

**Florida Department of Education  
PROGRESS REPORT  
February 2007**



Orange County Public Schools

for

Jones High School  
Maynard Evans High School

Ronald Blocker, Superintendent  
Orlando, FL

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<u>SECTION</u>	<u>REQUIREMENTS</u>	<u>PROGRESS TOWARD MEETING REQUIREMENTS</u>
2	<b>SBE Approved 5.14.06: Implement a schoolwide reform model for all students.</b>	<p>Faithful implementation of the district-wide high school reform initiative under the “League of Educational Excellence: Innovative High Schools Leading the Way” is Evans and Jones high schools’ commitment to unite both high schools in a framework of best practices for consistency and continuous improvement. Increasing rigor in reading, math and writing is a part of the League of Educational Excellence. Requirements include the following:</p> <ul style="list-style-type: none"> <li>• Students participating in inquiry-based learning.</li> <li>• Teachers using data from FCAT, benchmark tests and other sources to drive and differentiate instruction to meet the needs of all learners.</li> <li>• Math teachers presenting test-taking strategies including, but not limited to, practice with the FCAT reference sheet, four-function calculators, gridded-response items and short/extended response items for appropriate grade levels.</li> <li>• Students participating in various science competitions.</li> <li>• Students studying and applying the FCAT or SAT rubric to their own writing as well as to other student samples.</li> <li>• Schools creating writing assessments that are embedded in curriculum maps for all subject areas.</li> </ul> <p><i>Springboard</i> is another means that both schools are implementing to address rigor in the general curriculum for <b>all students in grades 9-12</b>. As shared in the last report, <i>Springboard</i> is a comprehensive and integrated program for students in grades 6-12, focused on reading, writing and mathematics. It is designed to increase the number and broaden the diversity of students prepared to succeed in college and Advanced Placement Program (AP) courses. All math and English teachers at both schools have been trained and are using the strategies in the classrooms. <i>Springboard</i> incorporates rigorous standards, professional development, instructional resources and diagnostic assessments.</p>

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		<p>Below is a recapitulation of what transpired at both schools while implementing schoolwide reform:</p> <p><b><u>September 2006</u></b></p> <ul style="list-style-type: none"> <li>• Students at both schools were administered the District Benchmark Assessments in reading and mathematics.</li> <li>• All students were given an SAT account through CollegeBoard where they could go on-line and work on practice SAT skills and tests. Students were given a sign-on and password and are given the opportunity to work on the SAT Web site before and after school and during lunch.</li> <li>• At Evans, administrators visited schools with academies to gather best practices and pitfalls to avoid.</li> <li>• At Jones, meetings with teachers on the campus are led by administrators who are also assigned to particular academy or magnet programs.</li> </ul> <p><b><u>October 2006</u></b></p> <ul style="list-style-type: none"> <li>• Teachers received data and met with coaches and administrators to discuss the results and ways to incorporate differentiated strategies.</li> <li>• All 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students took the PSAT test on October 18, 2006.</li> <li>• Schools worked with CollegeBoard’s AP Potential, a Web-based tool, to help find additional students for AP courses and those who should be taking higher-level prerequisites to prepare for AP.</li> <li>• Schools reestablished their commitment to have Southeastern Consortium for Minorities in Engineering (SECME) back on campus.</li> <li>• Key administration from Jones and Evans high schools attended the K-12 Conference &amp; Innovation Fair in Orlando, October 3-6, where staff members networked with other schools throughout the state to glean more information about career academies. Both schools were given the opportunity to receive Innovation Fair Matchmaker Grants featured at the K-12</li> </ul>

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		<p>conference. Jones was awarded three grants (Culinary Arts, Performing Arts and the Wall-to-Wall Academies) and Evans was awarded one grant (Culinary Arts); each grant was worth \$40,000.</p> <p><b><u>November 2006</u></b></p> <ul style="list-style-type: none"> <li>• Again, teachers received data and met with coaches and administrators to discuss results and ways to incorporate differentiated strategies.</li> <li>• Guidance Counselors used the PASS (Planning + Action = Student Success) Graduation Planner packets to assist students in defining their areas of career interests. The PASS packets allow students to document their interest inventory results based on information found in the FACTS.org Florida Choices Planner. A checklist is also provided to assist students with graduation requirements, college admission requirements, NCAA eligibility requirements and scholarship requirements and career/work plan requirements.</li> </ul> <p><b><u>December 2006</u></b></p> <ul style="list-style-type: none"> <li>• Both schools made necessary changes to the master schedule for the second semester.</li> <li>• Evans High School administrators and key personnel spent the month of December working with senior administrators from the district reviewing the Advanced Placement (AP) classes. Items discussed were increasing the enrollment for the 2007-2008 school year, reviewing current classes, offering additional AP classes and the logistics of the master schedule.</li> <li>• Both schools sent leadership teams to the International Baccalaureate Middle Years Programme (IB) workshop/conference in Savannah, Georgia.</li> </ul> <p><b><u>January 2007</u></b></p> <ul style="list-style-type: none"> <li>• All students who passed the retake of FCAT in October were moved from their intensive math or reading classes and placed into an ACT or SAT prep class.</li> <li>• Evans High School added four more ACT and SAT classes.</li> </ul>

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3	<b><u>SBE Approved 5.14.06:</u> Implement and align schoolwide reform model in feeder schools.</b>	<p>Evans and Jones have maintained efforts to ensure alignment of the high schools to feeder schools with the Middle Grades IB Programme, <i>Springboard</i>, and the AVID programs currently in place for all feeder schools. All Level 1 readers and Level 1 math students continue to take an additional class to improve academic achievement.</p> <p>The feeder middle schools for Evans and Jones continue to implement (a) small-group instruction in reading classes, (b) after-school and Saturday tutoring, (c) teacher training in reading, math and writing and (d) the school-wide implementation of school-wide writing prompts with feedback and remediation. All Level 1 students at all feeder middle schools continue to receive reading instruction through <i>Springboard</i>, Corrective Reading and Read XL. Individualized instruction is provided through SuccessMaker. The Middle Years IB Programme implementation continues at Carver, Memorial and Lee middle schools.</p> <p>The “League of Educational Excellence: Innovative Middle Schools Leading the Way” continues to direct middle schools in a framework of best practices for consistency and high academic achievement.</p> <ol style="list-style-type: none"> <li>1. Both schools have met with their feeder middle and elementary schools through their data progress monitoring meetings, where they discussed the trends in student data and the alignment of curriculum.</li> <li>2. Consultants from the Florida Partnership Schools Program have met with administration and key personnel to plan for the upcoming year.</li> <li>3. At Jones, two administrators and four teachers attended the IB-MYP conference in Savannah, Georgia, December 11-12, 2006.</li> <li>4. In December, Evans High School began promoting its International Baccalaureate (IB) Middle</li> </ol>

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		<p>Year Programme to its feeder middle schools. On December 12, 2006, Evans High School hosted an Open House for all in-coming ninth-grade students. Evans High School is also working with Ms. Kati Pearson, District Instructional Support Teacher, to continue promoting the IB-MYP Programme.</p> <p>5. During the month of December, five more Evans teachers and one administrator attended an IB-MYP Conference in Savannah, Georgia. This brings Evans High School to 12 teachers and two administrators trained in the International Baccalaureate Middle Years Programme. By March 2007, all fifteen (15) teachers, support staff and four (4) administrators involved with the IB-MYP will be trained.</p> <p>6. Jones invited teachers from each its feeder schools to attend the “Using Benchmark Data to Refocus Instruction” training for reading and English teachers provided by Kenyatta Graves (<i>SpringBoard</i>) - <u>rescheduled for February</u></p>
5	<p><b><u>SBE Approved 5.14.06:</u></b> School guarantees parents of entering ninth grade student’s remediation, interventions, rigorous programs, and extended day programs.</p> <p><b><u>Amended 6.20.06 to include:</u></b> This will be a contract with parents, and starting with incoming ninth graders in 2006, the contract will be for 4 years.</p>	<p>Ninth grade students are receiving remediation, interventions and rigorous programs at both schools. Transportation is being offered and provided daily at both schools for tutoring.</p> <p>At Evans, parent contracts were sent home to be reviewed, signed by parents and returned to the school upon completion. As of this report, 100% of the student contracts have been signed and 70% of the parent contracts were returned and signed.</p> <p>At Jones, parent contracts were sent home with students to be reviewed, signed by parents and returned to the schools upon completion. As of this report, 97% of the student contracts have been signed and 75% of the parent contracts. A ConnectEd message was sent out to parents who have not signed the parent contract. ConnectEd is an emergency communication and community outreach solution designed specifically for K-12 schools. The system allows district and school staff to record messages that will be distributed automatically to people who need to hear them.</p>

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		<p>The system supports multi-lingual communications and allows OCPS administrators to send calls in English, Spanish and other languages that may be needed. This effort has really boosted parental signatures.</p> <p>Jones High School’s social worker and attendance department also played a role in getting more parents to sign the contracts. Additionally, school board member Kathleen “KAT” Gordon has held monthly community meetings and has encouraged parents to play a vital role in their children’s school life. Jones will continue to try to get more parents to understand the school’s effort and sign the contracts.</p> <p>A team approach is being used at both schools to achieve 100% parent signatures and parent involvement. The administrators, teachers, social workers and school resource officers work together to reach parents. Phone calls, letters, teacher conferences and home visits have been used to meet the schools’ goals. Child study teams are held weekly to have 100% parental support.</p>
<b>6</b>	<p><b><u>SBE Approved 5.14.06:</u></b> <b>Extended learning programs with transportation</b> <b><u>Amended 6.20.06 to include:</u></b> <b>Districts must document extent of participation</b></p>	<p>Both schools offer extended learning programs with credit retrieval to all students through a required 7<sup>th</sup> period school day. Extended learning consists of academics/interventions beyond the normal 6<sup>th</sup> period high school schedules. Therefore, 100% (303 Evans; 214 Jones) of the students at both schools have the opportunity (enrolled) to participate in extended learning. Transportation is being provided daily.</p> <p>At Evans, if students need to make up a “core” subject, they can enroll in Credit Recovery. Currently, there are 50 students enrolled. Evans also offers classes after school through Academic Community Education (A.C.E.). There are 79 students enrolled in the A.C.E. program. Students at Evans High can also take classes through the Florida Virtual School. As of January 15, 2007, there are 61 students enrolled. At our ninth grade center, there are 28 students enrolled in our Nehemiah after-school program.</p>

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		<p>The ninth grade center at Evans started its Saturday school on January 6, 2007. Currently, there are approximately 65 Level 1 students taking advantage of this program. Evans High School has also received an FCAT Refugee Grant. This grant will allow LEP students to receive tutoring after school for one hour starting January 8 through January 28, 2007. There have been 27 LEP students who attended.</p> <p>By adding the 7<sup>th</sup> period class at both schools, students are earning an extra credit a year. This gives students the opportunity to take an AP, academy or enrichment class.</p> <p>At Jones, the Web-based capabilities through Education 2020 and Apex Learning programs and the ACE program are used to earn additional credits. Last semester, there were 161 students enrolled of which 126 have earned a total of 417 credits thus far. Currently, there are 145 students enrolled (46 in Education 2020 and 99 in Apex Learning).</p>
7	<p><b><u>SBE Approved 5.14.06:</u></b> <b>District Community Assessment Team-FLDOE, Parent, Business, Educator, Community Member, Local Government Representation</b></p>	<p style="text-align: center;"><b>Oversight Committee Candidates for State Approval 2006-2007</b></p> <p>The committees at both schools have met as scheduled, monitored the FCIM and SIP, observed classrooms, interviewed staff and reported as required. Committee members remain as last reported.</p> <p><b><u>(6) Candidates for Evans High School:</u></b>  <b>Unita Orr</b> – President Maynard Evans High School PTSA (Parent)  <b>David Outing</b> – Orange County Sheriff Department Chaplin (Business)  <b>Ms. Johnnie Lang</b> – Retired School Principal (Educator)  <b>Rev. Michael Kimbrough</b> – Reverend for Community Church (Community)  <b>Bruce Antone</b> – State Representative for District 38 (Government Representative)  <b>Joe Davis</b> – Bureau Chief for Florida Dept. of Education</p>

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		<p><b><u>(11) Candidates for Jones High School :</u></b>  <b>Barbara Young</b> – Jones High School Community Group  <b>Dr. Clara L. Walters</b> – Blue Ribbon Panel on Education, Educational Consultant  <b>Dr. Rose Taylor</b> – University of Central Florida (Educator)  <b>Pam Stewart</b> – Florida Department of Education  <b>Don Ramsey</b> – Florida Department of Education  <b>Rufus Hawkins</b> – Jones High School Advisory Committee (Parent)  <b>Rudy Maxwell</b> – Superintendent’s African American Advisory Committee (Business)  <b>Ruby Strickland</b> – Orange Education Support Professionals Association President  <b>Michael Cahill</b> – Classroom Teacher Association President (Educator)  <b>Daisy Lynum</b> – City Commissioner (Government Representative)  <b>Janice Cartwright-Taylor</b> – SAC Treasure (Parent)</p>
<b>8</b>	<b><u>SBE Approved 4.18.06:</u></b> <b>Schoolwide staff development</b>	<p>Teachers at Evans and Jones high schools were offered numerous staff development opportunities above and beyond what is mentioned in the state plan:</p> <ul style="list-style-type: none"> <li>• 12/01/06: Forty instructional staff (50%) from Jones High School attended the “Sharing the Load/Distributing Power Standards” training with Kenyatta Graves (<i>SpringBoard</i>).</li> <li>• 12/04-05/06: Three (50%) guidance counselors and the dean of guidance from Evans High School attended the CollegeBoard Leadership Training. The goal was to improve minority enrollment in AP classes.</li> <li>• 12/04-05/06: Two guidance counselors (50%) from Jones High School attended the CollegeBoard Leadership Training.</li> <li>• 12/05/06: Key administrators, department leaders and district support staff attended the follow-up for the Florida Continuous Improvement Model (FCIM).</li> <li>• 12/06/06: One hundred sixty-one Evans High School teachers attended a staff development on</li> </ul>

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		<p>“Characteristics of an Effective Teacher.”</p> <ul style="list-style-type: none"> <li>• On 12/07/06: Eight math teachers (44%) from Evans High School attended a one-day follow-up training for <i>SpringBoard</i>.</li> <li>• 12/11/06: Five Evans High School teachers attended a one-day seminar, sponsored through Kaplan, which addressed effective test-taking skills and key components of the ACT and SAT exams.</li> <li>• 12/11/06: One hundred forty-one Evans High School faculty members attended a staff development on Best Practices in Mathematics. The math department gave the presentation.</li> <li>• 12/12/06: One hundred percent of the Jones High science department (10 teachers and one coach) attended the University of Central Florida Acquiring Science workshop with Takumi Sato, OCPS Science Resource Teacher.</li> <li>• 12/13/06: Three reading coaches (75%) and a resource teacher from Jones High School attended the one-day CollegeBoard training with Patricia Simmons. The goal was to improve student achievement and minority enrollment in AP classes.</li> <li>• 1/05-06/07: Twenty-five instructional staff (100% of reading, 100% language arts and 80% of ESE teachers) from Jones High School attended the “Reaching Reluctant Readers” training with Kenyatta Graves (<i>SpringBoard</i>).</li> <li>• 1/04/07: All 21 Evans High School mathematics teachers received vocabulary training, provided by the district Curriculum Services Department.</li> <li>• 1/10/07: Twenty-five instructional staff (100% of reading, 100% language arts and 80% of ESE teachers) from Jones High School attended the follow-up to “Reaching Reluctant Readers” training with Kenyatta Graves (<i>SpringBoard</i>).</li> <li>• 1/11/07: Melissa Young, District Mathematics Instructional Support Teacher, modeled best practices in five out of 12 Evans High School geometry classrooms.</li> <li>• 1/17/07: Ten science teachers (100%) attended the University of Central Florida Acquiring Science follow-up workshop with Takumi Sato.</li> <li>• 1/18/07: Curriculum Services trained 29 (100%) Evans High School mathematics teachers in</li> </ul>

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		<p>intervention strategies for students scoring in the lowest 25%.</p> <ul style="list-style-type: none"> <li>• 1/22/07: Twenty-five instructional staff (100% of reading, 100% language arts and 80% of ESE teachers) from Jones High School attended the follow-up to “Reaching Reluctant Readers” training with Kenyatta Graves (<i>SpringBoard</i>).</li> <li>• 1/23/07: The “Using Benchmark Data to Refocus Instruction” training for reading and English teachers provided by Kenyatta Graves (<i>Springboard</i>).</li> </ul>
<b>9</b>	<b><u>SBE Approved 5.14.06:</u> Staff development in reading in the content area</b>	<p>At both schools, school-wide staff developments have been conducted in reading in the content area for all departments.</p> <ul style="list-style-type: none"> <li>• 12/01/06: Ten instructional staff (100%) from Jones High School reading teachers attended the “Sharing the Load/Distributing Power Standards” training with Kenyatta Graves (<i>SpringBoard</i>).</li> <li>• 12/1/06: Fifty percent (40 of 80) of the Jones High School instructional staff to include 100% (10 of 10) of the reading teachers attended the “Sharing the Load/Distributing Power Standards Training with Kenyatta Graves (<i>SpringBoard</i>).</li> <li>• 12/05-06/06: Four (100%) of the reading coaches and 10 (100%) reading teachers at Jones attended the <i>Fast ForWord</i> monitoring session to increase teacher understanding of student data.</li> <li>• 12/13/06: An assistant principal, all 12 reading teachers and the four reading coaches at Evans High School attended training on Great Source’s <i>The Source Book</i>. The training showed effective strategies for teachers to use as they teach reading in the content area.</li> <li>• 1/02/07: Dr. Rosemarie Taylor, UCF professor, trained the Evans faculty with an emphasis on content area vocabulary.</li> <li>• 1/05-06/07: Ten instructional staff (100%) from Jones High School reading teachers attended the “Reaching Reluctant Readers” training with Kenyatta Graves (<i>SpringBoard</i>).</li> <li>• 1/09/07: Five English teachers (100%) and five social studies teachers (100%) from the Evans</li> </ul>

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		<p>High School Ninth Grade Center attended training on Houghton Mifflin’s series that gave effective strategies for teachers to use as they teach reading in the content area.</p> <ul style="list-style-type: none"> <li>• 1/10-11/07: There was a follow-up training by Dr. Taylor on both campuses using Classroom Walkthroughs to see if teachers were implementing what was trained. She met with approximately 25 teachers to give feedback.</li> <li>• 1/22/07: Twenty-five instructional staff (100% (10 of 10) of reading teachers) from Jones High School attended the follow-up to “Reaching Reluctant Readers” training with Kenyatta Graves (<i>SpringBoard</i>).</li> </ul>
<b>14</b>	<b><u>SBE Approved 5.14.06:</u> Performance Pay Plan</b>	<p>Teacher Performance Pay is included in the Incentive Plan for Repeating F Schools. Teachers at these schools can receive an additional \$6,000.00. Teachers received the first \$2,000.00 in their October 11<sup>th</sup> paycheck. Teachers will receive an additional \$2,000.00 in June. To earn money for performance pay, 60% of the students in a teacher’s classes must have learning gains<sup>1</sup>.</p> <p>OCPS has written a STAR performance pay plan, approved by the local school board and the state. Teachers will have the opportunity to earn an additional 5% of their current salary.</p>
<b>16</b>	<b><u>SBE Approved 4.18.06:</u> Fully staffed entire school year</b>	Currently, there are no vacancies at the two schools.
<b>17</b>	<b><u>SBE Approved 4.18.06:</u> District provides on-site reading coaches <u>Amended 6.20.06 to include:</u> District provides one reading coach per grade level at each</b>	Currently, there are four reading coaches at both schools. There is a reading coach for each grade level. These positions are currently filled with coaches certified in the area of reading.

<sup>1</sup> Overall learning gains are calculated based on the following categories:

- Number of students who maintained or increased an achievement level of 3 or higher;
- Number of students who increased an achievement level;
- Difference between the prior year’s and the current year’s developmental score score, using the cut-off score value

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	<p>repeating F school; however, schools with a student population of less than 500 are required to have one reading coach for the entire school. All reading coaches must be approved by the Department.</p>	
18	<p><b><u>SBE Approved 4.18.06:</u></b> District provides on-site math coaches <b><u>Amended 6.20.06 to include:</u></b> District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one math coach for the entire school. All math coaches must be approved by the Department.</p>	<p>Currently, there are four math coaches at both schools. There is a math coach for each grade level. These positions are currently filled with coaches certified in the area of mathematics.</p>
19	<p><b><u>SBE Approved 5.14.06:</u></b> For Level 1 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</p>	<p>Research-based programs and interventions used in the intensive reading classes are <i>Fast ForWord!</i>, <i>Corrective Reading</i>, <i>NCS Learn SuccessMaker</i>, and <i>Academy of Reading</i>.</p> <p>Evans High School currently has 14 reading teachers. Eleven of these teachers are working towards their reading endorsement. Three are already fully endorsed. GraceMarie Howland, Assistant Principal, and Susan Beecher, Reading Instructional Support Teacher, are conducting the classes. Both individuals are certified trainers for Reading Endorsement Classes.</p>

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		Jones High School currently has ten reading teachers. Nine of these teachers are working towards their reading endorsement. One teacher is already endorsed.
20	<b><u>SBE Approved 5.14.06:</u></b> <b>For Level 1 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics teachers.</b>	Both schools have certified mathematic teachers, with Evans High School currently employing 31 and Jones High School employing 13.
21	<b><u>SBE Approved 5.14.06:</u></b> <b>Extended Day Credit Recovery Program</b> <b><u>Amended 6.20.06 to include:</u></b> <b>Transportation must be provided and district must report percent of eligible students participating and success rate.</b>	<p>Both schools offer extended learning programs with credit retrieval to all students through a required 7<sup>th</sup> period school day. Therefore, 100% (303 Evans; 224 Jones) of the students at both schools have the opportunity (enrolled) to participate in extended learning. Transportation is being provided daily.</p> <p>Evans High School offers many different extended day learning opportunities. All students earn an extra credit through the 7<sup>th</sup> period class. Currently, there are 279 students behind one credit and will benefit from the 7<sup>th</sup> period class. Students who are missing more than one credit have the opportunity to enroll in Evans Academic Community Education (A.C.E), Florida Virtual School, and EdOptions. There were 79 students enrolled in A.C.E program last semester and 75 students earned an extra half credit. This semester there are 87 students enrolled. Florida Virtual School currently has 61 students enrolled. Since August, 118 students have enrolled and 31 students have earned either an extra half credit or full credit. EdOptions currently has 50 students enrolled. Seventy-five students have been enrolled since August and 25 students have completed a half credit of full credit.</p> <p>Evans High School has begun Saturday school, inviting students scoring Level 1 on reading and mathematics as FCAT Blitz tutoring. Jones High School has also begun Saturday tutoring, inviting all students who have not passed the FCAT. Special emphases have been placed on ESOL students</p>

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		<p>as well.</p> <p>At Jones, the Web-based capabilities through Education 2020, Apex Learning and the ACE programs are used to earn additional credits. Last semester, there were 161 enrolled, of which 126 students have earned a total of 417 credits thus far. Currently, there are 145 students enrolled (46 Education 2020 and (99) Apex Learning.</p>
24	<p><b><u>SBE Approved 5.14.06:</u></b>  <b>Aggressive efforts to have all eligible students receive State Approved SES.</b>  <b>Outreach efforts specific to this school, and participation rates, must be documented and reported.</b></p>	<p>With the state guidelines, SES providers can charge up to \$80.00 per hour and in Orange County Public Schools a student allotment is \$1,223.00. In this scenario, a student would receive 15 tutoring sessions. The lowest cost that an SES provider offers in OCPS is \$42.00 per hour which constitutes 29 sessions. At the two schools we have currently offered between 58–80 sessions.</p> <p>The following outreach efforts have been extended to our parents and students:</p> <ul style="list-style-type: none"> <li>• Package information sent home by students and through the mail.</li> <li>• On-line (Web access)</li> <li>• Community meetings held by a board member.</li> <li>• Open House</li> <li>• Parent Conferences</li> <li>• PTSA meetings</li> <li>• ConnectEd messages</li> <li>• Family Reading Night</li> <li>• Home visits.</li> </ul> <p>During the day, <b><u>100% of the Level 1 students are receiving tutorial support at both schools.</u></b></p>

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School Name: Maynard Evans High School & Jones High School  
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		<p><u><i>Additionally</i></u></p> <p><u><b>Jones</b></u> Forty-seven percent (47%, 227 students) of the 488 eligible Level 1 students receive the intervention (tutorial) after school. Jones offers after-school tutoring five days a week in English, mathematics, social studies and science. Tutoring starts at 3:00 p.m. and ends at 4:00 p.m. Other tutorial support given to students is through pull-out, mentors and teachers volunteering services.</p> <p><u><b>Evans</b></u> Forty percent (40%, 328 students) of the 825 eligible Level 1 students receive intervention (tutorial) after school. Tutoring is offered on Mondays, Tuesdays and Thursdays in English, reading, mathematics and science. Currently, students at the Ninth Grade Center are given the same opportunities. Ninth Grade students also are given the opportunity to be part of the Nehemiah after-school program. Other tutorial support given to students is through pull-out, mentors and teachers volunteering services.</p>
25	<b><u>SBE Approved 5.14.06:</u> District must document faithful implementation of the approved K-12 Reading Plan.</b>	<p>Teachers at both schools were given the Web site Orange County Public Schools approved K-12 Reading Plan. The Web site provides information on curriculum, instruction and assessment; best practices and strategies for working with special needs students; and provides a wealth of on-line resources for teachers.</p> <p>GraceMarie Howland, Evans High School Assistant Principal, meets weekly with reading coaches and reading teachers. In December, she met with the reading department and reviewed the first semester's data with the reading teachers and coaches. Ms. Howland continues to review and desegregate data, review the district plan, address concerns, and provide interventions.</p> <p>At Jones, teachers are currently keeping data notebooks to document lesson plans, instructional focus, interventions and other information pertinent to student achievement. Dr. Bridget Williams,</p>

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		<p>Jones High School Principal, conducts daily walkthroughs as well as meets with assistant principals, reading coaches, mathematics coaches, the science coach, guidance counselors and subject area teachers informally once a month to check data notebooks for maintenance, updates and interventions to ensure on-going implementation of the Orange County Public Schools K-12 Reading Plan.</p> <p>Other activities relative to the integrity of faithful implementation to the approved literacy plan at both Evans and Jones high schools include the following:</p> <ul style="list-style-type: none"> <li>• Reading teachers conducting district assessments as scheduled fluency checks (twice a week).</li> <li>• All four reading coaches implementing a designed action plan to provide additional intervention/instruction to Level 1 students through push-ins and pull-outs.</li> <li>• All four reading coaches documenting monitoring efforts as required on the Progress Monitoring Reporting Network.</li> <li>• All four reading coaches and the principal attending weekly meetings with the District Literacy Team.</li> <li>• District Literacy Team monitoring the actions of the reading coaches to ensure compliance with the K-12 Reading Plan.</li> </ul>