members x \$1,000 each semester =(\$2,000) each instructional staff member = \$292,123 + \$41,870 benefits = \$333,993.</i></p>						
	7200		0671 - Evans High	UniSIG		\$28,354.46
<p><i>Notes: Negotiated indirect cost rate</i></p>						
					Total:	\$1,084,802.00