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Maynard Evans High

4949 SILVER STAR RD, Orlando, FL 32808

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|----------------------|---------------------|--|
| Nelson-Warren, Kenya | Principal | <p>The Leadership Team is led by the principal who communicates expectations, reinforces the Multi-Tier System of Support (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. In addition to overseeing the academic achievement of students, faculty, and staff, the principal also supports leading Performing Arts, ROTC, and PE. 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. The leadership team creates frequent opportunities 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 utilizing 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 groups for differentiated instruction within the classrooms. Strategically planned tutoring after school biweekly provides students with opportunities to receive additional instructional support. Tier 2 and 3 interventions are provided through the help of tutors during small group instruction daily. 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.</p> |
| Truitt, Clarence | Assistant Principal | Math; Campus Utilities, Athletics and Student Events; Principal Designee |
| Brown, LaTonya | Assistant Principal | Discipline, Social Studies, and Classified Staff |
| Scheid, Ericka | Assistant Principal | Assistant Principal of Instruction; ESE; ELC; Testing |
| Duroseau, Wendy | Assistant Principal | Science, Faculty, and staff celebratory events, back up to testing, support Title 1 |

| Name | Position Title | Job Duties and Responsibilities |
|---------------------------|-----------------------------|---|
| Reyes, Priscilla | Other | Senior Administrator over the Community Partnership School; CTE/ Business; World Languages; Fine Arts; Digital Learning, Yearbook support. |
| Bohn, Jennifer | Other | SAFE Coordinator: Works to support students and families; community school liaison; home visit team lead |
| Whiting, Mikel | Dean | Student Support; Discipline ; Positive Behavior Support |
| Saxon, Eric | Dean | Student Support; Discipline ; Positive Behavior Support |
| 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 Support |
| Castel, Philippe | ELL Compliance Specialist | English Language Learner Support |
| Berardi, David | Instructional Media | Media Specialist; Digital Device Support |
| Green Castleberry, Nzinga | Dean | Student Support; Discipline ; Positive Behavior Support |
| Lewis, Allyson | Dean | Student Support; Discipline ; Positive Behavior Support |
| Allen, Danielle | Instructional Coach | Instructional Support- Math |
| Harrell, John | Other | IB Coordinator |
| Norman, Bonnie | Staffing Specialist | Local Education Agency Representative, IEP Plans Lead |
| Small, Stephanie | Instructional Coach | Cambridge and Learning Resource Specialist; instruction support for Social Sciences |
| Thompson, Gregory | Other | Athletic Director |
| Woods, Retiya | Other | MTSS Coordinator |
| Diaz, Karen | Assistant Principal | Reading/English/ESOL |

| Name | Position Title | Job Duties and Responsibilities |
|------------------|-----------------------------|--|
| Schomberg, Laura | Other | Student Support and Testing Coordinator |
| Benefiel, Donna | Other | Student Support, College and Career Specialist |
| Harris, Ashley | Instructional Coach | Instructional Support- Science |
| Walker, Demond | Dean | Dean-Discipline |
| Leach, Kaylise | Curriculum Resource Teacher | Resource Teacher |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders were invited to a SAC/PTSA retreat for the 2023-24 school year where they provided diverse perspectives and insights in order to address data disparities in our panorama survey data. During the retreat, four topics were addressed based on survey data reviewed. Participants were encouraged to share their ideas through team collaboration as a means to address survey data disparities. Involving stakeholders in this process ensured that all pertinent perspectives were heard and considered. By incorporating diverse viewpoints, our school could obtain a more complete understanding of the challenges and opportunities we are facing. This collaborative approach enabled collective problem-solving and the creation of strategies that were meaningful and impactful for all parties involved.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

By utilizing quantitative data from surveys, assessment scores, as well as real-time classroom observations and weekly professional learning community collaboration the School Improvement Plan (SIP) will be monitored on a regular basis for its effective implementation and impact on student achievement. This information will be monitored through our daily work in order to evaluate progress toward meeting the State's academic standards. All student data will be monitored while focusing on decreasing the achievement gap of student subgroups. In analyzing survey responses and test scores, the school will be able to determine the SIP's strengths and areas for improvement. This information will aid in decision-making and guide plan revisions, ensuring continuous improvement. To collect qualitative data and insights, the school will also engage in ongoing communication and collaboration with stakeholders, including instructors, administrators, parents, and students. This feedback will provide additional perspectives on the SIP's efficacy and guide any necessary adjustments. Monitoring and analysis of quantitative and qualitative data on a regular basis will enable the school to make well-informed decisions regarding the SIP's revision, if necessary. By continually evaluating and modifying

the plan, the school can ensure that it remains aligned with the needs of students and the overarching objective of increasing student achievement and closing the achievement gap.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

| | |
|--|---|
| 2023-24 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 |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 98% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: C 2019-20: C 2018-19: C 2017-18: C |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.
On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 31 | 49 | 50 | 27 | 49 | 51 | 28 | | |
| ELA Learning Gains | | | | 46 | | | 43 | | |
| ELA Lowest 25th Percentile | | | | 47 | | | 43 | | |
| Math Achievement* | 22 | 34 | 38 | 20 | 36 | 38 | 12 | | |
| Math Learning Gains | | | | 45 | | | 23 | | |
| Math Lowest 25th Percentile | | | | 56 | | | 38 | | |
| Science Achievement* | 51 | 66 | 64 | 45 | 31 | 40 | 48 | | |
| Social Studies Achievement* | 45 | 66 | 66 | 58 | 43 | 48 | 49 | | |
| Middle School Acceleration | | | | | 44 | 44 | | | |
| Graduation Rate | 93 | 87 | 89 | 98 | 62 | 61 | 98 | | |
| College and Career Acceleration | 50 | 65 | 65 | 36 | 70 | 67 | 78 | | |
| ELP Progress | 51 | 45 | 45 | 32 | | | 45 | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 49 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 343 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 96 |
| Graduation Rate | 93 |

| 2021-22 ESSA Federal Index | |
|--------------------------------------|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 46 |

| 2021-22 ESSA Federal Index | |
|--|-----|
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 510 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 96 |
| Graduation Rate | 98 |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 27 | Yes | 4 | 2 |
| ELL | 43 | | | |
| AMI | | | | |
| ASN | 68 | | | |
| BLK | 48 | | | |
| HSP | 51 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 60 | | | |
| FRL | 49 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 30 | Yes | 3 | 1 |
| ELL | 42 | | | |
| AMI | | | | |
| ASN | 76 | | | |
| BLK | 45 | | | |
| HSP | 51 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| MUL | | | | |
| PAC | | | | |
| WHT | 48 | | | |
| FRL | 46 | | | |

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 31 | | | 22 | | | 51 | 45 | | 93 | 50 | 51 |
| SWD | 8 | | | 9 | | | 10 | 14 | | 23 | 6 | |
| ELL | 19 | | | 18 | | | 47 | 33 | | 45 | 7 | 51 |
| AMI | | | | | | | | | | | | |
| ASN | 55 | | | | | | | 80 | | | 2 | |
| BLK | 32 | | | 22 | | | 50 | 43 | | 49 | 7 | 49 |
| HSP | 26 | | | 23 | | | 55 | 47 | | 55 | 7 | 56 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 64 | | | 33 | | | | 83 | | | 3 | |
| FRL | 31 | | | 22 | | | 50 | 46 | | 51 | 7 | 51 |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 27 | 46 | 47 | 20 | 45 | 56 | 45 | 58 | | 98 | 36 | 32 |
| SWD | 9 | 28 | 25 | 13 | 32 | 39 | 20 | 35 | | 90 | 13 | |
| ELL | 16 | 53 | 57 | 13 | 41 | 57 | 30 | 36 | | 98 | 29 | 32 |
| AMI | | | | | | | | | | | | |
| ASN | 72 | 81 | | 60 | | | | | | 100 | 69 | |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| BLK | 25 | 45 | 45 | 18 | 44 | 54 | 43 | 58 | | 98 | 34 | 29 |
| HSP | 31 | 47 | 53 | 28 | 52 | 67 | 49 | 56 | | 98 | 38 | 38 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 32 | 64 | | 47 | | | | | | | | |
| FRL | 25 | 45 | 44 | 20 | 46 | 60 | 44 | 56 | | 98 | 37 | 26 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 28 | 43 | 43 | 12 | 23 | 38 | 48 | 49 | | 98 | 78 | 45 |
| SWD | 8 | 35 | 43 | 9 | 32 | 48 | 16 | 42 | | 98 | 67 | |
| ELL | 14 | 42 | 41 | 6 | 30 | 41 | 36 | 43 | | 99 | 79 | 45 |
| AMI | | | | | | | | | | | | |
| ASN | 53 | 53 | | 20 | | | 100 | | | 100 | 92 | |
| BLK | 27 | 43 | 46 | 10 | 23 | 39 | 47 | 50 | | 98 | 78 | 48 |
| HSP | 28 | 38 | 22 | 18 | 23 | 40 | 43 | 43 | | 98 | 79 | 32 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 31 | 42 | | 27 | | | | | | | | |
| FRL | 26 | 41 | 41 | 12 | 22 | 37 | 48 | 46 | | 98 | 78 | 45 |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| Grade | Year | ELA | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| | | School | District | School-District Comparison | State | School-State Comparison |
| 10 | 2023 - Spring | 29% | 49% | -20% | 50% | -21% |
| 09 | 2023 - Spring | 32% | 46% | -14% | 48% | -16% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 30% | 47% | -17% | 50% | -20% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 18% | 45% | -27% | 48% | -30% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 49% | 63% | -14% | 63% | -14% |

| HISTORY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 44% | 62% | -18% | 63% | -19% |

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Upon analyzing the data component of Evans High School, it is evident that the lowest data component was in the subject of U.S. History. When looking at the 2022-23 US History EOC results there was a 10% decrease in the pass rate from 56% to 46% when compared to the 2021-22 school years' results. The contributing factors to last year's decreasing data are attributed to the following factors: 3 out of 3 U.S. history teachers, at some point during the 22-23 school year, were on leave and or resigned from their position at Evans High School. Second, There was an increase in level 1 and 2 readers at the 11th grade level within U.S. History in comparison to the previous year. Finally, the change in district CRMs with condensed clusters of standards may have resulted in curriculum challenges and difficulties in achieving learning objectives.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year at Evans High School, was in U.S. History. Comparing the 2022-23 US History EOC results by subgroup, the pass rate for females decreased from 58% in the 2021-22 school year to 48% in the 2022-23 school year which is a total

decrease of 10%. The pass rate for males decreased from 56% for the 2021-22 school year to 52% in the 2022-23 school year which is a 4% decrease compared to the previous year's results. Last year's performance can be attributed to mid-year teacher turnover and the difficulties encountered by new instructors. Beginning in the middle of the school year could make it difficult for new instructors to develop instructional strategies and classroom management skills. Second, the quantity of Level 1 and Level 2 readers increased in contrast to the previous year, indicating a decline in reading proficiency. Lastly, the modification of district CRMs to include condensed clusters of standards may have led to curriculum challenges and difficulties in attaining learning objectives.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The geometry data component had the largest proficiency disparity that of the State's. The State had a 49% proficiency versus Evans High School's 19% proficiency, an 30% disparity. The implementation of new standards has presented difficulties for both students and teachers, necessitating a period of adjustment and additional support. In addition, the insufficiencies of foundational skills among students who took Algebra I in the year prior was a significant factor. This knowledge gap has hindered students' capacity to comprehend and effectively employ geometric concepts. Students during the 2022-23 school year taking Geometry assessments had a disruption in their normal operating procedures of student learning 2 years ago due to the pandemic by receiving instruction online instead of the traditional face-to-face model of instruction, which had a significant impact on their learning retention. This disruption has had a significant impact on their comprehension and retention of concepts within the subject of Geometry.

Which data component showed the most improvement? What new actions did your school take in this area?

Algebra I was the testing content area that made the highest improvement in last year's pass rates from 21% in the 2021-22 school year to 29% in the 2022-23 school year, an 8% increase in proficiency. The 4/3 instructional model was significant in the positive change of the math data results. Combined math scores of Algebra I and Geometry increased by a total of 10% during the 2022-23 school year when compared to the 2021-22 data. This model supported students and teachers with four periods of instruction, two periods of support with remediation and reteaching math standards to targeted students with the highest needs during the day, and one period to plan for instruction. By utilizing this model, teachers were able to provide targeted assistance to Algebra I students who required it. During the two periods, the additional tutoring and support allowed struggling students to receive individualized attention and address their unique learning requirements. This targeted approach helped enhance subject comprehension and competence. In addition, the planning period afforded instructors the opportunity to collaborate and develop instructional strategies for teaching Algebra I. They could analyze student data, share best practices, and devise new strategies to engage students and improve their educational experience. Overall, the 4/3 instructional model enabled a more comprehensive and structured approach to teaching Algebra I, which led to enhanced student performance and achievement in the subject.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the Early Warning Signs data, the two areas of concern are students earning level 1 scores on ELA and Math standardized tests. These low scores may indicate that students have difficulty grasping the required concepts and skills for these subjects. It is essential to determine the fundamental causes of these low scores, such as deficiencies in foundational knowledge. After identifying the fundamental causes, targeted interventions can be implemented to address these challenges. This may involve additional instructional support, individualized learning plans, or specialized interventions aimed at enhancing academic abilities. Collaboration with teachers, parents, and other stakeholders can also be beneficial when devising success strategies for these students. By addressing these issues, we can provide the necessary support and resources for students to realize their full ELA and Math potential.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Create a sense of belonging among students
2. Increase the proficiency level in Mathematics.
3. Increase the proficiency level in ELA
4. Increase the proficiency level in U.S. History
5. Increase the college & career readiness within Evans High School

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Creating a positive school culture and environment is essential for the success and well-being of students. According to the results of the Panorama survey, only 27% of students currently experience a sense of belonging in our school. This statistic is alarming because it suggests that a sizeable portion of our student body may not be entirely engaged or satisfied with their school experience. By choosing a sense of belonging as our area of focus, we acknowledge the significance of fostering an inclusive and supportive environment in which every person feels valued, respected, and accepted. This emphasis is consistent with research demonstrating a positive correlation between a sense of belonging and a variety of positive outcomes, such as increased academic achievement, enhanced social-emotional well-being, and decreased instances of bullying and exclusion. Our aim is to increase our students' sense of belonging from 27% to 32% and continue to connect students with academic and extracurricular opportunities. Implementing inclusive policies and practices, promoting diversity and cultural awareness, encouraging peer collaboration and cooperation, and providing opportunities for student voice and leadership will be necessary to achieve this objective. To establish a positive school culture and climate, all schools within Orange County participate in continuous, district-wide professional development that supports resiliency of students. Using a model of distributive leadership, schools use character development to strengthen team dynamics and collaboration in order to develop academic expertise in every student.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Using data from the Panorama survey:

1. Increasing the percentage of students who feel a sense of belonging through the Panorama survey from 27% to 32%.
2. Improving the perception of the school's overall social and learning climate from 29% to 34%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Maynard Evans High School will continue the progress in aligning school leadership with available resources so that it can meet the needs of all students and foster a positive and inclusive school culture where each student feels valued and respected. With culturally responsive teaching, life skills approaches, and practices of college and career readiness, students will be able to have meaningful conversations and work together frequently in the classroom to learn more about the integrated material. The Student and Family Empowerment (SAFE) coordinator and the Community Partnership School will look at the tools available to meet the needs of Resiliency that have been brought to our attention through the SAFE referral process. In order to build good partnerships, school staff will continue their professional development every month. This will help them build links between home and school, talk to parents, and work with them as partners.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence-based Strategy: Use distributive leadership to address the plan of student resiliency that focuses on implementing a continuous improvement plan for elasticity and recovery learning, which focuses on implementing school-wide life skills integrations and culturally responsive teaching practices, intentionally integrating aligned instructional strategies, and deliberate school support for families.

Description of Monitoring: Our school will plan and facilitate professional learning to include training, practical practice, and data observation about the effects of learning. Our school will use the Culture and Climate continuum, needs assessments, classroom observations, observations of the school setting, and implementation surveys to track and measure the effects of our professional learning. We will change our plan based on the facts, the needs of the students, the needs of the staff, and the needs of the families.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Rationale for Strategy Selection: For large-scale and long-term change, it is important to establish a school-wide culture of trust, vulnerability, feedback, action steps, and frequent assessments of the panorama survey data with an intent focus on the sense of belonging. To improve students' resiliency, it is important to utilize everyone's skill set and leadership abilities to maximize student support. Our team will strengthen the integration of the teaching methods and planned school supports that are needed for improvement and change across the whole organization.

Resources/Criteria: Research conducted by the University of Pennsylvania in 2019 shows that joint ownership is necessary for school improvement efforts to become sustainable over time. Through effective and frequent collaboration of all stakeholders, our school can implement practices for continuous improvement that are effective and can be sustained over time. These practices will help every student build their character and do well in school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implementing inclusive policies and practices

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

By When: May 2024

Encouraging peer collaboration and cooperation among instructors through professional development

Person Responsible: Barbara Verity (29284@ocps.net)

By When: May 2024

Have tools available to meet the needs of Student Resiliency through SAFE referrals

Person Responsible: Jennifer Bohn (jennifer.bohn@ocps.net)

By When: May 2024

Mentorship programs offered to students through the community school

Person Responsible: Priscilla Reyes (priscilla.reyes@ocps.net)

By When: May 2024

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional practice within professional learning communities (PLCs) is crucial to addressing data from the previous years' low-performing subjects, such as US History and Geometry. There was a 10% decrease in proficiency within US History from the 2021-22 school year at 56% proficiency, compared to the 2022-23 school year at 46% proficiency. Geometry was the subject with the largest achievement gap compared to the state average, which had a 30% disparity at 19% proficiency compared to the state average of 49%. By prioritizing teaching practices within PLCs, teachers will improve their teaching methods, with a focus not only on their subjects but also on state standards. Through the use of PLCs, instructional coaches will address problems/concerns by identifying areas for improvement, sharing effective teaching strategies, and collaborating with teachers to improve student performance in all subjects. By engaging in ongoing collaboration and professional development opportunities offered by PLCs, teachers will gain access to subject-specific strategies and materials. This will allow administrators to effectively address the unique challenges that may arise with instructors who teach subjects like US History and Geometry. By focusing on instructional practices within PLCs, teachers will develop innovative approaches that engage students in meaningful learning experiences and ultimately improve the performance of these students in all subjects.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Evans High School aims to increase proficiency rates in all subjects by three to five percentage points. These measurable outcomes demonstrate the school's commitment to improving student performance and achieving academic success in all subject areas.

1. Narrow the achievement gaps of the SWD subgroup: ELA 9 from 1% in 2022-2023 to 4% in 2023-2024, ELA 10 from 2% in 2022-2023 to 5% in 2023-2024.
2. Math Proficiency will increase from 30% in 2022-2023 to 35% in 2023-2024.
3. English Language Arts (ELA) Proficiency will increase from 33% in 2022-2023 to 38% in 2023-2024.
4. Biology Proficiency will increase from 52% in 2022-2023 to 57% in 2023-2024.
5. US History Proficiency will increase from 46% in 2022-2023 to 51% in 2023-2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by conducting weekly instructional walks with a focus on standards-based instruction aligned with the lesson plans and student activities. School-wide trends will be identified and addressed within weekly PLCs specific to the content with actionable feedback. Teachers will continue to receive opportunities for professional development to build their knowledge of instruction for their students with the incorporation of processing strategies for the students as well. Strategic monitoring and shifting teaching to student-centered activities (addressing misconceptions and remediation in a small group environment) will continue to address the learning gaps presented.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 uniform grouping of students in English and Math courses.

3. The MTSS designated support through additional teaching units to address learning loss and identified gaps in foundational skills in English, Mathematics, Biology and US History courses.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Multi-Tiered System of Supports (MTSS) provides a method of early detection and intervention that helps students reach grade-level performance. Therefore, MTSS uses three levels of support to assist all students at different levels. The three tiers provide students with the appropriate interventions and academic supports.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ensure Math PLCs are meeting twice per week on Monday and Thursday.

Person Responsible: Clarence Truitt (clarence.truitt@ocps.net)

By When: May 2024

Ensure ELA PLCs are meeting twice per week on Monday and Thursday.

Person Responsible: Karen Diaz (karen.diaz@ocps.net)

By When: May 2024

Ensure Social Sciences PLCs are meeting twice per week on Monday and Thursday.

Person Responsible: LaTonya Brown (latonya.brown@ocps.net)

By When: May 2024

Ensure Science PLCs are meeting twice per week on Monday and Thursday.

Person Responsible: Wendy Duroseau (wendy.duroseau@ocps.net)

By When: May 2024

Ensure CTE PLCs are meeting twice per week on Monday and Thursday.

Person Responsible: Priscilla Reyes (priscilla.reyes@ocps.net)

By When: May 2024

Ensure ESE PLCs are meeting twice per week on Monday and Thursday.

Person Responsible: Ericka Scheid (ericka.scheid@ocps.net)

By When: May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

There are various steps involved in the process to ensure resources are distributed based on needs. Part of our resources are allocated to tutoring during and after school. Information on students' performance in Science, Social Science, Math, and English is gathered. This information may include assessment results, classroom performance, and instructional walkthrough data. The next step is to conduct a thorough evaluation to discover any points of disparities or concerns. This analysis aids in identifying the subjects and grade levels that need extra assistance from tutoring. The number of students who require tutoring, the frequency and length of tutoring sessions, and the expertise and accessibility of the tutors are all taken into account in the budget.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The following methods to disseminate the SIP (School Improvement Plan), UniSIG budget, and SWP (Strategic Workforce Plan) to various stakeholders will be used:

1. A Community Brief newsletter called the Trojan Express will be distributed twice a month via emails to stakeholders highlighting the SIP's initiatives and progress.
2. Stakeholders were invited to a SAC/PTSA retreat for the 2023-24 school year where they were used to collect diverse perspectives and insights in order to develop a thorough School Improvement Plan (SIP).
3. Parents/Guardians are encouraged to attend school events where the objective is to share and implement the school improvement plan. At events, interpreters will be used to overcome any language barriers.
4. The school's website: <https://evanshs.ocps.net/> and other online platforms will be used to show an implementation of SIP-related events and activities.
5. Professional development sessions will update instructors and staff members on the SIP's implementation and progress.
6. Objectives, strategies, and progress of the SIP will be shared with local businesses and organizations through informational meetings or presentations.
7. Partnerships with local businesses and organizations have been established through our community school to provide students with mentorship opportunities, apprenticeships, and career guidance.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Positive relationships will be cultivated with parents, families, and other community stakeholders through regular updates, newsletters, and announcements. Evans High School will establish open communication channels with parents and families. This will keep parents aware of their child's academic progress, upcoming events, and essential school-related information. Teachers are

encouraged to promote regular communication and dialogue via phone calls, parent-teacher conferences, or email correspondence where parents can readily discuss their child's progress, concerns, or questions.

It is important to educate parents and communities about various aspects of their child's education. Evans High School has specialized personnel like the parent engagement liaison, SAFE coordinator, as well as college and career specialist that offer resources, workshops, and information sessions on topics including academic support, college and career readiness, social-emotional development, and effective parental techniques. Evans High School has actively engaged with local businesses, organizations, and community leaders, among other community stakeholders. This has involved partnerships within our community school, and collaborative initiatives that benefit both the students and the greater community. Schools website: <https://evanshs.ocps.net/>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

By opening an additional pathway for learning, the AICE curriculum is available at Evans High School for all students. Students will be able to dive deeper into their studies and build a solid foundation in the core subject area of English due to the enriched and accelerated curriculum provided by the AICE curriculum. The AICE program will provide accessibility for students to pursue future educational possibilities both domestically and internationally by giving them access to a curriculum that is internationally recognized. Overall, the launch of the AICE program shows Evans High School's dedication to giving students a thorough and demanding academic experience that equips them for success in the future.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

A sense of belonging will be incorporated into the plan through collaboration and integration with existing services, resources, and programs. This approach ensures that students' requirements in multiple areas are met, thereby fostering a positive and inclusive school climate. The plan can be aligned with existing initiatives in the following ways:

ESSA Programs: Incorporating strategies from ESSA-supported initiatives, such as personalized learning approaches and social-emotional learning programs, into the overall plan will be used to meet the academic demands of students while also fostering a sense of belonging.

Positive Behavior Support: In collaboration with positive behavior support programs we can establish the intersection of belonging and security. By collaborating, strategies to create a safe and inclusive environment that reduces incidents of abuse, exclusion, and violence can be developed. Incorporating positive behavior support education, conflict resolution training, and restorative justice practices into the plan could accomplish this.

Career and Technical Education: By incorporating career and technical education programs into the plan, students gain access to vocational training, internships, and mentoring opportunities. This integration not only improves students academic performance but also strengthens their sense of belonging and purpose by connecting them to real-world experiences.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Evans High School is committed to helping its students in ways that go beyond what they learn in school. One of the most important things the school does is offer counseling and mental health programs at the school. These services are meant to help students with their social and psychological needs by giving them a safe place to talk about their problems and get the right advice. The fact that there is a mental health counselor in the safe office is an important part of the community school approach. This room is meant to be a peaceful place where students can go for help when they are feeling upset. Students need places like this to help them control their feelings and get back to a good state for learning.

The community school model is used with the partnership of the Children's Home Society, the University of Central Florida, and Orange Blossom Health, which includes working with valuable partners to offer mentorship programs and other projects. These programs and projects aim to give students chances to learn essential skills, follow their hobbies, and reach their goals outside of the classroom.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Evans High School is aware of how important it is to prepare students for the future and with that comes providing students a wide range of resources that will help them become successful while in school. The following is offered:

1. Career and Technical Education Programs: Students are offered a wide range of career and technical education programs that give them hands-on training and help them build skills that are useful in many industries. The school meets state standards and offers certifications that are recognized by the business world.
2. College and Career Counseling: There is a college and career specialist who provides students with information about college, military options, and careers. This includes help with exploring different career paths, understanding postsecondary choices (like colleges, universities, and vocational schools), and getting help with college applications, financial aid, and scholarship possibilities.
3. Advanced Placement (AP), Cambridge (AICE), and Dual Enrollment (DE) Courses: We have increased the number of courses that students can take to earn college credit while still in high school. We offer programs where our students can take college classes and get credit for both high school and college at the same time. Also, we offer AP courses so that students can take classes at a higher level and possibly earn college credit if they do well on AP exams.
4. Partnerships with local businesses and industries: Due to our school being a community school, we have and will continue to work with local businesses, industries, and community groups to give students chances to intern, apprentice, job shadow, or be mentored. This gives students a taste of the real world and helps them understand what skills and information are needed for different jobs.
5. FASFA Night: We offer students an opportunity to come out with their parents to apply for FASFA. At the event, students and parents can meet with representatives from colleges and universities to give them information about postsecondary options. This event helps students and parents make decisions about their futures that are well-informed while applying for college aid.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Evans High School has implemented two professional learning cycles to give training, possibilities for safe practice, and data analysis. Through an analysis of the Culture and Climate continuum, needs assessments, classroom observations, observations of the school setting, and implementation surveys, our school has tracked and measured the effects of the professional learning we've put in place. Our action plan has and will continue to be changed based on data outcomes, and the needs of students, staff, and families.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A