

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: MAVERICKS HIGH SCHOOL

District Name: Osceola

Principal: Thomas Cole

SAC Chair: Orbi Rosario

Superintendent: Melba Luciano

Date of School Board Approval: October 10, 2012

Last Modified on: 10/11/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Thomas Cole	Masters, Educational Leadership, Masters, Exceptional Student Education, Professional Educator Certification: Educational Leadership, Special Education, Middle Grades Social Sciences	1	5	Mr. Cole has served as a charter school principal for over 4 years. During Mr. Cole's first three years as a principal his students demonstrated learning gains each year.
Assis Principal	Veronica Torers	MA Criminal Justice BA Social Work	3	1	N/A

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Pre-screen teachers through FL DOE Certification site and district contact. Advertise through Teacher-Teacher.com. Provide professional development to teachers through district office.	Michelle Tyler	2012-2013 School Year: ongoing	
2	Mavericks High of Osceola will advertise for teacher vacancies through social media in an effort to cast a wide net to ensure we are actively recruiting the most qualified applicants.	Administrator Mavericks Support Center	On-Going	
3	Professional Development for all staff will be provided on an on-going basis. Professional development will be in the areas of classroom management, direct instruction and making data driven decisions. This will ensure that the teachers that we retain are of high quality and can effectively engage our student demographic.	Administrator/Lead	On-Going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
We have three instructors that are currently teaching courses outside of their certification areas.	All three of these instructors will complete the final requirement to obtain certification in the required areas within a period of time determined by the Mavericks Support Center.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
16	6.3%(1)	56.3%(9)	31.3%(5)	6.3%(1)	37.5%(6)	100.0%(16)	12.5%(2)	0.0%(0)	18.8%(3)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Elaine Fortin	Cecilia Tavares	1st Year Teaching	PEC Program
Elaine Fortin	Alan Zansler	2nd Year Teaching	PEC Program
Gerardo Bodner	Jason Solano	2nd Year Teaching	PEC Program

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Thomas Cole, Administrator; Veronica Torres, Assistant Administrator; Monica Gfrorer, ESE Lead Teacher; and Elaine Fortin, Reading Teacher.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Administrator and Assistant Administrator leads the team by providing a common educational vision which is based upon data driven results. These results ensure that all students and members of the team effectively collaborates on the assessments that are administered. Once the assessments are provided, the Administrator and Assistant Administrator will ensure the implementation of RtI for students that are struggling with meeting proficiency standards. This will be done by ensuring professional development with staff, communicating results with students and parents, and by implementing programs and interventions with the academic coaches. The Reading Endorsed Teachers will work closely with the RtI team to ensure that the proper materials and interventions are aligned with the student needs. The RtI team will meet at least once per month to review and evaluate the progress of the students.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI team will work in conjunction with the school administration, SAC committee and Leadership Team to develop and implement the School Improvement Plan through instructional strategies, curriculum development, and implementation of programs which will yield positive results for students. The RtI team will continuously review data that includes but will not be limited to benchmark scores, baseline assessments, FCAT results, FAIR and NWEA data in order to assess the needs of the students to ensure all deficiencies are addressed. Continuous review and training of the instructional staff will assist our efforts to ensure all students' needs are met. The team will provide data on Tier 1, 2 and 3 targets; academic and social/economical areas that need to be addressed.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data provided by either district assessments or NWEA tests in addition to FCAT scores will provide the data needed to assess student needs in the areas of reading, mathematics, science and writing. In regards to behavior, student history and review by the guidance counselor or ESE specialist should prove valuable.

Describe the plan to train staff on MTSS.

The Administrator will work in conjunction with State and District personnel to ensure training is available for reading teachers and coaches. Those staff members in turn will assist with training school staff in the area of professional development. Training will be done both in team meetings and in school wide professional development sessions.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The LLT will consist of Thomas Cole, Administrator; Veronica Torres, Assistant Administrator; Elaine Fortin, Reading Teacher, and Evelyn Andujar, ESOL teacher.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Administrator selects a team of highly qualified instructional staff to become members of the Literacy Leadership Team. This team will review the needs of the students and school curriculum to ensure students' literacy needs are being met. The team will ensure that literacy is promoted throughout all content area courses and assist with developing strategies which can be used school wide. The team will meet once per month. One meeting will be with the team to assess, discuss, plan and implement strategies upon review of needs. The second meeting will be with core subject teams to provide data and interventions which can be used to further literacy in the school.

What will be the major initiatives of the LLT this year?

The major initiatives of the LLT in the 2012-2013 school year will be to increase student learning gains in reading. This will be done by continuing to support a school culture which promotes literacy in all areas. By incorporating Jamestown Reading Navigator into the reading curriculum, the LLT can provide high-interest material at accessible readability levels to students reading below grade level. For ELL students, direct instruction will target learning the English language, functionally and grammatically. The LLT will continue to work with the Administrative team, SAC committee and School Governing Board to request tangible books which are high interest for the students - ensuring that all students are actively engaged.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Computer based curriculum by APEX includes literacy strategies in all core content areas. The use of district pacing guides and instructional focus calendars also ensure that the students reading skills are being taught through differentiated instruction. Students who have failed to prove mastery and students scoring Level 1 or 2 on FCAT testing will participate in direct instruction and small group intensive reading intervention classes.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Mavericks High School employs a career coordinator who works directly with the school instructional staff, guidance counselor to ensure students are prepared for post high school plans. Through the Bridges, Money Smart, and School Connect programs, students are taught the necessary skills needed for future life choices. The students gain an understanding in knowing that skills such as math, reading, and writing are essential in daily living activities such as banking, completing a resume, and ensuring comprehension of any document.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that

students' course of study is personally meaningful?

The students meet with both the guidance counselor and the career coordinator to determine the correct course of action needed for future career and life choices. The students are able to provide feedback regarding their plans and are empowered to work at a pace that is comfortable for them while ensuring mastery in that area. The career coordinator assists with job placement, job coaching, post-secondary education, and/or vocational placement upon graduation.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

The students will meet with the Guidance Counselor and/or Career Coordinator to review and discuss graduation requirements. Additionally, school graduation committees ensure that students remain on track towards their goals. Career and College Fairs give students the chance to explore future interest in a more hands-on manner and provide an opportunity for them to ask questions. SAT, ACT and ASVAB testing information also ensures the students are prepared for the requirements of post-secondary choices.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Based on scores on the 2012 FCAT in the area of reading, Mavericks High students will improve their performance in the area of reading by 10%. This measure will be demonstrated by those students achieving at level 3 or higher on the 2013 FCAT exam.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Based upon scores for the 2012 FCAT, 17% (10) of Mavericks High students achieved level 3 or higher.	Based on data that will be collected for the 2013 FCAT in reading, 27% (15) of Mavericks High students will achieve a level 3 or higher.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In accordance with data supplied by the 2012 FCAT in Reading, students showed increasing deficiency in fiction and non-fiction; then in vocabulary; next in informational and text and research; and finally in reading applications.	The school will continue direct instruction intensive reading classes for students needing additional assistance.	Administration, reading and classroom teachers.	Assessments, classroom observation tools, and benchmark testing.	Benchmark testing, mock FCAT tests and 2013 FCAT 2.0 results.
2	Based on the most recent data 91% (138) of Mavericks Students are performing below level 3.	PLC and the school Administration will determine PD for instructional staff. We will increase the number of professional development opportunities for teachers to receive support in the area of instructional strategies for students below grade level.	Administration	On-going assessment.	FCAT Practice Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Based on scores on the 2012 FCAT in the area of reading, Mavericks High students will improve their performance in by 10% in the area of students scoring Level 4 or higher. This measure will be demonstrated by those students achieving a level 4 or higher on the 2013 FCAT exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based upon scores for the 2012 FCAT, 5% (4) of students at Mavericks High achieved level 4 or higher.	Based on data that will be collected for the 2013 FCAT in reading, 15% (80) of Mavericks High students will achieve a level 4 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier on the FCAT reading was in the area of informational text. Many students that enroll at Mavericks enter the school significantly below grade level.	To increase critical thinking skills, students will engage in more hands on learning activities. Teachers will also receive professional development in the area instructional strategies that focus higher order thinking skills.	Rtl leadership team, classroom teacher and the school administration.	Project based learning activities, and classroom assessments. Additionally, we will use on-going progress monitoring tools such as NWEA and FAIR.	Student projects and 2013 FCAT tests.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Based on scores from the 2012 FCAT in the area of reading, Mavericks High will improve the percentage of students demonstrating learning gains by 10% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 FCAT, 20% (113) of the students at Mavericks High made learning gains in the area of reading.	Based on data that will be collected for the 2013 FCAT in reading, 20%(214) of students taking FCAT 2.0 will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our reading intervention program is new to many of our students and teachers and there may be a slight learning curve.	Implement Jamestown Reader and continue direct instruction reading classes for students needing further intervention.	Administration and PLC.	Review of APEX, and Jamestown Reader student progress reports.	APEX, Jamestown Reader and 2013 FCAT test results.
2	Student attendance is an anticipated barrier to this goal.	We will continue to provide bus bases for students that live more than 2 miles from the school. We will also implement an effective incentive program that promotes positive student attendance.	School Leader will monitor attendance rates on a weekly bases. The family coordinator will also conduct home visits for students that are chronically truant.	We will report attendance rates to the Mavericks Support Center on a weekly bases.	Weekly attendance spreadsheet.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Based on scores from the 2012 FCAT in the area of reading, Mavericks High students in the lowest 25% will improve their performance in the area of reading by 10% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 FCAT in reading, 42% (28) of Mavericks High students in the lowest 25% made making learning gains in reading.	Based on data that will be collected for the 2013 FCAT in reading, 52% of Mavericks High students in the lowest 25%, taking FCAT 2.0 will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest 25% will take advantage of intensive reading programs offered by the school. Jamestown Reader is new to many of our students and they will have a small learning curve to overcome with the program.	Increase intensive reading classes and activities for students in need. Programs such as Jamestown Reader are designed to assist with reading intervention.	Rtl leadership team will be responsible for monitoring student progress.	Review mini-assessments and data reports which demonstrate mastery. PLC's will also discuss the effectiveness of the strategies.	Mini Assessments, on-going progress monitoring and 2013 FCAT Test
2	The students in the lower 25% require more direct instruction and usually do not learn well via on-line learning.	We will follow the Mavericks Comprehensive Reading Plan and ensure that all students in the lower 25th percentile receive 60-90 minutes per day of direct instruction in the area of reading.	Classroom Lead teachers and Rtl Team.	We will review quarterly on-going progress monitoring results to determine the effectiveness of our instructional strategies.	NWEA

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A : <input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Based on scores on the 2012 FCAT in the area of reading, students sub-grouped by ethnicity will improve their performance in reading by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 FCAT in reading, 76% (14) of Mavericks High students sub-grouped by ethnicity are not making satisfactory progress in reading.	Based on data that will be collected for the 2013 FCAT in reading, 34% of Mavericks High students sub-grouped by ethnicity, taking FCAT 2.0, will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students enter Mavericks High school significantly below grade level and require supplemental instruction in the area of reading.	We will implement with fidelity the Mavericks Reading Comprehension Plan and ensure each student that is performing below grade level receives 60-90 of direct instruction.	School leader and curriculum specialist from the Mavericks Support Center.	On-Going Progress monitoring tools.	NWEA and FAIR assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Based on scores on the 2012 FCAT in the area of reading, ELL students will improve their performance in reading by 10%. .
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores from the 2012 FCAT in reading, 99% (99) of Mavericks High ELL students are not making satisfactory progress in reading.	Based on data that will be collected for the 2013 FCAT in reading, 11% (11) of Mavericks High ELL students, taking FCAT 2.0, will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of comprehension because of language barriers.	Provide differentiated instruction during direct instructional pull-outs and additional opportunities for vocabulary development. Provide additional professional development for teachers in the area of ELL strategies.	Administrators and ESOL team leader.	Lesson planning and reflection. Additionally, the school will use professional learning communities to evaluate our efforts.	Classroom observation and on-going progress assessment.
2	One anticipated barrier is making sure all teachers are certified in ESOL and are actively working towards ESOL certification.	Continually provide professional development opportunities for teachers in the area of ELL strategies.	Administrators	Administrator will conduct classroom observations with teachers to ensure they are effectively using the strategies learned during professional development opportunities.	Mavericks classroom observation tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Based on scores on the 2012 FCAT in the area of reading, SWD will improve their performance by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores on the 2012 FCAT in reading, 88% (48) of Mavericks High SWD are not making satisfactory progress in the area of reading.	Based on data that will be collected for the 2013 FCAT in reading, 22% Mavericks High SWD, taking FCAT 2.0, will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with learning disabilities require more time and/or cognitive energy to process questions and answers.	Differentiated direct instruction targeting alternative learning strategies.	Administrators, classroom teachers, and ESE teachers.	Mini-tests and frequent checking for understanding.	Mini-tests, APEX quizzes and tests, and FCAT 2.0.
2	Most students with learning disabilities are significantly below grade level and are easily frustrated with higher level assignments.	Provide additional professional development to teachers in the area of instructional strategies for students with disabilities.	Administrators	ESE staff will evaluate the progress of students with disabilities via progress reports and frequent reviews of IEP goals.	On-going progress monitoring that includes NWEA and FAIR assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Based on scores on the 2012 FCAT in the area of reading, Mavericks High school's economically disadvantaged students will improve their performance in reading by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 FCAT in reading, 59% (41) of Mavericks High school's economically disadvantaged students are not making satisfactory progress in reading.	Based on data that will be collected for the 2013 FCAT in reading, 51% (36) of Mavericks High economically disadvantaged students, taking FCAT 2.0, will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students that come from economically disadvantaged backgrounds have nutritional deficiencies. These nutritional deficits have an adverse affect on academic achievement.	Free or reduced breakfast or lunch is provided daily will be provided daily.	Administration, Family Coordinator, and Classroom Teachers	On-going informal observations and student interviews. Additionally, we will monitor the food consumption reports to ensure students are taking advantage of the breakfast and lunch program.	Student interviews, quality of class work, APEX assessments, FCAT 2.0.
2	Students that come from economically disadvantage backgrounds require more social service support in order to be successful that go beyond the "traditional" school level support programs.	Provide additional outreach programs that provide support to the entire family that includes: counseling services, supplemental academic tutoring and financial support service referrals.	Family Coordinator	Student/Parent surveys to determine if we are meeting the needs of our families in the area of social service support.	On-going progress monitoring that includes NWEA and FAIR

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

APEX	Secondary	Professional consultant	Schoolwide	Fall 2012	Implementation of program/student data.	Administrators
NWEA	Secondary	Professional consultant	Schoolwide	Fall 2012	Implementation of program/student data.	Administrators
Jamestown Reader	Secondary	Professional consultant	Reading, English, and ESOL teachers.	Fall 2012	Implementation of program/student data.	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Based on scores on the 2012 CELLA in the area of listening/speaking, Mavericks High students will improve their performance by 10%. The measure will be demonstrated by a score of 739 or higher on the 2013 CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
Based on scores for the 2012 CELLA in listening/speaking, 71% (40) Mavericks High students are proficient in listening/speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited exposure to	Vary English language	Administrators,	Listening and speaking	CELLA 2013.

1	English language media.	media at school and incorporate assignments that require use of English at home.	classroom teachers, ESOL teachers	opportunities in all classes. Time devoted to listening and speaking activities in ESOL classes.
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Based on scores on the 2012 CELLA in the area of reading, Mavericks High students will improve their performance by 10%. This measure will be demonstrated by a score of 778 or higher on the 2013 CELLA.
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2012 Current Percent of Students Proficient in reading:

Based on scores for the 2012 CELLA in reading, 14% (8) Mavericks High students are proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited exposure to English language media.	Vary English language media at school and incorporate assignments that require use of English at home.	Administration, classroom teachers, and ESOL teachers.	Reading opportunities in all classes. Time devoted to reading activities in ESOL classes.	CELLA 2013.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Based on scores on the 2012 CELLA in the area of writing, Mavericks High students will improve their performance by 10%. The measure will be demonstrated by a score of 746 or higher on the 2013 CELLA.
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2012 Current Percent of Students Proficient in writing:

Based on scores for the 2012 CELLA in writing, 44% (25) of Mavericks High students are proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited exposure to English language media.	Vary English language media at school and incorporate assignments that require use of English at home.	Administration, classroom teachers, ESOL teachers.	Writing opportunities in all classes. Time devoted to writing activities in ESOL classes.	CELLA 2013.

CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Based on scores on the 2012 EOC in the area of Algebra, Mavericks High students will improve their performance in the area of Algebra by 24%. The measure will be demonstrated by those students achieving a level 3 or higher on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 EOC, 16% (5) students at Mavericks High achieved level 3 or higher.	Based on data that will be collected for the 2013 EOC in Algebra, 40% of Mavericks High students will achieve a level 3 or higher.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In accordance with data supplied by the 2012 EOC, students showed increasing deficiency in polynomials, then functions and equations, and finally real and discrete math.	The school will continue direct instruction in intensive math classes for students needing additional assistance.	Administration and math teachers.	Weekly assessments and review of progress for mastery.	Mini-assessments, benchmark testing, and 2013 EOC.
2	Time for increased professional development for teachers in the area of mathematics instructional strategies.	Increase professional development strategies for teachers during the school day.	Administrators.	Increase the minimum number of professional development requirements for teachers in the area of mathematics.	Teacher individual professional development plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Based on scores on the 2012 EOC in the area of Algebra, 0% (0) Mavericks High students will improve their performance in the area of Algebra by 10%. The measure will be demonstrated by students scoring level 4 or above on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on scores for the 2012 EOC, 0% (0) students at Mavericks High achieved level 4 or higher in Algebra.	Based on data that will be collected for the 2013 EOC in Algebra, 10% (6) of Mavericks High student will achieve level 4 or higher in Algebra.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of greatest deficiency was in real and discrete mathematics.	The school will continue direct instruction intensive math classes for students needing additional assistance.	Administrators and math teachers.	Weekly assessments and review of progress for mastery.	Mini-assessments, benchmark testing, and the 2013 EOC.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Based on scores on the 2012 EOC in the area of Algebra, Mavericks High students sub-grouped by ethnicity will improve their performance in the area of Algebra by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 EOC, 35% (5) Mavericks High students sub-grouped by ethnicity made satisfactory progress in Algebra.	Based on data that will be collected for the 2013 EOC in Algebra, 45% (188) of students sub-grouped by ethnicity will make satisfactory progress in Algebra.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In accordance with data supplied by the 2012 EOC, students showed increasing deficiency in polynomials, then functions and equations, and finally real and discrete math.	The school will continue direct instruction intensive math classes for students needing additional assistance.	Administrators and math teachers.	Weekly assessments and review of progress for mastery.	Mini-assessments, benchmark testing, and the 2013 EOC.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Based on scores on the 2012 EOC in the area of Algebra, Mavericks High ELL will improve their performance in the area of Algebra by 10%.
<input type="text"/>	<input type="text"/>

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 EOC, 46% (46) ELL did not make satisfactory progress in Algebra.	Based on data that will be collected for the 2013 EOC in Algebra, 64 (64)% of Mavericks High ELL will make satisfactory progress in Algebra.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In accordance with data supplied by the 2012 EOC, students showed increasing deficiency in polynomials, then functions and equations, and finally real and discrete math.	The school will continue direct instruction intensive math classes for students needing additional assistance.	Administrators, math teachers, and ESOL teachers.	Weekly assessments and review of progress for mastery.	Mini-assessments, benchmark testing, and the 2013 EOC.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Based on scores on the 2012 EOC in the area of Algebra, Mavericks High students with disabilities will improve their performance in the area of Algebra by 10%. The measure will be demonstrated by a 10% reduction in the number of SWD in the lowest 25%, by those students improving their scores by 25 points, and by those students advancing one or more levels on the 2013 Algebra EOC.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 EOC, 58% (31) SWD at Mavericks High are not making satisfactory progress in Algebra.	Based on data that will be collected for the 2013 EOC in Algebra, 52% (29) of Mavericks High students with disabilities will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SLD that requires more time and/or cognitive energy to process questions and answers.	Differentiated direct instruction targeting alternative learning strategies.	Administrators, math teachers, ESE teachers.	Mini-tests and frequent checking for understanding.	Mini-tests, APEX quizzes and tests, 2013 Algebra EOC.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Based on scores on the 2012 EOC in the area of Algebra, Mavericks High economically disadvantaged students will improve their performance in the area of Algebra by 10%. The measure will be demonstrated a 10% reduction in the number of economically disadvantaged students in the lowest 25%, by those students improving their scores by 25 points, and by those students advancing one or more levels on the 2013 Algebra EOC.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 EOC, 23% (33) economically disadvantaged students at Mavericks High achieved *!*	Based on data that will be collected for the 2013 EOC in Algebra, 87% (123) of Mavericks High economically disadvantaged students will make satisfactory progress in Algebra.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	In accordance with data supplied by the 2012 EOC, students showed increasing deficiency in polynomials, then functions and equations, and finally real and discrete math.	The school will continue direct instruction intensive math classes for students needing additional assistance.	Administrators and math teachers.	Weekly assessments and review of progress for mastery.	Mini-assessments, benchmark testing, and the 2013 Algebra EOC.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Based on scores on the 2012 EOC in the area of Geometry, Mavericks High students will improve their performance in the area of Geometry by 10%. The measure will be demonstrated by those students achieving level 3 on the 2013 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 EOC, 7% (2) students at Mavericks High achieved level 3 in Geometry.	Based on data that will be collected from the 2013 EOC in Geometry, 17% of Mavericks High students will achieve level 3 in Geometry.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In accordance with data supplied by the 2012 EOC, students showed increasing deficiency in 2-D geometry, then 3-D geometry, and finally trigonometry and discrete math.	The school will continue direct instruction in intensive math classes for students needing additional assistance.	Administrators and math teachers.	Weekly assessments and review of progress for mastery.	Mini-assessments, benchmark testing, and the 2013 Geometry EOC.
2	The limited number of professional development opportunities for teachers to receive professional development in the area of Geometry	We will continue to encourage/require teachers of Geometry to seek professional development opportunities in the area of Geometry instructional strategies.	School Administrative Team	Review professional development plans for all teachers that will be providing instruction in the area of Geometry.	Mavericks Teacher observation tool to determine if the teachers are using the most current and research based instructional strategies in the area of Geometry.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Based on scores on the 2012 EOC in the area of Geometry, Mavericks High students will improve their performance in the area of Geometry by 10%. The measure will be demonstrated by those students achieving level 4 or higher in Geometry on the 2013 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on scores for the 2012 EOC, 0% (0) students at Mavericks High achieved level 4 or higher in Geometry.		Based on data that will be collected for the 2013 EOC in Geometry, 10% students will achieve level 4 or higher in Geometry.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of greatest deficiency was in trigonometry and discrete math.	The school will continue direct instruction for intensive math classes for students needing additional assistance.	Administrators and math teachers.	Weekly assessments and review of progress for mastery.	Mini-assessments, benchmark testing, and the 2013 Geometry EOC.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Based on scores on the 2012 EOC in the area of Geometry, Mavericks High students sub-grouped by ethnicity will improve their performance by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 EOC, 100% (251) students subgrouped by ethnicity at Mavericks High did not make satisfactory progress in Geometry.	Based on data that will be collected for the 2013 EOC in Geometry, 10% of Mavericks High students sub-grouped by ethnicity will make satisfactory progress in Geometry.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In accordance with data supplied by the 2012 EOC, students showed increasing deficiency in 2-D geometry, then 3-D geometry, and finally trigonometry and discrete math.	The school will continue direct instruction for intensive math classes for students needing additional assistance.	Administrators and math teachers.	Weekly assessments and review of progress for mastery.	Mini-assessments, benchmark testing, and the 2013 Geometry EOC.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	Based on scores on the 2012 EOC in the area of Geometry, Mavericks High ELL will improve their

Geometry Goal #3C:	performance in the area of Geometry by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 EOC, 98% (98) Mavericks High ELL did not make satisfactory progress in Geometry.	Based on data that will be collected for the 2013 EOC in Geometry, 12% of Mavericks High ELL will make satisfactory progress in Geometry.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In accordance with data supplied by the 2012 EOC, students showed increasing deficiency in 2-D geometry, then 3-D geometry, and finally trigonometry and discrete math.	The school will continue direct instruction intensive math classes for students needing additional assistance.	Administrators, math teachers, and ESOL teachers.	Weekly assessments and review of progress for mastery.	Mini-assessments, benchmark testing, and the 2013 Geometry EOC.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Based on scores on the 2012 EOC in the area of Geometry, Mavericks High SWD will improve their performance in the area of Geometry by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 EOC, 98% (54) of Mavericks High SWD are not making satisfactory progress in Geometry.	Based on data that will be collected for the 2013 EOC in Geometry, 12% (7) of Mavericks High SWD will make satisfactory progress in Geometry.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students With Disabilities require more time and cognitive energy to process questions and answers.	Differentiated direct instruction targeting alternative learning strategies.	Administrators, math teachers, ESE teachers.	Mini-tests, frequent checking for understanding.	Mini-tests, APEX quizzes and tests, 2013 Geometry EOC.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Based on scores on the 2012 EOC in the area of Geometry, Mavericks High economically disadvantaged students will improve their performance in the area of Geometry by 10%. The measure will be demonstrated by a 10% reduction in the number of students in the lowest 25%, by those students improving their scores by 25 points, and by those students advancing one or more levels on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on scores for the 2012 EOC, 98% (139) Mavericks High economically disadvantaged students are not making satisfactory progress in Geometry.	Based on data that will be collected for the 2013 EOC in Geometry, 12% (17) Mavericks High economically disadvantaged students will make satisfactory progress in Geometry.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In accordance with data supplied by the 2012 EOC, students showed increasing deficiency in 2-D geometry, then 3-D geometry, and finally trigonometry and discrete math.	The school will continue direct instruction intensive math classes for students needing additional assistance.	Administrators and math teachers.	Weekly assessments and review of progress for mastery.	Mini-assessments, benchmark testing, and the 2013 Geometry EOC.

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
APEX	Secondary	Professional consultant	Schoolwide	Fall 2012	Implementation of program/student data	Administration
NWEA	Secondary	Professional consultant	Schoolwide	Fall 2012	Implementation of program/student data	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
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1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:		Based on scores from the 2012 EOC in the area of Biology, Mavericks High students will improve their performance in the area of Biology by 10%. This measure will be demonstrated by those students achieving a level 3 or higher on the 2013 EOC in Biology.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on scores for the 2012 EOC, 4% (1) of Mavericks High students achieved level 3 or higher on the Biology End of Course Exam.		Based on data that will be collected from the 2013 EOC in Biology, 14% (4) of Mavericks High students will achieve a level 3 or higher.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In accordance with data supplied by the 2012 EOC, students showed increasing deficiency in molecular and cell biology; classification, heredity, and evolution; and finally organisms and ecosystems.	Students will be given opportunities for additional hands on applications of science principals.	Administrators and science teachers	Mini-assessments and benchmark testing.	Mini-assessments, benchmark testing and the 2013 EOC.
2	Based on last year's data 96% of our students are performing below proficiency in the area of Biology.	Provide on-going feedback to science teachers.	PLC and Administration.	Monthly reports of mastery-based curriculum.	Apex and curriculum

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:		Based on scores on the 2012 EOC in the area of Biology, Mavericks High students will improve their performance in the area of Biology by 10%. The measure will be demonstrated by those students achieving a level 4 or higher on the 2013 EOC in Biology.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on scores for the 2013 EOC, 0% (0) of Mavericks High students achieved level 4 or higher in Biology.		Based on data data that will be collected for the 2013 EOC in Biology, 10% (3) of Mavericks High students will achieve level 4 or higher.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of greatest deficiency was in organisms and ecosystems.	Students will be given opportunities for additional hands on applications of science principals.	Administrators and science teachers.	Mini-assessments and benchmark testing.	Mini-assessments, benchmark testing, and the 2013 EOC.

(PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
APEX	Secondary	Professional consultant	Schoolwide	Fall 2012	Implementation of program/student data	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Based on scores on the 2012 FCAT Writes, Mavericks High students will improve their performance in the area of writing by 5%. The measure will be demonstrated by those students achieving a level of 3 or higher on the 2013 FCAT Writes.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on scores for the 2012 FCAT Writes, 45% (29) of students at Mavericks High achieved level 3 or higher.		Based on data that will be collected for the 2013 FCAT Writes, 50% (31) of Mavericks High students will achieve a level 3 or higher in the area of writing.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Man of our students require more time and cognitive energy to process writing prompts, graphic organizers, and essay construction.	Students will be required to write across the curriculum in core subjects. All classes at Mavericks will be considered a writing class. Effective writing strategies will be infused throughout all core subjects.	PLC and Administration	Writing assessments, benchmark testing.	Mini-assessments, 2013 FCAT test.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

U.S. History End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	There are no baseline scores for Mavericks High students on the 2012 U.S. History EOC, 1
2012 Current Level of Performance:	2013 Expected Level of Performance:
Mavericks High students did not take the 2012 U.S. History EOC.	It is expected that 30% of all Mavericks High students will demonstrate level 3 or higher on the U.S. History End of Course Exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL, SWD, and others may have difficulties understanding and/or processing concepts and cause and effect relationships in U.S. History. This is primarily due to the language barrier with ELL students and the processing deficits of students with disabilities.	Direct instruction in the area of U.S. History. During instruction teachers will focus on strategies that support ELL students with vocabulary acquisition and processing strategies for students with learning disabilities.	Administrators, ESE, ESOL, and social science teachers.	Mini-tests and graded assignments from direct instruction.	Mini-tests, graded assignments from direct instruction, 2013 U.S. History EOC.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	As there are no scores for Mavericks High students on the 2012 U.S. History EOC, 10% will achieve level 3 or higher on the 2013 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Mavericks High students did not take the 2012 U.S. History EOC.		Based on data collected for the 2013 EOC in U.S. History, 10% (8) will achieve a level 4 or higher.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL, SWD, and others may have difficulties understanding and/or processing concepts and cause and effect relationships in U.S. History.	Direct instruction in the area of U.S. History.	Administrators, ESE, ESOL, and social science teachers.	Mini-tests and graded assignments from direct instruction.	Mini-tests, graded assignments from direct instruction, and the 2013 U.S. History EOC.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
APEX	Secondary	Professional consultant	Schoolwide	Fall 2012	Implementation of program/student data	Administration

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	For the 2013 School Year our goal is to Increase our attendance percentage by 15 percentage points.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
For the 2012 school year our attendance rate at Mavericks High was 65%(352)	For the 2013 school year our goal is to maintain an attendance rate of 80%(430)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
For the 2012 school year we had over 50 students with 10 or more absences.	For the 2013 school year we expect to reduce our number of students with more than 10 absences to 25 students. This would represent a 50% decrease.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
For the 2012 school year we had approximately 135 students with 10 or more excessive tardies.	For the 2013 school year we expect to reduce our number of students with more than 10 excessive tardies to 67. This would represent a 50% decrease.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation	Provide Bus Passes in timely manner and on a consistent bases. We will also implement the Mavericks incentive programs and follow them with fidelity.	Enrollment Coordinator.	Monitoring weekly attendance and tardie rates.	Student Information System and weekly reports that are sent to the Mavericks Support Center.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	
Suspension Goal #1:	
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention				
Dropout Prevention Goal #1:				
<i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>				
2012 Current Dropout Rate:		2013 Expected Dropout Rate:		
2012 Current Graduation Rate:		2013 Expected Graduation Rate:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement					
Parent Involvement Goal #1:		Increase the number of parents involved in our school advisory council as well as the number of parents volunteering at school as well as school sponsored events.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
3 Parents attended most SAC meetings for 2010. This number was significantly below the requirement based on the enrollment of the school.		We will effectively recruit and retain parents for our School Advisory Council.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ignorance of SAC	Provide SAC Guidelines	Administrator	Parental Involvement	SAC Minutes
2	Communication	Utilize Parent Link System	Administrator	Parental Involvement	Parent Feedback

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

Students are expected to earn a minimum of 1/2 credit per month. This standard is set forth in the charter application. Weekly credits are reported to the Mavericks Support Center every Friday by the end of the business day. A weekly and monthly report must also be submitted to the Mavericks Support Center. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students are expected to earn a minimum of 1/2 credit per month. This standard is set forth in the charter application. Weekly credits are reported to the Mavericks Support Center every Friday by the end of the business day. A weekly and monthly report must also be submitted to the Mavericks Support Center. Goal		Student credits are monitored each week to ensure they meet the required standard.			
Students are expected to earn a minimum of 1/2 credit per month. This standard is set forth in the charter application. Weekly credits are reported to the Mavericks Support Center every Friday by the end of the business day. A weekly and monthly report must also be submitted to the Mavericks Support Center. Goal #1:					
2012 Current level:		2013 Expected level:			
For the 2012 school year Mavericks-Osceola students averaged at least 1/2 credit per month		For the 2013 school year Mavericks-Osceola students will continue to average at least 1/2 credit per month.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Numerous students have learning difficulties and enter the school significantly below grade level. This same students require more individual attention in order for them to meet the goal of 1/2 credit per month.	Students that are struggling academically are pulled for direct instruction based on their individual need. Our blended learning model allows for small pull-out groups.	Lead teacher from each learning lab.	Through professional learning communities educators make decisions for students based on data obtained from on-going progress monitoring tools.	NWEA and FAIR Data.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Students are expected to earn a minimum of 1/2 credit per month. This standard is set forth in the charter application. Weekly credits are reported to the Mavericks Support Center every Friday by the end of the business day. A weekly and monthly report must also be submitted to the Mavericks Support Center. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
----------------------------------------------	-------------------------------------------	---------------------------------------------	----------------------------------------

Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

For the 2012/2013 school year the school advisory council for Mavericks High School will focus on providing support for programs that will enhance the overall quality of education that we are providing our students. The SAC will focus on increasing the number of parent volunteers, supporting the student government association, partnering with local businesses and obtaining donations.

Additionally, the SAC will be coordinating the publishing of our first year book.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found
 No Data Found

Osceola School District MAVERICKS HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	12%	16%	60%	7%	95	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	22%	50%			72	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	22% (NO)	50% (YES)			72	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					239	
Percent Tested = 75%						Percent of eligible students tested
School Grade*					1	Grade based on total points, adequate progress, and % of students tested