Maynard Evans High

2022-23 Schoolwide Improvement Plan

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Maynard Evans High

4949 SILVER STAR RD, Orlando, FL 32808

https://evanshs.ocps.net/

Demographics

Principal: Kenya Nelson Warren

Start Date for this Principal: 7/28/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: C (47%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Nelson-Warren, Kenya	Principal	The Leadership Team is led by the principal who communicates expectations, reinforces Multi-Tier System of Supports (MTSS) and utilizes the School Improvement Plan (SIP) for collaboration to ensure all supporting entities are in alignment with individualized student needs.As the team leader, the principal establishes a system of communication regarding student achievement to all stakeholders. Expectations are also communicated for effective use of data for problem solving and making decisions that impact student outcomes within the Professional Learning Communities (PLCs) often led by the principal, assistant principals, coaches, and teacher leaders. The Leadership Team provides instructional support and resources with side-by-side collaboration, coaching, and modeling for teacher effectiveness. The team communicates expectations for standards-based instruction to impact the tiers within the MTSS implementation and plans for monitoring successful student outcomes. Frequent opportunities are created by the leadership team to celebrate successes with faculty, staff, and students. Administrators and coaches in each core area and subgroup areas support the MTSS process of student data analysis, monitoring student achievement, and utilizes the problem-solving process to initiate change when the desired outcome is not achieved. All students receive tier 1 rigorous core instruction, which also includes targeted small group for differentiated instruction within the classrooms. Strategically planned tutoring after-school biweekly provide students with opportunities to receive additional instructional support. Tier 2 and 3 interventions are provided through the support of tutors during small group instruction on a daily basis. Tier 1 behavioral support is available to all students through the Positive Behavior Support program, Student and Family Empowerment (SAFE) coordinators, guidance counselors, and Evans Community School. Tier 2 and 3 behavior support strategies are also planned through the SAFE department and Evans Community School. Support is provided in small group sessions as well as individual counseling depending on the progression and severity of the behavior. A referral system is also in place at Evans High School as an extension of service for students in need of individual counseling interventions.
	Assistant Principal	Community Partnership School; AVID; World Languages; Fine Arts; Digital Learning; Teacher Professional Learning
Shreffler, Bradley	Assistant Principal	Assistant Principal of Instruction; ESE; Business/CTE; ELC; Testing; Performing Arts
Truitt, Clarence	Assistant Principal	Math; Athletics and Student Events; Principal Designee

Name	Position Title	Job Duties and Responsibilities
Castel, Philippe	ELL Compliance Specialist	ELL Support; Administration team member
Brown, LaTonya	Assistant Principal	Social Studies, classified staff; PE, ROTC
Bohn, Jennifer	Other	Works to support students and families; community school liaison; home visit team lead
Whiting, Mikel	Dean	Behavior Dean; Discipline Support
Saxon, Eric	Dean	Classroom Management support with new teachers; behavior dean; attendance
Birdsong, Tamara	Instructional Coach	Instructional Support- Reading
Verity, Barbara	Curriculum Resource Teacher	instructional support; mentor coordinator; provide coaching for classroom instruction; new teacher induction programming; certification
Berardi, David	Instructional Media	Media Specialist; digital device support

Demographic Information

Principal start date
Thursday 7/28/2022, Kenya Nelson Warren

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
15

Total number of teacher positions allocated to the school
163

Total number of students enrolled at the school
2,482

Identify the number of instructional staff who left the school during the 2021-22 school year.
23

Identify the number of instructional staff who joined the school during the 2022-23 school year.
26

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	261	306	381	412	1360
One or more suspensions	0	0	0	0	0	0	0	0	0	191	214	206	160	771
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	12	44	40	101
Course failure in Math	0	0	0	0	0	0	0	0	0	6	26	40	47	119
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	304	224	273	0	801
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	230	293	273	76	872
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	310	333	375	202	1220

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	16	6	13	47

Date this data was collected or last updated
Friday 8/12/2022

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	
Number of students enrolled	0	0	0	0	0	0	0	0	2	601	660	590	552	2405
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	301	357	307	301	1267
One or more suspensions	0	0	0	0	0	0	0	0	0	102	120	60	71	353
Course failure in ELA	0	0	0	0	0	0	0	0	0	78	124	222	121	545
Course failure in Math	0	0	0	0	0	0	0	0	0	144	103	125	117	489
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	191	281	187	184	843
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	1	209	262	214	121	807
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	312	253	136	233	934

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	302	359	302	264	1227

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	17	4	15	12	48

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	
Number of students enrolled	0	0	0	0	0	0	0	0	2	601	660	590	552	2405
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	301	357	307	301	1267
One or more suspensions	0	0	0	0	0	0	0	0	0	102	120	60	71	353
Course failure in ELA	0	0	0	0	0	0	0	0	0	78	124	222	121	545
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Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	0		1
Students retained two or more times	0	0	0	0	0	0	0	0	0	17	4	15	12		48

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	27%	49%	51%				28%	55%	56%
ELA Learning Gains	46%						40%	53%	51%
ELA Lowest 25th Percentile	47%						35%	40%	42%
Math Achievement	20%	36%	38%				27%	43%	51%
Math Learning Gains	45%						45%	49%	48%
Math Lowest 25th Percentile	56%						38%	46%	45%
Science Achievement	45%	31%	40%				54%	70%	68%
Social Studies Achievement	58%	43%	48%				52%	73%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	67%	-15%	67%	-15%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	69%	-20%	70%	-21%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	63%	-46%	61%	-44%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	53%	-23%	57%	-27%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	9	28	25	13	32	39	20	35		90	13
ELL	16	53	57	13	41	57	30	36		98	29
ASN	72	81		60						100	69
BLK	25	45	45	18	44	54	43	58		98	34
HSP	31	47	53	28	52	67	49	56		98	38
WHT	32	64		47							
FRL	25	45	44	20	46	60	44	56		98	37

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8	35	43	9	32	48	16	42		98	67
ELL	14	42	41	6	30	41	36	43		99	79
ASN	53	53		20			100			100	92

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK	27	43	46	10	23	39	47	50		98	78
HSP	28	38	22	18	23	40	43	43		98	79
WHT	31	42		27							
FRL	26	41	41	12	22	37	48	46		98	78

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	24	25	16	39	42	29	37		83	55
ELL	19	38	37	27	53	41	46	38		77	61
ASN	54	72		59	75		77				
BLK	27	39	34	25	44	37	54	48		88	65
HSP	26	39	38	30	46	43	53	73		84	56
MUL	50	57		29	55		63				
WHT	35	52		37	31		50				
FRL	26	39	31	24	43	35	52	48		88	64

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	510
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELL and SWD subgroups were consistently increasing in performance, however are still in need of targeted interventions to obtain proficiency with Algebra I 8.22% and 3.45% respectively as well as in biology, where proficiencies were 36% and 16% respectively, both trending downward in overall learning gains, but obtaining additional proficiency scores. A determinant focus on ensuring that tracking measures are in place for student growth in formative and summative assessments, along with documentation to ensure that support services are not only provided but utilized by these subgroups to promote consistency in growth.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

A continued focus on proficiency of students in ELA assessments in both 9th and 10th grade will continue through targeted interventions with the MTSS model to ensure that proficiencies continue to increase as 2022 saw a 1% decrease from 28% in 2021 to 27% in 2022 in ELA proficiency, however learning gains increased 3 points and students in the lower 25 % demonstrated slight increases of 4%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Continued data analysis determined the pace of instruction needed based on student overall performance on specific standards. Other possible contributing factors may have included the inability to implement accommodations with fidelity and/or inability to make instructional adjustments in the moment.

The need for improvement is to slow the pace of instruction and to actively monitor students through chunked test and supporting text document questions. Based on classroom observations, there is opportunity for additional differentiated instruction and embedded ESE, ELL strategies to support these students. A plan to address remediation includes repurposing personnel (tutors, teachers, instructional coaches, admin team members) and providing a strict focus on reteaching standards of disparity and reassessing student learning has occurred. This plan will be conducted and implementation monitored with fidelity. An intense focus on reteach/ remediation, enrichment plan and intentional use of multiple online resources to support student learning. Continued use of MTSS Interventionist provided additional support in the classes to support the students by providing direct instruction within a small group. This instruction included and will not be limited to scaffolded instruction and lesson extensions. Most importantly, students will be able to practice skills with guided support.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

There was an eight-point increase in proficiency (20% in 2022 as compared to 12% in 2021) on the Algebra 1 & Geometry End-of-Course Assessments. Over the past six years (2017 - 2022), Algebra 1 and Geometry proficiency scores have also increased by eight percentage points overall. While the district saw a 5% increase in proficiency from 2021- 2022 in the US EOC, Evans school data increased from 49% in 2021 to 55% in 2022 demonstrating a 6% increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Dedicated intervention support was provided to teachers in US History as an additional MTSS layer. An intense focus on reteach/ remediation, enrichment plan and intentional use of multiple online resources to support student learning. Continued use of MTSS Interventionist provided additional support in the classes to support the students by providing direct instruction within a small group. In correlation, during the interventions, intentional planning to model standards-based questions before and after assessments contributed to student automaticity with recognition of key academic vocabulary and strategies for comprehension, analysis and synthesis.

What strategies will need to be implemented in order to accelerate learning?

Adjustments to instructional focus calendars based on the most commonly assessed standards as well as weekly instructional walks with a focus on standards-based alignment of lesson plans and student activities to implement actionable feedback and identify trends to be addressed. Remediation, reteaching, and enrichment will continue based on the lowest performing standards of the new BEST standards and those of the Biology and US History end of course exams. Small group instruction that is focused on implementation of various stimuli seen in FAST questions will support the lower quartile of students, specifically in the identified subgroups of ELL and SWD. Instructional leaders, teachers, and coaches must monitor the implementation of accommodations with fidelity and/or ability to make instructional adjustments in the moment. Strategic monitoring and shifting instruction toward student-centered activities (address misconceptions and remediate in the moment within a small group environment) will continue to address learning gaps that are presented.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on the data above, professional learning communities will integrate effective learning strategies for students seeded in the following topics:
Interactive Notebooks/ Focused Note Taking- Strategies that aid in teaching students how to organize information for learning and then using that material to engage/ process for understanding
Purposeful Small Group Instruction- creating/ developing collaborative structures in the classroom could aid in better co-teaching methodologies, rotational models, processing structures and more strategic monitoring.
Continued development of various engagement strategies
Continued improvement in using levels of inquiry to monitor for processing and comprehension.
Strategic monitoring practices that support student comprehension checks in the moment and allow for teacher to address misconceptions, misunderstandings, or gaps in foundation steps of application of knowledge in the moment and adapt their support/instruction accordingly.

Additional common planning will focus on differentiated professional development as it relates to the needs of the individual professional learning communities. In correlation, any teachers, tutors, and/or MTSS push-in supports will receive professional development integral components to the planning process and supporting small group learning to maximize instructional capacity within those classrooms.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Utilization of support personnel on campus to address learning needs, accommodation implementation, and teacher support will continue, specifically in classrooms where ELL and SWD subgroups are demonstrating gaps. Instructional support personnel will engage in classroom walk throughs and feedback in order to effectively implement necessary high-yield strategies as well as drive data discussions in PLC. Additional coaching of teachers will occur in various coaching cycle models to best address necessary gaps in pedagogical practices in order to provide rigorous educational opportunities for all students. Intervention model will provide an layered approach to MTSS with additional pull out and push in opportunities for remediation of standards in ELA and Math.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Teachers will analyze and utilize data effectively to differentiate instruction as a means to address the needs of each student. Specific emphasis will be placed on Students with Disabilities subgroup to narrow the achievement gap. Data will be aggregated by tiers (red, yellow, and green) and the Multi Tiered System of Support (MTSS) process ill support remediation, test retakes, and tutoring in an effort to increase mastery learning. Additionally, student performance will increase based on teacher ability to deliver rigorous instruction. This will ensure multiple learning opportunities for all students. Our goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	1. Narrow the achievement gaps of SWD subgroup from 36% to 41%. 2. Math Proficiency will increase from 27% to 40%. 3. Math Learning Gains will increase from 45% to 55%; L25 will increase from 38% to 55% 4. English Language Arts (ELA) Proficiency will increase from 27% to 40% 5. ELA Learning Gains will increase from 46% to 55%; L25 will increase from 47% to 55% 6. Biology Proficiency will increase from 45% to 60%. 7. US History Proficiency will increase from 55% to 60%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Assessments will be evaluated against supports put in place prior to the actual assessment through on the spot monitoring and student feedback to make necessary adjustments to planning for the next assessment based on results.
Person responsible for monitoring outcome:	Kenya Nelson-Warren (kenya.nelson-warren@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The following will serve as evidence to support the use of Data to Drive Instructional Practice: 1. Data analysis and data reflection after each unit assessment. 2. Master schedule reflects homogeneous grouping of students in English and Math courses. 3. MTSS designated support through additional instructional units to address learning loss and identified gaps in foundational skills in English, Math, Biology and US History courses.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The evidence-based strategy listed will supports all students at each tiered level of the MTSS process.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Continue Culturally Responsive Teaching professional development throughout the school year. Intentionally use Culturally Responsive strategies within lesson delivery as a means to connect students to learning and address specific student subgroups.
2. A targeted group of Males of Color will be mentored and provided with extended support to narrow the achievement gap.
3. Provide ongoing support and professional development for tutors and City Year members to effectively facilitate and communicate grade level standards-based instruction, best practices, and the use of Marzano strategies to support student learning. Tutors and City Year members will actively support student learning through interactions within the PLCs for instructional delivery and small group instruction.
4. Data meetings will occur between the instructional leadership team and teachers for analysis of what is working and create next steps.
5. Assessed content areas will receive more targets small group instruction with the support of the MTSS teacher assigned.

Person Responsible
Kenya Nelson-Warren (kenya.nelson-warren@ocps.net)

#2. Positive Culture and Environment specifically relating to Character Development in Preparation for Career and College Ready Students	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Integrate and monitor resources and strategies that strengthen a culture for college and career ready students to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for supporting the whole child, we will address the following school needs of ensuring that students feel connected and a sense of belonging that ultimately will reflect in an increase in attendance and academic achievement data, as well as promote a college and career readiness plan for students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on reporting from Panorama survey: 1. Increasing student sense of belonging as reported through Panorama survey from 27% to 50%. 2. Improving perception of overall social and learning climate of the school from 30% to 55%. Utilizing Early Warning System Indicators: 3. Quarterly attendance school wide will reflect 95% across all grade levels, whereas 1267 students (or 53% of students grades 9-12) currently are reported with attendance below 90% in the 21-22 school year. 4. Students with two or more early warning indicators will decrease from 51% to 25%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Maynard Evans High School will continue to improve the process of school leadership alignment to available resources in order to meet the needs of all students and maximize desired student outcomes. Culturally responsive teaching, life skills approaches, and college and career readiness practices will allow for opportunities for meaningful discussions in the classroom as well as significant collaboration to gain higher depth of knowledge within embedded content. The Student and Family Empowerment (SAFE) coordinator along with the Community Partnership School will review resources to address SEL needs as identified through our SAFE referral process. In an effort to build positive relationships, school staff will continue professional development monthly, building ties between home and school, and communicating and working with parents as partners. Evans community stakeholders participate in school improvement planning and have committed themselves to extend resources for the benefit of students. Inclusion of students will extend to embedding culturally relevant curriculum where appropriate and engage in student opportunities for engagement in academic, social, and interest-based enrichment programs and clubs as evidenced by their PLC notes and lesson planning.
Person responsible for monitoring outcome:	Kenya Nelson-Warren (kenya.nelson-warren@ocps.net)
Evidence-based	Evidence-based Strategy: Use distributive leadership and social and emotional learning (character development) to implement a continuous improvement plan for social and

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	emotional learning focused on implementing a school-wide life skills integrations and culturally responsive teaching practices, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the character development and academic development of every student.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The school will establish and deliver professional learning, leveraging team members as support to utilize strategies to intentionally address character development in students and the incorporation of culturally responsive instruction for all students.
2. The Curriculum Resource Teacher and instructional coaches will provide support and and professional development with incorporating character development. culturally relevant instructional strategies, and college and career readiness practices within teacher lesson plan- using the PLC as a means to support the use of standards-based instruction.
3. Teachers will differentiate instruction for Students with Disabilities and provide explicit instruction with monitoring strategies to determine the effectiveness of the instruction provided.
4. Assess the level at which PLCs/Teachers are operating as it pertains to literacy strategies. This will be assessed by the principal and the assistant principals with input from coaches.
5. Teachers will implement the use of literacy strategies with support of culturally responsive curriculum inclusion.

Person Responsible	Kenya Nelson-Warren (kenya.nelson-warren@ocps.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use character development to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of character development and connect cognitive and conative strategies to support student success.

Identify the stakeholders and their role in promoting a positive school culture and environment.

A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.