



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mavericks High School

1100 N MAIN ST
Kissimmee, FL 34744
321-250-1871
www.osceola.k12.fl.us

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate*[Data Not Available]***Alternative/ESE Center**

Yes

Charter School

Yes

Minority Rate*[Data Not Available]*

School Grades History

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Mavericks High School

Principal

Carl F. Martin

School Advisory Council chair

Orbi Rosario

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Carl F. Martin	Principal
Veronica Torres	Assistant Principal
Miles Tidd	Dean of Students
Heather Greene	Career Coordinator
Keane Clark	Family Coordinator
Elaine Fortin	RTI Coach

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

12/30/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Scott Barron, Teacher; Dominique Beck, Student; Gerardo Bodner, Teacher; Carl Martin, Principal; Leah McQueary, Student; Orbi Rosario, Community Representative (Chair); Norma Santana, Enrollment Coordinator; Jason Solano, Teacher

Involvement of the SAC in the development of the SIP

The SAC has developed goals for the 2013-2014 school year and approves and implements the SIP. As the year progresses, SAC evaluates the effectiveness of the initiatives; identifying areas of success and concern to be addressed in the 2014-2015 school year.

Activities of the SAC for the upcoming school year

For the 2013-2014 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, SAC will continue to provide support to our graduates in their post secondary efforts.

Projected use of school improvement funds, including the amount allocated to each project

Funding is determined by the Mavericks-in-Education corporate office.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Carl F. Martin

Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

B.S. Psychology
M.S. Guidance and Counseling
Ed. S.. Educational Leadership

Performance Record

Mr. Martin has over twelve years of increasing responsibility within the school boards of Broward County and now Osceola County as a teacher, mentor, coach, counselor and administrator. Mr. Martin has the ability to analyze student data and make recommendations for improving student achievement based on data driven practices. Mr. Martin has experience working with diverse and at risk student populations. He has successful leadership experiences with elementary, middle and high school populations. He has experience with student, parent and community issues, excellent problem solving abilities, and in-depth understanding of MTSS and RtI systems.

Veronica Torres

Asst Principal

Years as Administrator: 3

Years at Current School: 5

Credentials

B.A. Social Work
 M.A. Criminal Justice
 Ed. D. Educational Leadership (pending)

Performance Record

Veronica Torres has a Bachelors in Social Work, Masters in Criminal Justice, and currently working on her Doctors in Educational Leadership. She begun working with Mavericks in 2009 as a family coordinator and ESE teacher. Currently, she is the assistant principal at Mavericks high school and has been in that position for the last 3 years. She is also a Social Studies and Humanities professor in SUAGM. She has 14 years of experience working with adult with disabilities and high school students being a supervisor and offering behavior therapy.

Miles Tidd

Asst Principal

Years as Administrator: 1

Years at Current School: 3

Credentials

Bachelors Degree is in History from Bridgewater State University
 Masters Degree in Instructional Design and Technology from Walden University

Performance Record

Began working at Mavericks in 2010 as a Social Science teacher. During time as a teacher worked with the seniors primarily. Mr. Tidd holds a Bachelors Degree is in History from Bridgewater State University. While teaching he continued on to earn his Masters Degree in Instructional Design and Technology from Walden University. he took on the role of Technology and Testing coordinator as well as classroom teacher for the 2012 and 2013 school. In the 2014 school year he was promoted to Dean of Academics.

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Elaine Fortin

Full-time / School-based

Years as Coach: 1

Years at Current School: 4

Areas

Rti/MTSS

Credentials

BA History, MA Leadership

Performance Record

Ms. Fortin has ten years of experience as an educator and leader. She has twelve areas of certifications and has worked at Mavericks for the past four years as Reading Coach, Rti Coach and ESOL Coordinator. She is an invaluable team player and is always available for the students.

Classroom Teachers**# of classroom teachers**

14

receiving effective rating or higher

14, 100%

Highly Qualified Teachers

93%

certified in-field

9, 64%

ESOL endorsed

2, 14%

reading endorsed

2, 14%

with advanced degrees

4, 29%

National Board Certified

0, 0%

first-year teachers

2, 14%

with 1-5 years of experience

2, 14%

with 6-14 years of experience

10, 71%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

2, 40%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Advertisement is made through Teacher-Teacher.com; submitted by Michelle Tyler of Mavericks-in-Education Human Resources. Carl Martin (principal), Veronica Torres (assistant principal), or Miles Tidd (academic dean) pre-screen teachers through the FL DOE certification site and district contact. Interviews are conducted on-site to ensure that teacher-candidates will be compatible with an academic environment and methodology differing from most traditional high schools. After hire, initial orientation and professional development is provided through the district office and through Mavericks-in-Education. On-site professional learning communities are established with the goal of improving student engagement and minimizing off-task behavior. Professional development for all staff is provided on an on-going basis. Professional development emphasizes classroom management, direct instruction, and making data-driven decisions. Effective teachers are recognized monthly. School administration and lead classroom teachers are responsible for these initiatives.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers share a classroom with, at least, 1 (usually 2) experienced teachers or instructional assistants. Subject area meetings or professional developments are conducted weekly to address specific curricula concerns. Upcoming on-site and off-site professional development opportunities are communicated regularly via emails or flyers. Additional on-site professional development is planned for all work days. All new teachers are mentored by their lead classroom teacher and by an experienced teacher from their subject area. Following are current assignments: (Teacher) Juan Alvarado, (Classroom) Rebeca Perez, (Subject) Gerardo Bodner; (T) Jacqueline Prives, (C) Bryce Forrester, (S) Elaine Fortin; (T) Rohan Singh, (C) Gerardo Bodner, (S) Scott Barron; (T) Marilyn Torres, (C) Jason Solano, (S) Rebeca Perez; (T) Wieslaw Ziebach, (C) Rebeca Perez, (S) Elaine Fortin.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

1. TIER 1

Core curriculum for academics and behavior, which includes the intensive reading block with differentiated instruction, the core math and writing curricula, and the school-wide positive behavior plan and classroom management plans.

2. PRIOR TO TIER 2

The Intervention Assistance Team (IAT) looks at school-wide data for academics and behavior using Universal Screening instruments such as GRADE, FCAT, Office Discipline Referrals, etc. The IAT determines at-risk students based on this data.

3. TIER 2, PHASE I

The IAT and individual teachers nominate students for intervention participation at this time. Submit student names, grade, and teacher to Elaine Fortin, RtI/MTSS Coach. The Notice of Screening/Involvement with the IAT form is sent home by the IAT.

The IAT targets at-risk students and develops targeted group interventions based on school-wide data and teacher nominations. (Group interventions may include actual group participation as well as individual types of interventions that are targeted for the at-risk group of students). When interventions are developed, the Notice of Intervention Participation form is sent to the parents by the IAT and a means of progress monitoring is developed to determine students' response to the implemented interventions. The IAT determines the appropriate length of the chosen intervention and when to reconvene to analyze the data. Teachers may be involved in delivering interventions and collecting student data to monitor progress.

4. TIER 2, PHASE II

The IAT meets to assess progress and develop Tier 2 Phase II interventions for students who have not made adequate progress in Tier 2 Phase I based on data collected. The IAT will keep all folders and data documentation for students in this phase. It is the responsibility of the person who is collecting data to bring that data to the IAT meeting for the team to review. At that meeting, the academic and/or behavior intervention summary sheets will be completed. This will help keep track of the interventions and outcomes in Tier 2 through Tier 3. Tier 2 Phase II interventions are developed and progress monitoring continues throughout the intervention period. The IAT determines the appropriate length of the chosen intervention and when to reconvene to analyze the data. The IAT initiates the Functional Behavior Assessment (FBA) to help the team develop Tier 3 interventions. At a minimum, the intervention period will be the length of time required for the IAT to complete the FBA.

5. TIER 3

IAT meets with referring teachers and parents (invited but can hold meeting without them) to assess individual student progress, review the FBA, and develop the Tier 3 intervention(s) if Tier 2 Phase II is found ineffective. The Tier 3 behavioral intervention will be the Behavior Intervention Plan (BIP). A schedule of the dates when we will discuss students in the process is forthcoming. The IAT will develop the interventions and may refer an individual student for an evaluation at this time. Progress monitoring of the Tier 3 intervention will continue while the evaluation is being conducted. Recommendation for RtI packet must be completed and sent to Student Services PROMPTLY by the IAT.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Carl F. Martin, Administrator; Veronica Torres, Assistant Administrator; Scott Barron, ESE Lead Teacher; and Elaine Fortin, Reading/ESOL Teacher.

The Principal and Assistant Principal 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 are unified with the assessments given. Once the assessments are provided, the Administrator and Assistant Administrator will ensure the implementation of RtI skills. This will be done by ensuring professional development with staff, communicating results with students and parents, and by implementing programs and interventions with the reading coaches. The Reading Coach will work closely with the RtI team to ensure that the proper materials and interventions are aligned with the

student needs. The Rtl team will meet at least 1x month to review and evaluate the progress of the students.2

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team will work in conjunction with the school administration, EESAC committee and Management team curriculum staff to develop and implement the School Improvement Plan through instructional strategies, curriculum, and implementation of programs which will yield high impact programs and results. The Rtl team will continuously review benchmark, baseline, FCAT, FAIR and NWEA test results and assess needs of the students to ensure all deficiencies are addressed. Continuous review and training of instructional staff will assist with ensuring 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.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

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.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

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.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Carl Martin	Administrator
Veronica Torres	Assistant Administrator
Evelyn Andujar	English Teacher
Elaine Fortin	ESOL Coordinator/Rtl Coach
Eileen Martinez	Reading Teacher
Rebeca Perez	English Teacher
Marilyn Torres	English Teacher

How the school-based LLT functions

The Administrator selects a team of highly-qualified instructional staff to become members of the LLT. This team will review the needs of the students and school curriculum to ensure students' literacy needs are being met. The team will promote literacy throughout all content area courses and will assist with developing strategies which can be used school-wide. The team will meet two times per month. One meeting will be to assess, discuss, plan, and implement strategies upon review of needs. The second

will be with core subject teams to provide data and interventions which can be used to further literacy in the school.

Major initiatives of the LLT

The major initiative of the LLT in the 2013-2014 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 daily direct instruction, the LLT can provide high-interest material at accessible readability levels to students reading below grade level. For ELLs, direct instruction will target learning the English language, functionally and grammatically. The LLT will continue to work with the administrative team and the School Governance Board to request tangible books which are of high interest for the students - ensuring that all students are taking part.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

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 reading skills are being taught through differentiated instruction. Students who have failed to prove mastery and students scoring Level 1 or 2 on FCAT and baseline testing will participate in direct instruction and small group intensive reading intervention classes.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates 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 hand-in-hand with the school instructional staff, guidance counselor and students in preparing the student with post high school plans. Through the Bridges, Money Smart, and School Connect programs, students are taught and review 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 the school promotes academic and career planning, including advising on course selections, so that each student's 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 plan 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, or vocational placement upon graduation.

Strategies for improving student readiness for the public postsecondary level

The students will meet with the Guidance Counselor and Career Coordinator to review and discuss graduation requirements. In addition, 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 ensure the students are prepared for the requirements of post-secondary choices.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	30%	12%	No	37%
American Indian				
Asian				
Black/African American	29%	0%	No	36%
Hispanic	26%	12%	No	33%
White	42%	8%	No	48%
English language learners	17%	9%	No	25%
Students with disabilities	22%	5%	No	30%
Economically disadvantaged	16%	12%	No	23%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	6%	15%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		3%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		3%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	31	63%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	20%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	42%	45%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		10%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	16	24%	25%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		10%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	21%	17%	No	29%
American Indian				
Asian				
Black/African American				
Hispanic	18%	8%	No	27%
White				
English language learners	17%	0%	No	25%
Students with disabilities	17%	0%	No	25%
Economically disadvantaged				

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	<i>[data excluded for privacy reasons]</i>		3%
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		3%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		4%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	18%	25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		10%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		9%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		3%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	32	6%	5%
Students in ninth grade with one or more absences within the first 20 days	42	34%	30%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	289	58%	55%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	9	3%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	28	50%	55%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	10	28%	30%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	33	36%	40%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parental involvement is encouraged for SAC, enrollment interviews, new student orientation, career/community fairs, teacher/parent conferences, exit interviews (for withdrawing students), graduation interviews, the graduation ceremony, and extracurricular activities such as the Thanksgiving dinner.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
SAC	4	1%	2%
Enrollment interviews	360	72%	75%
New student orientation	60	33%	35%
Career/community fairs	10	20%	25%
Teacher/parent conferences	3000	60%	65%
Exit interviews (for withdrawing students)	100	25%	30%
Graduation interviews	190	83%	85%
Graduation ceremony	4000	80%	85%
Extracurricular activities, e.g. Thanksgiving dinner	10	20%	25%

Goals Summary

- G1.** Based on scores on the 2013 FCAT 2.0 and ACT and SAT, Mavericks High students will improve their performance in the area of reading by 10%.
- G2.** Based on scores on the 2013 EOALG and the math portions of the ACT and SAT, Mavericks High students will improve their performance in the area of Algebra 1 by 10%.
- G3.** Based on scores on the 2013 EOGE and the math portions of the ACT and SAT, Mavericks High students will improve their performance in the area of Geometry by 10%.
- G4.** Based on scores on the 2013 EOBBIO, Mavericks High students will improve their performance in the area of Biology by 10%.
- G5.** Based on scores on the 2013 FCAT Writes, Mavericks High students will improve their performance by 10%.
- G6.** Based on scores on the 2013 CELLA, Mavericks High students will improve their performance in listening and speaking by 10%.

Goals Detail

G1. Based on scores on the 2013 FCAT 2.0 and ACT and SAT, Mavericks High students will improve their performance in the area of reading by 10%.

Targets Supported

Resources Available to Support the Goal

- Targeted direct instruction in the areas of fiction and non-fiction, vocabulary, informational text and research, and reading applications using FCAT practice tests and APEX curriculum.
- Targeted direct instruction in the area of test-taking strategies using ACT, SAT, and other standardized test prep materials available through the Internet.

Targeted Barriers to Achieving the Goal

- Mavericks High's constantly shifting student population make both prediction of success and consistent instruction a challenge. Students attending today may not be enrolled by FCAT. Students without previous testing information may be enrolled immediately before FCAT.
- Lack of interest in topics being covered.
- Lack of comprehension due to language barriers.
- SLD who require more time and/or cognitive energy to process questions and answers.
- Nutritional deficiencies; lack of emotional and familial support.

Plan to Monitor Progress Toward the Goal

Benchmark testing, FCAT practice tests, ACT practice tests, SAT practice tests.

Person or Persons Responsible

Direct instruction teachers, classroom teachers, school leaders.

Target Dates or Schedule:

On-going.

Evidence of Completion:

1. 10% increase in the number of students achieving level 3 or higher on the 2014 FCAT 2.0 Reading or a commensurate score on the ACT or SAT. 2. 1% increase in the number of students achieving level 4 or higher on the 2014 FCAT 2.0 Reading. 3. 10% reduction in the number of students in the lowest 25% by those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading. 4. 10% reduction in the number of students subgrouped by ethnicity improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading. 5. 10% reduction in the number of ELL in the lowest 25% by those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading. 6. 10% reduction in the number of SWD in the lowest 25% by those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading. 7. 10% reduction in the number of economically-disadvantaged students in the lowest 25% by those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.

G2. Based on scores on the 2013 EOALG and the math portions of the ACT and SAT, Mavericks High students will improve their performance in the area of Algebra 1 by 10%.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Targeted direct instruction in the areas of polynomials, statistics and probability, unit measurements, and language conversions (symbols to words/words to symbols).
- Targeted direct instruction in the area of test-taking strategies using ACT, SAT, and other standardized test prep materials available through the Internet.

Targeted Barriers to Achieving the Goal

- Mavericks High's constantly shifting student population make both prediction of success and consistent instruction a challenge. Students attending today may not be enrolled by EOALG. Students without previous testing information may be enrolled immediately before EOALG.
- Lack of interest in topics being covered.
- Lack of comprehension due to language barriers.
- SLD who require more time and/or cognitive energy to process questions and answers.
- Nutritional deficiencies; lack of emotional and familial support.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Based on scores on the 2013 EOCGEO and the math portions of the ACT and SAT, Mavericks High students will improve their performance in the area of Geometry by 10%.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Targeted direct instruction in the areas of 2-D geometry, 3-D geometry, trigonometry, and discrete mathematics using EOC practice tests and APEX curriculum.
- Targeted direct instruction in the area of test-taking strategies using ACT, SAT, and other standardized test prep materials available through the Internet.

Targeted Barriers to Achieving the Goal

- Mavericks High's constantly shifting student population make both prediction of success and consistent instruction a challenge. Students attending today may not be enrolled by EOCGEO. Students without previous testing information may be enrolled immediately before EOCGEO.
- Lack of interest in topics being covered.
- Lack of comprehension due to language barriers.
- SLD who require more time and/or cognitive energy to process questions and answers.
- Nutritional deficiencies; lack of emotional and familial support.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Based on scores on the 2013 EOCBIO, Mavericks High students will improve their performance in the area of Biology by 10%.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Targeted direct instruction in the areas of organisms and ecosystems using EOC practice tests and APEX curriculum.
- Targeted direct instruction in the area of test-taking strategies using ACT, SAT, and other standardized test prep materials available through the Internet.

Targeted Barriers to Achieving the Goal

- Mavericks High's constantly shifting student population make both prediction of success and consistent instruction a challenge. Students attending today may not be enrolled by EOCBIO. Students without previous testing information may be enrolled immediately before EOCBIO.
- Lack of interest in topics being covered.
- Lack of comprehension due to language barriers.
- SLD who require more time and/or cognitive energy to process questions and answers.
- Nutritional deficiencies; lack of emotional and familial support.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. Based on scores on the 2013 FCAT Writes, Mavericks High students will improve their performance by 10%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Targeted direct instruction in the area of writing.

Targeted Barriers to Achieving the Goal

- SLD who require more time and cognitive energy to process writing prompts, graphic organizers, and essay construction and ELL with limited exposure to English composition and vocabulary.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Based on scores on the 2013 CELLA, Mavericks High students will improve their performance in listening and speaking by 10%.

Targets Supported

Resources Available to Support the Goal

- Targeted direct instruction in the areas of listening and speaking.

Targeted Barriers to Achieving the Goal

- Limited exposure to English language media.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on scores on the 2013 FCAT 2.0 and ACT and SAT, Mavericks High students will improve their performance in the area of reading by 10%.

G1.B1 Mavericks High's constantly shifting student population make both prediction of success and consistent instruction a challenge. Students attending today may not be enrolled by FCAT. Students without previous testing information may be enrolled immediately before FCAT.

G1.B1.S1 School leadership will seek out and encourage professional development for all teachers and staff who participate in targeted direct instruction.

Action Step 1

In-service and professional development.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

On-going.

Evidence of Completion

Professional development transcript.

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

In-service and professional development participation.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Quarterly review or as professional development participation completion identified.

Evidence of Completion

Agenda and attendance for on-site professional development and updated personnel files to include certificates of off-site in-service completion.

Plan to Monitor Effectiveness of G1.B1.S1

Monthly review of progress.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Monthly.

Evidence of Completion

District (or other) transcript or certificate of completion.

G1.B1.S2 Teachers will continue targeted direct instruction intensive reading classes for students needing additional assistance.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

1. 10% increase in the number of students achieving level 3 or higher on the 2014 FCAT 2.0 Reading or a commensurate score on the ACT or SAT. 2. 10% reduction in the number of students (in all subcategories) in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.

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

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G1.B1.S2

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy needs to be amended.

G1.B2 Lack of interest in topics being covered.

G1.B2.S1 Teachers will provide relevant content designed to activate schema and spur interest.

Action Step 1

Provision of relevant, high-interest content from APEX, Jamestown Reader, or the Internet.

Person or Persons Responsible

Direct instruction teachers, ESE teachers, ESOL teachers, school leaders.

Target Dates or Schedule

On-going.

Evidence of Completion

1. 10% increase in the number of students achieving level 3 or higher on the 2014 FCAT 2.0 Reading or a commensurate score on the ACT or SAT. 2. 10% reduction in the number of students (in all subcategories) in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G1.B2.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of student succeeding at practice tests versus the number needing reteaching to determine if strategy needs to be amended.

G1.B3 Lack of comprehension due to language barriers.

G1.B3.S1 Teachers will provide relevant content designed to activate schema and spur interest.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESOL teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of ELL in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G1.B3.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G1.B3.S2 Teachers will provide differentiated direct instruction to provide opportunities for comprehension to take place.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESOL teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of ELL in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G1.B3.S2

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G1.B4 SLD who require more time and/or cognitive energy to process questions and answers.

G1.B4.S1 Teachers will provide differentiated direct instruction to provide opportunities for comprehension to take place.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESE teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of SWD in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G1.B4.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G1.B4.S2 Teachers will provide differentiated direct instruction targeting alternative learning styles.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESE teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of SWD in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G1.B4.S2

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G1.B5 Nutritional deficiencies; lack of emotional and familial support.

G1.B5.S1 Free and reduced breakfast and lunch will be provided daily.

Action Step 1

Completion of free or reduced breakfast or lunch applications.

Person or Persons Responsible

Dean of Students.

Target Dates or Schedule

On-going.

Evidence of Completion

1. 100% of students with applications filed. 2. 10% increase in number of eligible students participating in free and reduced breakfast or lunch.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Daily observation of student participation.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Completion of free and reduced breakfast or lunch application during orientation.

Evidence of Completion

District report.

Plan to Monitor Effectiveness of G1.B5.S1

Monthly review of progress.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Monthly.

Evidence of Completion

District report.

G1.B5.S2 All students will be assigned a mentor with whom they meet weekly.

Action Step 1

Weekly meetings with a mentor.

Person or Persons Responsible

College and career coordinator, family coordinator, teachers and staff, school leaders.

Target Dates or Schedule

Weekly.

Evidence of Completion

1. 10% increase in number of students participating in post-secondary learning. 2. 10% reduction in the number of economically-disadvantaged students in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Formal and informal observations and evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G1.B5.S2

Monthly review of progress.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine percentage of students progressing personally and academically to determine if strategy needs to be amended.

G2. Based on scores on the 2013 EOALG and the math portions of the ACT and SAT, Mavericks High students will improve their performance in the area of Algebra 1 by 10%.

G2.B1 Mavericks High's constantly shifting student population make both prediction of success and consistent instruction a challenge. Students attending today may not be enrolled by EOALG. Students without previous testing information may be enrolled immediately before EOALG.

G2.B1.S1 School leadership will seek out and encourage professional development for all teachers and staff who participate in targeted direct instruction.

Action Step 1

In-service and professional development.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

On-going.

Evidence of Completion

Professional development transcript.

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

In-service and professional development participation.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Quarterly review or as professional development participation completion identified.

Evidence of Completion

Agenda and attendance for on-site professional development and updated personnel files to include certificates of off-site in-service completion.

Plan to Monitor Effectiveness of G2.B1.S1

Monthly review of progress.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Monthly.

Evidence of Completion

District (or other) transcript or certificate of completion.

G2.B1.S2 Teachers will continue targeted direct instruction intensive math classes for students needing additional assistance.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

1. 10% increase in the number of students achieving level 3 or higher on the 2014 EOALG or a commensurate score on the ACT or SAT. 2. 10% reduction in the number of students (in all subcategories) in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOALG.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G2.B1.S2

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G2.B2 Lack of interest in topics being covered.

G2.B2.S1 Teachers will provide hands-on content designed to activate schema and spur interest.

Action Step 1

Provision of relevant, hands-on materials.

Person or Persons Responsible

Direct instruction teachers, ESE teachers, ESOL teachers, school leaders.

Target Dates or Schedule

On-going.

Evidence of Completion

1. 10% increase in number of students achieving level 3 or higher on the 2014 EOCALG or a commensurate score on the ACT or SAT. 2. 10% reduction in the number of students (in all subcategories) in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on the EOCALG.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G2.B2.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G2.B3 Lack of comprehension due to language barriers.

G2.B3.S1 Teachers will provide hands-on content designed to activate schema and spur interest.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESOL teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of ELL in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOALG.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G2.B3.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G2.B3.S2 Teachers will provide differentiated direct instruction to provide opportunities for comprehension to take place.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESOL teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of ELL in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOALG.

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G2.B3.S2

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G2.B4 SLD who require more time and/or cognitive energy to process questions and answers.

G2.B4.S1 Teachers will provide differentiated direct instruction to provide opportunities for comprehension to take place.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESE teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of SWD in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOALG.

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G2.B4.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G2.B4.S2 Teachers will provide differentiated direct instruction targeting alternative learning styles.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESE teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of SWD in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOALG.

Plan to Monitor Fidelity of Implementation of G2.B4.S2

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G2.B4.S2

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G2.B5 Nutritional deficiencies; lack of emotional and familial support.

G2.B5.S1 Free and reduced breakfast and lunch will be provided daily.

Action Step 1

Completion of free or reduced breakfast or lunch applications.

Person or Persons Responsible

Dean of Students.

Target Dates or Schedule

On-going.

Evidence of Completion

1. 100% of students with applications filed. 2. 10% increase in number of eligible students participating in free and reduced breakfast or lunch.

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Daily observation of student participation.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Completion of free and reduced breakfast or lunch applications during orientation.

Evidence of Completion

District report.

Plan to Monitor Effectiveness of G2.B5.S1

Monthly review of progress.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Monthly.

Evidence of Completion

District report.

G2.B5.S2 Weekly meetings with a mentor.

Action Step 1

Weekly meetings with a mentor.

Person or Persons Responsible

College and career coordinator, family coordinator, teachers and staff, school leaders.

Target Dates or Schedule

Weekly.

Evidence of Completion

1. 10% increase in number of students participating in post-secondary learning. 2. 10% reduction in the number of economically-disadvantaged students in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOCALG.

Plan to Monitor Fidelity of Implementation of G2.B5.S2

Formal and informal observations and evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G2.B5.S2

Monthly review of progress.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine percentage of students progressing personally and academically to determine if strategy needs to be amended.

G3. Based on scores on the 2013 EOCGEO and the math portions of the ACT and SAT, Mavericks High students will improve their performance in the area of Geometry by 10%.

G3.B1 Mavericks High's constantly shifting student population make both prediction of success and consistent instruction a challenge. Students attending today may not be enrolled by EOCGEO. Students without previous testing information may be enrolled immediately before EOCGEO.

G3.B1.S1 School leadership will seek out and encourage professional development for all teachers and staff who participate in targeted direct instruction.

Action Step 1

In-service and professional development.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

On-going.

Evidence of Completion

Professional development transcript.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

In-service and professional development participation.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Quarterly review or as professional development participation completion identified.

Evidence of Completion

Agenda and attendance for on-site professional development and updated personnel files to include certificates of off-site in-service completion.

Plan to Monitor Effectiveness of G3.B1.S1

Monthly review of progress.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Monthly.

Evidence of Completion

District (or other) transcript or certificate of completion.

G3.B1.S2 Teachers will continue targeted direct instruction intensive math classes for students needing additional assistance.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

1. 10% increase in the number of students achieving level 3 or higher on the 2014 EOCGEO or a commensurate score on the ACT or SAT. 2. 10% reduction in the number of students (in all subcategories) in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOCGEO.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G3.B1.S2

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G3.B2 Lack of interest in topics being covered.

G3.B2.S1 Teachers will provide hands-on content designed to activate schema and spur interest.

Action Step 1

Provision of relevant, hands-on materials.

Person or Persons Responsible

Direct instruction teachers, ESE teachers, ESOL teachers, school leaders.

Target Dates or Schedule

On-going.

Evidence of Completion

1. 10% increase in number of students achieving level 3 or higher on the 2014 EOCGEO or a commensurate score on the ACT or SAT. 2. 10% reduction in the number of students (in all subcategories) in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on the EOCGEO.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G3.B2.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G3.B3 Lack of comprehension due to language barriers.

G3.B3.S1 Teachers will provide hands-on content designed to activate schema and spur interest.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESOL teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of ELL in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOCGEO.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G3.B3.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G3.B3.S2 Teachers will provide differentiated direct instruction to provide opportunities for comprehension to take place.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G3.B3.S2

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G3.B4 SLD who require more time and/or cognitive energy to process questions and answers.

G3.B4.S1 Teachers will provide differentiated direct instruction to provide opportunities for comprehension to take place.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESE teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of SWD in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOCGEO.

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G3.B4.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G3.B4.S2 Teachers will provide differentiated direct instruction targeting alternative learning styles.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESE teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of SWD in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOCGEO.

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G3.B4.S2

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G3.B5 Nutritional deficiencies; lack of emotional and familial support.

G3.B5.S1 Free and reduced breakfast or lunch applications.

Action Step 1

Completion of free or reduced breakfast or lunch applications.

Person or Persons Responsible

Dean of Students.

Target Dates or Schedule

On-going.

Evidence of Completion

1. 100% of students with applications filed. 2. 10% increase in number of eligible students participating in free and reduced breakfast or lunch.

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Daily observation of student participation.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Completion of free and reduced breakfast or lunch applications during orientation.

Evidence of Completion

District report.

Plan to Monitor Effectiveness of G3.B5.S1

Monthly review for progress.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Monthly,

Evidence of Completion

District report.

G3.B5.S2 Weekly meetings with a mentor.

Action Step 1

Weekly meetings with a mentor.

Person or Persons Responsible

College and career coordinator, family coordinator, teachers and staff, school leaders.

Target Dates or Schedule

Weekly.

Evidence of Completion

1. 10% increase in number of students participating in post-secondary learning. 2. 10% reduction in the number of economically-disadvantaged students in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOCGEO.

Plan to Monitor Fidelity of Implementation of G3.B5.S2

Formal and informal observations and evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G3.B5.S2

Monthly review of progress.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine percentage of students progressing personally and academically to determine if strategy needs to be amended.

G4. Based on scores on the 2013 EOCBIO, Mavericks High students will improve their performance in the area of Biology by 10%.

G4.B1 Mavericks High's constantly shifting student population make both prediction of success and consistent instruction a challenge. Students attending today may not be enrolled by EOCBIO. Students without previous testing information may be enrolled immediately before EOCBIO.

G4.B1.S1 School leadership will seek out and encourage professional development for all teachers and staff who participate in direct instruction.

Action Step 1

In-service and professional development.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

On-going.

Evidence of Completion

Professional development transcript.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

In-service and professional development participation.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Quarterly review or as professional development participation completion identified.

Evidence of Completion

Agenda and attendance for on-site professional development and updated personnel files to include certificates of off-site in-service completion.

Plan to Monitor Effectiveness of G4.B1.S1

Monthly review of progress.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Monthly.

Evidence of Completion

District (or other) transcript or certificate of completion.

G4.B1.S2 Teachers will continue targeted direct instruction biology classes for students needing additional assistance.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

1. 10% increase in the number of students achieving level 3 or higher on the 2014 EOCBIO. 2. 10% reduction in the number of students (in all subcategories) in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOCBIO.

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G4.B1.S2

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G4.B2 Lack of interest in topics being covered.

G4.B2.S1 Teachers will provide hands-on content designed to activate schema and spur interest.

Action Step 1

Provision of relevant, hands-on materials.

Person or Persons Responsible

Direct instruction teachers, ESE teachers, ESOL teachers, school leaders.

Target Dates or Schedule

On-going.

Evidence of Completion

1. 10% increase in number of students achieving level 3 or higher on the 2014 EOCBIO. 2. 10% reduction in the number of students (in all subcategories) in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on the EOCBIO.

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G4.B2.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G4.B3 Lack of comprehension due to language barriers.

G4.B3.S1 Teachers will provide hands-on content designed to activate schema and spur interest.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESOL teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of ELL in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOCBIO.

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G4.B3.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G4.B3.S2 Teachers will provide differentiated direct instruction to provide opportunities for comprehension to take place.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESOL teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of ELL in lowest 25% or those student improving their scores by 25 points or by advancing 1 or more levels on EOCBIO.

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G4.B3.S2

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G4.B4 SLD who require more time and/or cognitive energy to process questions and answers.

G4.B4.S1 Teachers will provide differentiated direct instruction to provide opportunities for comprehension to take place.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESE teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of SWD in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOCBIO

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G4.B4.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G4.B4.S2 Teachers will provide differentiated direct instruction targeting alternative learning styles.

Action Step 1

Targeted direct instruction.

Person or Persons Responsible

Direct instruction teachers, ESE teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% reduction in the number of SWD in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOCBIO.

Plan to Monitor Fidelity of Implementation of G4.B4.S2

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G4.B4.S2

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G4.B5 Nutritional deficiencies; lack of emotional and familial support.

G4.B5.S1 Free and reduced breakfast and lunch will be provided daily.

Action Step 1

Completion of free or reduced breakfast or lunch applications.

Person or Persons Responsible

Dean of Students.

Target Dates or Schedule

On-going.

Evidence of Completion

1. 100% of students with applications filed. 2. 10% increase in number of eligible students participating in free and reduced breakfast or lunch.

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Daily observation of student participation.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Completion of free and reduced breakfast or lunch applications during orientation.

Evidence of Completion

District report.

Plan to Monitor Effectiveness of G4.B5.S1

Monthly review of progress.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Monthly.

Evidence of Completion

District report.

G4.B5.S2 Weekly meetings with a mentor.

Action Step 1

Weekly meetings with a mentor.

Person or Persons Responsible

College and career coordinator, family coordinator, teachers and staff, school leaders.

Target Dates or Schedule

Weekly.

Evidence of Completion

1. 10% increase in number of students participating in post-secondary learning. 2. 10% reduction in the number of economically-disadvantaged students in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOCBIO.

Plan to Monitor Fidelity of Implementation of G4.B5.S2

Formal and informal observations and evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G4.B5.S2

Monthly review of progress.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine percentage of students progressing personally and academically to determine if strategy needs to be amended.

G5. Based on scores on the 2013 FCAT Writes, Mavericks High students will improve their performance by 10%.

G5.B1 SLD who require more time and cognitive energy to process writing prompts, graphic organizers, and essay construction and ELL with limited exposure to English composition and vocabulary.

G5.B1.S1 Students will be required to write across the curriculum in core subjects.

Action Step 1

Writing across the curriculum, writing assessments, benchmark testing.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% increase in scores on 2014 FCAT Writes.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G5.B1.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

G6. Based on scores on the 2013 CELLA, Mavericks High students will improve their performance in listening and speaking by 10%.

G6.B1 Limited exposure to English language media.

G6.B1.S1 Vary English language media at school and incorporate assignments that require use of English at home.

Action Step 1

Reading opportunities in all classes, time devoted to listening and speaking in ESOL classes, practice CELLA tests.

Person or Persons Responsible

ESOL teachers, classroom teachers.

Target Dates or Schedule

On-going.

Evidence of Completion

10% increase in number of students achieving a score of 750 on the listening and speaking portions of CELLA.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Formal and informal observations and formal evaluations.

Person or Persons Responsible

School leaders.

Target Dates or Schedule

Daily classroom walk-throughs, monthly observations, quarterly evaluations.

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of G6.B1.S1

Monthly review of progress.

Person or Persons Responsible

School leaders, testing coordinator.

Target Dates or Schedule

Monthly.

Evidence of Completion

Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Mavericks supports programs such as The Campus Grille free and reduced breakfast and lunch program, alcohol and tobacco prevention program, Expect Respect (for young women), Parenting Academy (for parents of students and students who are parents), Goodwill job training and mentoring, Positive Behavior Support System, job placement, and scholarships for tertiary education. Mavericks also partners with The Healing Tree, Choices Program Organization, Cognosante, Creative STEPS Counseling, Grace Landing, Visions Targeted Case Management, Healthy Start Coalition, Jesusinjail.org, Supervisor of Elections, My Father Cares, Compass Counseling Services, Staywell, Comprehensive Psychological and Assessment Services, Girl Scouts, SunRail, and Access Community Center. Funding for programs is determined by Mavericks-in-Education.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals