

# Maynard Evans High



2014-15 School Improvement Plan

## Maynard Evans High

4949 SILVER STAR RD, Orlando, FL 32808

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

81%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

98%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	C

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

# Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

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

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

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

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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

##### Provide the school's vision statement

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

#### School Environment

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

Evans High School provides professional development for faculty and staff on the diverse cultures of Evans High School including Ruby Payne workshops. Relationships are built in the classroom as the teacher uses real world applications and students relate through discussion and sharing, building relationships between teachers and students, and student to student. All stakeholders interact and problem solve in PTSA meetings to further school improvement and student achievement, 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 the mentoring program where they coach students to do their best in academics while listening, assisting, and encouraging students as they resolve concerns in their everyday life that can be a barrier 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 regarding the school and relationships, effecting positive 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, using the MTSS problem solving process, identifies barriers to building relationships, then sets and implements goals. Opportunities for building relationships are being implemented including bringing Challenge Day to Evans High School. Challenge Day is one of the most powerful experiences aimed at building relationships on a school campus. The program will reach 300 of our students and 75 adults over three days (100 students and 25 adults each day). The program is designed to build connection and empathy and to fulfill Challenge Day's vision that "every child lives in a world where they feel safe, loved, and celebrated." Challenge Day builds empathy and ignites a real movement of compassion and positive change with experiential programs that demonstrate the possibility of love and connection through the celebration of diversity, truth, and full expression.

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

OCPS and Evans High School put systems in place that creates a safe environment for students. Evans High School has 2 SRO's, 4 security guards, 5 deans, faculty, and Leadership Team that provide strategically planned supervision and visibility for a safe environment before, during, and after-school. Staff members providing supervision carry radios which provides for immediate communication and/or assistance. Teachers stand at their door during class change and welcome students as they enter their classroom. Students arriving by bus are greeted by the Leadership Team and security and encouraged to get breakfast in the cafeteria. Many of Evans students are walkers and enter through the cafeteria and receive their breakfast upon entry. After-school all clubs, tutoring, athletics, and activities are supervised. Students not at an activity or waiting for a pickup will go to the

cafeteria which is supervised by a dean. Security monitors the court yard and perimeters before, during, and after-school. Adults are always visible and available to assist and to provide an environment where students feel safe and respected. The Community School led the way to a new initiative at Evans High School called "Safety Watch" The Community Leadership Council will head up a volunteer group of community members who want to support students by being a visible presence on Evans campus. The goal of Safety Watch is to provide a positive environment and influence for students at the end of their day on campus. Evans Community School has a Wellness Cottage on campus that opens this Fall. The Wellness Cottage services include: physicals, immunizations and health screenings, exams and treatment for common illnesses, dental exams and treatments, vision screenings, and counseling. Food and snack pantries are available on campus for students as well. The Community School services help students to see Evans High School cares about them and the campus is a haven where they feel safe and respected, as one of Evans students said "You can feel the love in the community school."

**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' Discipline Policies and Procedures and implements student interventions leading to student success. District and school staff work in tandem to implement the discipline policies ensuring the system is fair and consistently enforced. The Code of Student Conduct describes the school-wide behavioral system which includes student rights, student responsibilities, and consequences to infractions. The Code of Student Conduct has four levels of infractions. Level 1 infractions are the least serious and will be dealt with by imposing less severe consequences than Level IV infractions. A Level IV infraction is grounds for a mandatory 10-day suspension and a consideration for expulsion. Students who have repeated infractions will meet with Community School team members 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. The Evans Community School also offers Restorative Justice as an intervention assigned as a disciplinary action. It is an after-school, 6 week program, offered to students in place of suspension. In this program the student looks 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 behavior change. In order to see change we need to discover what is causing the behavior, address it, teach, and model alternative behaviors for situations providing an environment where students will learn, grow, and succeed. The first week of school deans review the Code of Student Conduct in classrooms. A copy of the Code of Student Conduct is sent home with every child. The code requests parents familiarize themselves with the document, review all standards and information with their child, and return the front page signed by both parent and child. During the first week of school, deans review the school-wide behavior system with all students and staff assuring expectations are clear. Discipline expectations are also reviewed with every new student and parent that registers. Evans High School has protocols in place to quickly remove a student who is inappropriately behaving in class so distractions to student engagement during instructional time are minimized. Teachers are able to make one quick call and security, deans, and/or administrative staff respond immediately to the room. Faculty and staff receive training regarding these protocols during pre-planning, faculty meetings, and upon hiring assuring assistance is promptly received and protocols are seamless.

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

Every Evans student has a guidance counselor who works with them concerning their schedule, graduation, academic success, interventions, future goals, and dreams. Guidance counselors will coordinate with all of the student's teachers to assist students and parents in developing a plan for

student success. Evans has 2 SAFE Counselors who provide students and parents with information regarding services for those who may be homeless, need grief counseling, mediation, encouragement, or mentoring. An ESOL Resource Teacher ensures that all of our ESOL students and families receive school information in a language they will understand. The ESOL Resource Teacher also ensures each student receives resources and interventions needed for them to be successful as well as serve as a contact for the student for counseling and mentoring. Evans has 2 Staffing Specialists who provide services for our ESE population, including serving as a resource for teachers providing information and assisting students in acquiring whatever service is needed. Evans Community School provides counselors for any student needing or wanting social-emotional support. Faculty and staff refer students they feel could benefit from this service as well as students refer themselves. Evans Community School has a Wellness Cottage on campus that opens this Fall. The Wellness Cottage services include: physicals, immunizations and health screenings, exams and treatment for common illnesses, dental exams and treatments, vision screenings, and counseling. Food and snack pantries are available on campus for students as well. Evans students know that the Evans' Community School (The Hub) is where they can go for physical, social, and emotional needs and receive the assistance and support they need.

### Early Warning Systems

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

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

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

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

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

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	209	148	120	114	591
One or more suspensions	348	264	165	107	884
Course failure in ELA or Math	169	93	49	10	321
Level 1 on statewide assessment	301	225	45	5	576

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	300	200	96	44	640

**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 at the beginning of the year that will need additional academic assistance in order to be successful. Data is analyzed and students are strategically placed in classes according to their need and previous course work. For example students at a Level 1 in Reading in 9th grade will be placed in double block reading classes to provide the additional intervention needed to be successful. Structured tutoring is available after-school for any student needing additional assistance. Student data is reviewed to identify students in need of additional interventions in order to be successful in their coursework. Parents are contacted regarding their student attending tutoring for a scheduled day/s and duration or until the student is no longer at risk of failing the course. Students who have failed a state assessment/EOC or are at risk of failing will be scheduled to attend Saturday camp for a consecutive number of weeks for a particular assessment. Students receive group and one-on-one instruction preparing them for success on the assessment. One-one-one tutoring is also available after-school. Students also receive one-on-one tutoring during the school day as well as push-in and push-out interventions through elective classes. Evans Intervention Team reviews attendance and suspension data identifying students who are at risk. OCPS/Evans processes are in place for attendance and discipline occurrences as described in this document under School Environment. Interventions are in place to assist the student with both academic and social/physical/emotional needs that are a distraction and barrier to learning. 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. Students who have already missed class time and are falling behind will receive academic assistance through after-school tutoring. Students who would benefit from a counselor are referred to Evans Community School. Evans mentoring program provides students with a mentor who will coach students to do their best in academics while listening, assisting, and encouraging students as they resolve concerns in their everyday life that can be a barrier to learning

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

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

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

Evans Community School (ECS) is the main vehicle used to build and sustain partnerships in the Evans community. Evans Community School started with a partnership among Evans/OCPS, Children's Home Society, UCF, and Central Florida Family Health Centers. These partners have developed relationships with donors, gifting circles (circle of people that donate money to the group and then the group decides where the funds will best benefit others), funders, local businesses, and organizations. Through the Evans Community School Leadership Council and other ECS outreach networking opportunities Evans continues to build upon the partner base. Members meet weekly, monthly, or quarterly to review student/school needs and then sets in motion an amazing process of making needs known to the members of a network of providers and partners who come together to provide the funds or resources needed, including glasses for students, medical needs, counselors, nutrition and food pantries, extended learning opportunities, and anything a student may need so that the learning process is not impaired. When the ECS first started this process it moved slowly but as this network has developed and grown it has picked up momentum and synergy that is enriching and empowering our students to success.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Gibson, Jenny	Principal
Ellis, Amy	Assistant Principal
Rogers, Christine	Assistant Principal
Maestre, Hector	Assistant Principal
Browne, Michele	Assistant Principal
Hames, Nigel	Assistant Principal
Tallman, Robin	Other
Cain, Connie	Instructional Coach
Hodge, Esther	Instructional Coach
Fowler, Cecilio	Instructional Coach
Grayson, Natasha	Instructional Coach
Castel, Philippe	Instructional Coach
Eubanks, Jennifer	Dean
Thompson, Gregory	Dean
Tolbert, Deana	Dean
Rivers, Benjamin	Dean
Grace, Charlie	Other
Bohn, Jennifer	Teacher, K-12
Harrell, Stephanie	Guidance Counselor
Heine, Martha	Teacher, K-12
Higgs, Crystal	Teacher, K-12
Houston, Tierney	Teacher, ESE
Robbins, Steven	Instructional Coach
Rodriguez, Marta	Instructional Coach
Sharpe, Alecia	Teacher, K-12
Smith, Pattie	Instructional Media
McBride, Robert	Instructional Coach
Williams, Elizabeth	Other

### Duties

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

This team is led by the Principal who communicates expectations, reinforces RtI/MTSS, and SIP strategies. As the team leader she establishes a system of communication regarding student achievement to all stakeholders. The Principal communicates expectations of data-base decision making and schedules collaboration for data analysis and problem solving with the Principal as well as in PLCs led by the Assistant Principals and coaches. The Leadership Team ensures instructional support and resources with side-by-side coaching and modeling. The team communicates expectation for standards of tier 1/2/3 services and interventions for implementation and monitoring. The Leadership Team also creates frequent opportunities to celebrate success with faculty, staff, and students. Administrators and coaches in each core area and subgroup areas support the MTSS

strategies, analyze student data, monitor student achievement for set goals, and use the problem solving process to initiate change when the desired outcome is not received. All students receive Tier 1 rigorous core instruction which also includes small group instruction for differentiated instruction in classrooms, as well as Achieve 3000 labs. 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, EOCs, ACT, SAT, P.E.R.T., IB, and AP assessments. Tier 1 behavioral support is available to all students through Evans PBS program, SAFE Coordinators, Guidance Counselors, and Evans Community School. Tier 2 and 3 behavior support strategies are planned through SAFE Coordinators and Evans Community School. Support is provided in small group sessions as well as individual counseling depending on the progression. A referral system is in process at Evans High School to also capture the needs of students needing additional individual counseling and interventions.

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

The Administrative Team comes together in June to identify what strategies yielded the desired student outcomes, what strategies did not, what were the barriers, what were the gaps, and determine our focus and priorities for the coming year. We align and match resources with needs, gaps, and priorities in order to meet the needs of all our students and maximize desired student outcomes. The Principal, Assistant Principals, and coaches meet with department leads and teachers in the summer for planning and implementation of the school improvement strategies and our focus for the upcoming year. Individual student data is further analyzed defining needs and then aligning the additional resources needed to receive the desired student gains. As we move through the year, we continue matching resources for the highest impact as we progress monitor and determine what is working and what requires more allocated 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. A focus was placed on "Bullying" to educate students and faculty. Evans Community School has many outside community supporters, and funding is often sought after from those organizations and donors who have committed themselves to extend resources for the benefit of Evans High School students which includes social, emotional, and wellness resources .

**School Advisory Council (SAC)**

**Membership**

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

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

**Duties**

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

*Evaluation of last year's school improvement plan*

The SAC team provided valuable participation and feedback for the development of Evans School Improvement Plan. Last year in preparation for the development of the 2014-2015 School Improvement Plan (SIP) strategies, programs, curriculum, events, and student data was reviewed and discussed at the SAC meetings to determine success and receive stakeholder input. The SAC team also evaluated the Parental Involvement Plan (PIP) that is contained within the Evans School Improvement Plan providing feedback and suggestions for future success. The SAC team completed surveys that provided their input on the evaluation of the SIP/PIP.

*Development of this school improvement plan*

SAC meetings provide a forum for professional and community collaboration among all stakeholders to foster a learning environment that supports the school's vision and mission. The SAC is empowered, working in conjunction with school leadership, to assist in preparation 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 2013-2014 year provided valuable information for the development of the 2014-2015 school improvement plan. The school improvement plan was a planned agenda item for August and September and will continue through this year to systematically provide information to stakeholders and receive their feedback for continuous improvement.

*Preparation of the school's annual budget and plan*

In the September SAC meeting the Principal shared with stakeholders the balance of the School Improvement Fund and asked stakeholders what projects they wanted to fund this school year. The SAC team wanted to fund classroom projects. Stakeholders will bring project ideas that will support student gains to the October meeting for discussion and approval. Additional projects will be discussed at future meetings as well.

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

School improvement funds were used for classroom supplies to enhance instruction such as highlighters, index cards, notebooks, flash drives, and other supplies which encourage student gains. The amount of school improvement funds used were \$4918.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Gibson, Jenny	Principal
Browne, Michele	Assistant Principal
Hames, Nigel	Assistant Principal
Cain, Connie	Instructional Coach
Hodge, Esther	Instructional Coach
Smith, Pattie	Instructional Media
McBride, Robert	Instructional Coach
Castel, Philippe	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team will meet once a month, the focus this school year will be to improve student and teacher engagement in reading. The team will collaborate to research highly effective instructional strategies as they relate to literacy. Professional development opportunities will be provided for all teachers on strategies that will improve literacy instruction and will provide support to teachers in the classroom and PLCs. A literacy rich environment is encouraged at Evans through the increased use of reading materials. Students have increased access to technology and a myriad of materials. For the 2014 -2015 school year the Literacy Leadership Team has purchased classroom sets of novels, 7 Habits of Highly Effective Teens by Sean Covey, magazines, and books. Students will develop reading skills to align with real world application such resume writing. Evans students are enthusiastic about Battle of the Books and are excited about reading. The Literacy Leadership Team's focus is to increase student literacy and engage the school in various activities to create lifelong readers and writers.

**Public and Collaborative Teaching**

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

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

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

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

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

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

Beginning teachers with 0-1 years of experience are partnered with a veteran teacher or Instructional Coach for mentoring. Partnering of mentor and mentee was based on those who shared a similar subject area. In order to be considered a mentor, teachers are required to complete the Clinical Educator's class. Mentors help beginning teachers with adjusting into the teaching profession. In addition, mentors monitor and assist beginning teachers with completing documents required for certification. 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. At each meeting beginning teachers are expected to have completed a particular requirement in obtaining certification. Mentors will sign-off for each component the beginning teacher completes. In addition, novice teachers will be provided instructional strategies through subject area common planning, and professional development in PLC's which will aid in deepening their teacher pedagogical skills. Quarterly meetings will begin on September 11, 2014. Topics of discussion will be Deliberate Practice Plan, Marzano Instructional Model, Performance Evaluations with iObservation, Florida Standards Assessment, Educator Licensing, Building Relational Capacity with parents, students, and staff, Ruby Payne Awareness, Understanding Poverty, and Effective Teaching Strategies. In addition Great Beginnings Mini-Sessions will be at Evans for new teachers. Sessions are once a month with each session offered twice, once in the Fall and once in the Spring. The workshop topics are Code of Ethics, Learning Centered Classroom, Active Learning Strategies, and Standards Based Planning.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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

### **Instructional Strategies**

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

In order to meet instructional needs Evans High School teams met over the summer to examine the 2013-2014 strategies and student data to determine what strategies yielded the desired student achievement outcomes, what strategies did not, what were the barriers, and what were the needed changes. Further data analysis and problem solving continued through the summer as the Administrative Team and instructional staff planned strategies, goals, and strategic placement of students in classes. Students at a Reading FCAT Level 1 and 2 were placed in classes where they will receive additional support to assist them in achieving success on the state Reading assessment, as well as Math and EOC subject areas. Multiple data sources are used for analyses including State Assessments/EOCs, SAT, ACT, PERT, Benchmark Assessments, Achieve 3000, formative, and summative assessments which drive instruction providing the student data needed to determine diverse student needs in differentiating instruction and re-teaching. Mini-assessments and benchmark assessments are reviewed and analyzed in Administrative meetings. The principal meets with all academic groups to review and analyze their data regarding student achievement, to determine trends, interventions needed for each student, and implementation of the intervention. The Leadership Team and instructional staff further monitor implementation and student achievement in PLCs where student data is reviewed and interventions monitored to ensure the desired outcome. Teachers and coaches meet with students to review their data and make plans for student success in meeting goals through extended learning interventions. Students receive differentiated instruction and interventions through multiple avenues. Differentiated instruction occurs in each classroom, teachers provide tutoring for students after-school in the area of need, and structured tutoring is available after-school every Monday and Thursday from 2:35 pm – 4:45 pm in small group and one-on-one settings. Transportation and dinner is provided for students who participate in after-school tutoring providing all students a greater opportunity of succeeding. During school hours tutors provide students with differentiated instruction through pull-outs during elective classes and push-ins. Extended Learning opportunities are also provided on Saturday's during the school year and in the summer for students needing additional assistance to be successful on state assessments/EOCs, SAT, ACT, and PERT.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 10,440

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

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Gibson, Jenny, jenny.gibson@ocps.net

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

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

**Strategy:** After School Program

**Minutes added to school year:** 7,200

Extended Media hours on Tuesday and Thursday from 2:30 - 4:30 pm for students to utilize Media Center resources including computers with media center staff to assist them. Students are able to use these resources to complete projects, conduct research, complete assignments, and for enrichment purposes.

**Strategy Rationale**

Providing opportunities and resources for students to complete projects and assignments that they would otherwise not have access to, such as computers. This additional opportunity for students to complete assignments in a structured atmosphere, with assistance, leads students to success.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Smith, Pattie, pattie.smith@ocps.net

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

Success of this strategy is measured by the number of students taking advantage of this opportunity which is monitored by sign-in sheets that also specify what the student came to accomplish.

**Strategy: After School Program**

**Minutes added to school year: 4,590**

Evans is offering enrichment with an academic focus once a week after school in an 8th and 9th period from 2:35 - 4:45 pm. Areas of focus for enrichment are the arts, culinary, dance, and Career Focused Programs. 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**

Ellis, Amy, amy.ellis@ocps.net

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

Success in this program will be determined by participation.

**Strategy: Summer Program**

**Minutes added to school year: 2,880**

EOC Summer Camps provided an opportunity for students taking Algebra, Geometry, and Biology to receive extended, side-by-side learning in preparation for the EOC. In addition Summer Camps were also provided for Reading and ACT/SAT.

**Strategy Rationale**

Prepare students for taking the assessments so they will be successful on the exams.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Rogers, Christine, christine.rogers@ocps.net

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

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

**Strategy: After School Program**

**Minutes added to school year: 11,700**

Structured small group classes and one-on-one after school tutoring is provided on Monday and Thursday from 2:35 - 4:45 pm for Biology, Algebra I and II, Geometry, Reading 9, 10, 11, and 12. In addition organized tutoring is provided by teachers and coaches Monday through Thursday 2:35 - 4:45 pm providing one-on-one tutoring for specific assignments and student needs.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Ellis, Amy, amy.ellis@ocps.net

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

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

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Evans prepares incoming Freshman in the transition from Middle School to High School through several different strategies beginning with collaboration with our feeder pattern schools. Evans High School counselors and administration visit middle schools to provide students with clear expectations of academic and behavioral requirements. Freshman Orientation provides parents and students information regarding curriculum and graduation requirements. Parents and students receive information regarding IB, AP, AVID, and CTE programs to assist them in making academic decisions as well as information on extended learning, extracurricular activities, athletics and clubs. Evans' Freshman Success class is a personal and academic development course. The course focus is on developing the skills needed for academic and social success using the concepts from the "7 Habits of Highly Effective Teens" by Steven Covey. The class further focuses on organizational skills, study skills, decision making, accountability, conflict resolution, leadership skills, techniques and methods for planning, goal setting, time and stress management, character building, communication techniques, motivational strategies, respect for others, kindness, and mentoring.

**College and Career Readiness**

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

Guidance counselors meet with each student regarding their academic schedule and career goals to develop a plan of action. Seminars are held through-out the year by grade level by the guidance

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

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

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

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

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

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

In order to improve transition from high school to college Evans provides clear expectations about what students need to know and do to be ready for college level coursework. Evans High School strives to provide a rigorous and relevant high school experience with the character, climate, culture, and curricula of a high-quality college or university. State assessments, district benchmarks, and school mini-assessments prepare our students for post-secondary education and provide student data for analysis for next steps. Evans also administers a practice Post-secondary Education Readiness Test (P.E.R.T.) to provide students with exposure to college readiness assessments, their college readiness score, and the opportunity to improve their scores. The College and Career Resource Center (CCRC) provides a dedicated staff member to assist students and parents on post-secondary readiness. The CCRC focus is to assist students with College and University readiness, including assistance with SAT, ACT, and college applications. The CCRC also focuses on Career Preparation which includes student training in resume and interviewing skills, and guidance regarding military careers. Guidance Counselors conduct academic seminars for students which focus on strategies and skills needed to be successful in a post-secondary setting including Community College, Universities, and career settings. Evans connects to local post-secondary institutions to provide students interaction with institutions, access to college-level course work, and to improve

transition from high school to college. Evans offers dual enrollment with community colleges. Students enrolled in CTE courses with certification such as Multimedia Technology, Engineering, Digital Video Production, Early Childhood care, Culinary Arts, and Technical Theatre provide a base for and an opportunity to earn post-secondary credit. Evans IB and AP courses provide an avenue to earn college credit while still in High School.

## 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.** Improve overall student achievement.
- G2.** Improve College and Career readiness.

## Strategic Goals Detail

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

**G1. Improve overall student achievement.** 1a

G052855

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	15.0
Algebra I EOC Pass Rate	42.0
Geometry EOC Pass Rate	56.0
Bio I EOC Pass	57.0
4-Year Grad Rate (Standard Diploma)	80.0

**Resources Available to Support the Goal** 2

- Academic coaches
- Becoming a Reflective Teacher by Marzano
- OCPS Instructional Management System (IMS)
- The Highly Engaged Classroom by Marzano
- Questioning Sequences in the Classroom by Marzano
- Tutors

**Targeted Barriers to Achieving the Goal** 3

- Lack of student engagement

**Plan to Monitor Progress Toward G1.** 8

Classroom performance data

**Person Responsible**

Jenny Gibson

**Schedule**

Monthly, from 11/20/2014 to 4/21/2015

**Evidence of Completion**

Formative, summative, benchmark assessment, and Marzano observations

**G2. Improve College and Career readiness.** 1a

G052856

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0

**Resources Available to Support the Goal** 2

- McCann preparation materials
- P.E.R.T.
- Vocational curriculum
- Career Pathway articulation
- Career Source/Internships
- ASVAB

**Targeted Barriers to Achieving the Goal** 3

- A High School diploma does not ensure students will be successful beyond High School.

**Plan to Monitor Progress Toward G2.** 8

The API and counselor will monitor the programs by reviewing successful completion of internships, certifications, degrees, Military acceptance, and program completions.

**Person Responsible**

Hector Maestre

**Schedule**

Quarterly, from 3/2/2015 to 5/29/2015

**Evidence of Completion**

Data on students entering and completing the programs which improves college and career readiness.

## 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.** Improve overall student achievement. **1**

 G052855

**G1.B1** Lack of student engagement **2**

 B133192

**G1.B1.S1** Provide differentiated professional development on instructional delivery and student engagement. **4**

 S145074

#### Strategy Rationale

Increase effective strategies teachers have available to deliver instructional content.

#### Action Step 1 **5**

Provide differentiated professional development.

#### Person Responsible

Robert McBride

#### Schedule

Biweekly, from 9/23/2014 to 4/21/2015

#### Evidence of Completion

Agenda and sign-in sheets

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

Assistant Principals and Instructional Coaches will model and co-teach in classrooms.

**Person Responsible**

Nigel Hames

**Schedule**

Biweekly, from 11/4/2014 to 4/21/2015

***Evidence of Completion***

Classroom observations and coaching logs.

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

Collaborate during common planning and observe classrooms.

**Person Responsible**

Jenny Gibson

**Schedule**

Biweekly, from 11/4/2014 to 4/21/2015

***Evidence of Completion***

Classroom observations and review of lesson plans.

**G1.B1.S2** Provide instructional tools for student engagement for teachers to use immediately. 4

S145075

**Strategy Rationale**

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

**Action Step 1** 5

Classroom instructional tools for student engagement will be created for immediate use and implementation in the classroom.

**Person Responsible**

Robert McBride

**Schedule**

Monthly, from 10/20/2014 to 4/21/2015

**Evidence of Completion**

Student engagement tools, classroom walk throughs, and observation logs.

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

Classroom walk through observations and discussions in common planning.

**Person Responsible**

Jenny Gibson

**Schedule**

Weekly, from 10/28/2014 to 5/21/2015

**Evidence of Completion**

Lesson plans, CWT logs and observations, common planning agendas

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

Monitor with formative and summative assessments.

**Person Responsible**

Jenny Gibson

**Schedule**

Monthly, from 11/20/2014 to 4/21/2015

**Evidence of Completion**

Samples of student work and assessments

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

 S145076

**Strategy Rationale**

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

**Action Step 1** 5

Instructional coaches will model and co-teach.

**Person Responsible**

Michele Browne

**Schedule**

Biweekly, from 11/4/2014 to 4/21/2015

**Evidence of Completion**

Classroom observation logs

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

Assistant principals debriefs with instructional coaches.

**Person Responsible**

Michele Browne

**Schedule**

Biweekly, from 11/6/2014 to 4/21/2015

***Evidence of Completion***

Agenda and minutes from debriefings.

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

Conduct classroom observations and collect feedback from teachers.

**Person Responsible**

Jenny Gibson

**Schedule**

Biweekly, from 11/6/2014 to 4/21/2015

***Evidence of Completion***

Observation and feedback results

**G1.B1.S4** Long term follow-up. 4

S145077

**Strategy Rationale**

To ensure continuous use of strategy and evaluation of effectiveness over time.

**Action Step 1** 5

Analysis of observation and student assessment data.

**Person Responsible**

Jenny Gibson

**Schedule**

Monthly, from 12/9/2014 to 6/1/2015

**Evidence of Completion**

Observations and student assessment data

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Leadership team will review follow-up data of fidelity of implementation and make changes where needed.

**Person Responsible**

Jenny Gibson

**Schedule**

Quarterly, from 12/11/2014 to 6/2/2015

**Evidence of Completion**

Leadership team's analysis of the observational and student performance data.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Leadership team will review follow-up data to determine effectiveness of implementation.

**Person Responsible**

Jenny Gibson

**Schedule**

Quarterly, from 12/11/2014 to 6/3/2015

**Evidence of Completion**

Performance data and leadership team outcome analysis.

**G2. Improve College and Career readiness.** 1

 G052856

**G2.B1 A High School diploma does not ensure students will be successful beyond High School.** 2

 B133187

**G2.B1.S1 Provide students with multiple pathways for career, vocational, and college.** 4

 S145078

**Strategy Rationale**

Increase the number of students who are enrolling in vocational, college, or career opportunities during and after high school.

**Action Step 1** 5

Work with Valencia, UCF, United Arts, Vocational, Career Source, and the Military to identify tracks and align with program requirements to identify viable pathways beyond high school.

**Person Responsible**

Stephanie Harrell

**Schedule**

Monthly, from 10/20/2014 to 5/29/2015

**Evidence of Completion**

Number of eligible students identified for the above tracks.

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

Assistant Principal of Instruction (API) and lead counselor will meet with Valencia, United Arts, UCF, Vocational, Career Source, and Military personnel regarding programs and steps of implementation.

**Person Responsible**

Hector Maestre

**Schedule**

Monthly, from 11/3/2014 to 5/29/2015

**Evidence of Completion**

Timeline of required actions and completed actions and meeting notes.

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

The API and counselor will monitor student success in the programs by reviewing and monitoring successful completion of internships, certifications, degrees, Military acceptance, and program completions.

**Person Responsible**

Hector Maestre

**Schedule**

Monthly, from 11/17/2014 to 5/29/2015

**Evidence of Completion**

List of students who earned certifications, completed internships, and/or received degrees.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide differentiated professional development.	McBride, Robert	9/23/2014	Agenda and sign-in sheets	4/21/2015 biweekly
G1.B1.S2.A1	Classroom instructional tools for student engagement will be created for immediate use and implementation in the classroom.	McBride, Robert	10/20/2014	Student engagement tools, classroom walk throughs, and observation logs.	4/21/2015 monthly
G1.B1.S3.A1	Instructional coaches will model and co-teach.	Browne, Michele	11/4/2014	Classroom observation logs	4/21/2015 biweekly
G1.B1.S4.A1	Analysis of observation and student assessment data.	Gibson, Jenny	12/9/2014	Observations and student assessment data	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Work with Valencia, UCF, United Arts, Vocational, Career Source, and the Military to identify tracks and align with program requirements to identify viable pathways beyond high school.	Harrell, Stephanie	10/20/2014	Number of eligible students identified for the above tracks.	5/29/2015 monthly
G1.MA1	Classroom performance data	Gibson, Jenny	11/20/2014	Formative, summative, benchmark assessment, and Marzano observations	4/21/2015 monthly
G1.B1.S1.MA1	Collaborate during common planning and observe classrooms.	Gibson, Jenny	11/4/2014	Classroom observations and review of lesson plans.	4/21/2015 biweekly
G1.B1.S1.MA1	Assistant Principals and Instructional Coaches will model and co-teach in classrooms.	Hames, Nigel	11/4/2014	Classroom observations and coaching logs.	4/21/2015 biweekly
G1.B1.S2.MA1	Monitor with formative and summative assessments.	Gibson, Jenny	11/20/2014	Samples of student work and assessments	4/21/2015 monthly
G1.B1.S2.MA1	Classroom walk through observations and discussions in common planning.	Gibson, Jenny	10/28/2014	Lesson plans, CWT logs and observations, common planning agendas	5/21/2015 weekly
G1.B1.S3.MA1	Conduct classroom observations and collect feedback from teachers.	Gibson, Jenny	11/6/2014	Observation and feedback results	4/21/2015 biweekly
G1.B1.S3.MA1	Assistant principals debriefs with instructional coaches.	Browne, Michele	11/6/2014	Agenda and minutes from debriefings.	4/21/2015 biweekly
G1.B1.S4.MA1	Leadership team will review follow-up data to determine effectiveness of implementation.	Gibson, Jenny	12/11/2014	Performance data and leadership team outcome analysis.	6/3/2015 quarterly
G1.B1.S4.MA1	Leadership team will review follow-up data of fidelity of implementation and make changes where needed.	Gibson, Jenny	12/11/2014	Leadership team's analysis of the observational and student performance data.	6/2/2015 quarterly
G2.MA1	The API and counselor will monitor the programs by reviewing successful completion of internships, certifications, degrees, Military acceptance, and program completions.	Maestre, Hector	3/2/2015	Data on students entering and completing the programs which improves college and career readiness.	5/29/2015 quarterly
G2.B1.S1.MA1	The API and counselor will monitor student success in the programs by reviewing and monitoring successful completion of internships, certifications, degrees, Military acceptance, and program completions.	Maestre, Hector	11/17/2014	List of students who earned certifications, completed internships, and/or received degrees.	5/29/2015 monthly
G2.B1.S1.MA1	Assistant Principal of Instruction (API) and lead counselor will meet with Valencia, United Arts, UCF, Vocational, Career Source, and Military personnel regarding programs and steps of implementation.	Maestre, Hector	11/3/2014	Timeline of required actions and completed actions and meeting notes.	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

### G1. Improve overall student achievement.

#### G1.B1 Lack of student engagement

**G1.B1.S1** Provide differentiated professional development on instructional delivery and student engagement.

#### **PD Opportunity 1**

Provide differentiated professional development.

#### **Facilitator**

Principal, CRT, Teachers, Assistant Principals, Instructional Coaches

#### **Participants**

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

#### **Schedule**

Biweekly, from 9/23/2014 to 4/21/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Goal 1: Improve overall student achievement.	3,535
<b>Grand Total</b>	<b>3,535</b>

Goal 1: Improve overall student achievement.		
Description	Source	Total
B1.S1.A1 - The Highly Engaged Classroom by Robert Marzano	Title I Part A	2,250
B1.S1.A1 - Questioning Sequences in the Classroom by Robert Marzano	Title I Part A	1,285
<b>Total Goal 1</b>		<b>3,535</b>