

Mavericks High School At Palm Springs

3525 S CONGRESS AVE, Palm Springs, FL 33461

www.mavericksineducation.com

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

Yes

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Mavericks High of Palm Springs is to educate, motivate, and graduate lifelong learners by nurturing students academically as well as socially. We will utilize innovative technology, rigorous curriculum, and the continuous improvement model to prepare tomorrow's young leaders for the next level.

Provide the school's vision statement

The vision at Mavericks High of Palm Springs is to provide the groundwork for continued success for a lifetime of achievement. Mavericks High school offers students who are challenged by the traditional approach to learning the opportunity to earn a state-recognized high school diploma. We recognize that the students we serve require a solid high school education, job preparedness, and readiness for continuing education.

School Environment

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

The staff at Mavericks High are invested in their students. We make all efforts to be sensitive, compassionate, and interested in our students' backgrounds, cultures, and needs while demonstrating and enforcing standards for success. The staff at Mavericks High model a culture expected to be replicated by students by demonstrating punctuality, genuine concern, dressing for success, and modeling integrity in the classroom.

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

Mavericks High provides standards and guidelines for the students to respect themselves and to feel safe through our mentoring and bullying prevention initiatives. An extensive check in process at the beginning of each session promotes safety and students are checked to make sure they are dressed in a respectable manner. There is a system of procedures and policies students are made aware of so that they can follow those standards and each student's needs are addressed.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Positive Behavior System (PBS) rewards students who have accomplished minimum requirements of success for the week. Their behavior, productivity, and attendance can make them eligible to participate in the PBS. For students who demonstrate unfavorable behavior or a lack of productivity, a matrix of corrective actions is used based on the level of the infraction. Students who have misbehaved receive a referral, counseling with the vice principal, and at times those students may be required to attend a parent conference with their parent or guardian. Students who lack in productivity are placed on academic contracts by classroom staff so that they are made aware of what is expected of them. Contracts are revisited at the staff's discretion, usually within a two week window. To address attendance issues, automated phone calls, personalized phone calls, letters

home, and ultimately, home visits are conducted to attempt to recover students who are at risk of falling below the attendance requirement and/or are at risk of dropping out.

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

Students social-emotional needs are met in the school through our Family Coordinator and various avenues. Many students have minor day to day issues preventing them from being successful that day, which may be addressed with any staff member that student feels comfortable with. In some cases, as mandatory reporters DCF may become involved with some issues beyond the power of that staff member. Other counseling resources are available for students who may be directed to these resources by any staff member. Also, if counseling is needed on campus, the administration team may bring in one of those appropriate resources.

All students receive mentoring in the form of academics, behavior, and attendance, as well as based on the needs of the student. Each staff member is considered a mentor for any of these categories. Academic mentoring is addressed daily to ensure that students are continuously progressing through their classes and meeting goals to keep them on track for graduation and success.

Early Warning Systems

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

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

Attendance is monitored by a person on a daily basis. The attendance contact in each classroom checks the entered attendance in the electronic system to the physical students in the room. Patterns of non-attendance are recorded and those students and parents are contacted through our automated system, personalized phone calls by staff, letters are sent home, and ultimately home visits may be conducted.

Parents or guardians of students who are suspended once or repeatedly are requested to have conferences with the assistant principal and principal to address the behaviors and lack of productivity in the classroom. Parents and guardians are made aware of the school's standards for success so that they can support their child from home while we support their success at school. Courses at Mavericks High are mastery based which means students are not permitted to progress in their course without demonstrating mastery on tests and quizzes. Students who fall below mastery receive remediation from teachers to understand the material.

Level 1 students receive 90 minutes of instruction daily. Instruction may be delivered through Direct Instruction during pull out, through the Apex curriculum for Intensive Reading or Math (Algebra 1), and through other programs such as Reading Plus and Study Island. The teachers are trained to scaffold and differentiate based on the students level of achievement on state assessments such as FAIR, FCAT, and EOC.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	70	52	57	86	265
One or more suspensions	1	2	2	1	6
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	60	96	61	35	252

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	27	34	24	19	104

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students exhibiting two or more early warning indicators are closely monitored for their attendance and have received extensive outreach from staff to keep students in school. When those students are in attendance, they are required to participate in intensive classes for remedial instruction as done by offering direct instruction to students.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

1. Hold parent meetings monthly to establish and target the amount of parents in attendance, the percentage of parents who participates in parent engagement opportunities to set customized activities based on the data collected. At least once every quarter, meet to discuss, review and amend the purpose and effectiveness of this policy so as to drive parental involvement and developing strategies for more effective parental involvement.
2. Mavericks High School of Palm Springs will find effective ways to involve parents in activities to improve their child's academic achievement leading to improvements in the school's performance.
3. Communication (mainly English and Spanish) will be provided to parents by both the school's automated system and staff members in a manner that the parent understands. For example: parent-teacher conferences; grad plans, data chats, mentoring, student work folders; maestro, parent letters, Facebook, text messages, progress reports, bilingual receptionist; PTA meetings; parent and student surveys; SAC, report cards; school district / school web pages; parent link, invitational flyers(reminders of events), and student / parent handbooks.
4. Inform parents of the use of Title I funds, the requirements of the Title I program, and the right of parents to be involved in their child's education. Continue to send a parent representative to these events as hosted by the District.

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

Mavericks High of Palm Springs builds and sustains partnerships with the local community by meeting and inviting community members to join the SAC committee. Community members are invited to give presentations to students and parents.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Solano, Jason	Principal
Pelicieux, Carolyn	Administrative Support
Rodberg, Sara	Guidance Counselor
James, Kevin	Assistant Principal

Duties

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

The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. The administrative team provides vision, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support, ensures adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding school-based MTSS.

General Education Teachers provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.

ESE Coordinator/ Teacher will provide information about instructional interventions, participates in student data collection, collaborates with general education teachers. She also provides interventions and strategies in working with all students, and a programming resource for teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and execute IEP conferences.

Literacy Team participates in student data collection and evaluation of data collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.

Academic Coaches follows up on attendance referrals. In lieu of a home visit, the academic coach will first try to resolve the situation by phone calls or conferencing with the student and/ or parent. Home visits will only be made if it is a safe, reasonable, and appropriate way to accomplish the objective. Academic coaches will be called to join the intervention team to discuss students who have been deemed chronically absent. She reviews the school attendance records and prints out weekly and monthly reports to identify those students with chronic attendance issues.

The Academic Advisor drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in the academic plan, interventions, and transition services.

Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and helps identify systemic patterns of students need with respect to language skills.

The Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological reevaluation report. The psychologist is also a resource for interventions and strategies in working with students.

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

The school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

The role of the MTSS leadership team is to review records, interpret and analyze data provided through the Educational Data Warehouse (EDW) and provide documentation and results to the relevant support and educational staff; while providing expertise and guidance in developing strategies and interventions. The team will meet two weekly to address any major academic and behavioral concerns displayed by the data or presented by the School Based Team (SBT), Professional Learning Communities (PLC), and Small Learning Community (SLC) Teams. The MTSS leadership team will meet quarterly for the purpose of strengthening the core learning environment. They will review the school SIP components and areas of need. They will help identify areas that could prohibit the school from meeting these goals. The group will develop action plans to meet SIP goals, identifying resources, monitoring fidelity and effectiveness of the core, tiered support and ESE instruction. They will manage and coordinate efforts between the SBT, PLCs, and SLCs. Programs and services are in line with district and state standards for all areas listed above. Students have access to non food service charter financial affidavit form for qualifying for free and reduced lunch status and Erate. We offer a summer enrichment program for additional instructional opportunities. Students can access the homeless services provided by the district.

The school incorporates the single school culture requirement by diversifying staffing and hiring, seeking diversity in student marketing, celebrating different cultures, and creating a common workplace for all internal and external stakeholders in order to create equity.

For FY15 Mavericks received a total Title I allocation of \$31,287. This supplemental fund will be used for classroom supplies, tutorials, family involvement and PD expenses.

Title I Part C- Once eligible migrant students are identified, Mavericks HS will coordinate with the district specialists for possible assistance and support.

Title II- Mavericks High will participate in the different PD sponsored by the district whenever applicable.

Title III- Mavericks High will coordinate with the district's Multicultural Department for possible ELL, LEP, ESOL strategies, student identifications and modification.

Title X- Once eligible homeless students are identified, Mavericks HS will coordinate with the district specialists for possible assistance and support.

Mavericks HS has partnership with Military Agencies, One Blood, Palm Beach State College, and other businesses close by the school to provide support for the school's academic program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Reina Sierra	Parent
Dale Carlson	Parent
JoAnn Carlson	Parent
Roman Vasquez Pliner	Parent
Michelle O'connor	Parent
Jessica Brayman	Parent
Andre Robles	Student
Kayleigh Finlason	Student
Geraldo Carrero	Student
Daniel Galindo	Student
Tevin Stephen	Student
Bryanna Bustamante	Student
Jasmine Burgess	Student
Celine Julien	Education Support Employee
Matthew Mccoy	Education Support Employee
Carolyn Pelicieux	Education Support Employee
Sham Poonaisingh	Teacher
Elizabeth Brooks (Interim Chairperson)	Teacher
Maria Bohnenstengal (Interim Secretary)	Teacher
Kevin James (Assistant Principal)	Principal
Krista Morton (Principal)	Principal
Glenis Romero	Business/Community
Marie Joseph	Parent

Duties

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

Evaluation of last year's school improvement plan

Activities for last year's school improvement plan were, since, our School Improvement Councils (SAC) did not have any of the powers and duties reserved by the local school board; the council worked collaboratively with the school to develop and implement a one-year school improvement plan. Activities included but is not limited to -monitor and evaluate success in reaching the plan's goals and objectives of last year. SAC also assisted the Principal in writing the verbiage for the School Improvement Rating, assisted in structuring the annual report to parents about the progress of last year's plan.

Development of this school improvement plan

SAC involvement in the development of this SIP includes scheduling meetings with parents, students, teachers, and community members to function as a whole in the preparation and evaluation of the decision making process. Detailed information of how SAC was actively involved, includes not only developing and monitoring the SIP but also ensuring that all bylaws as established in the procedures were met. This was done by having a quorum to be present before every vote, giving advance notice in writing before a council vote is held, schedule meetings, and inform parents, students, teachers, and other community members, and recording of minutes.

Preparation of the school's annual budget and plan

The SAC is responsible for determining the budget requirements, how the funds will be allocated and the plan in order to meet the current goals and objectives.

Mavericks' School Board member will sign Title I charter school reimbursement request.

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

SAC will provide assistance as requested by the principal and advise on the use of school incentive awards and provide assistance as needed. The amount allotted to each projected is contingent on fundraising and donations. The amount will be governing board approved at a future board meeting.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Iaccino, Linda	Teacher, K-12
Brooks, Elizabeth	Teacher, K-12
Solano, Jason	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on the implementation of the English Language Arts Florida Standards to support literacy development at Mavericks High in Palm Springs, Florida. The team members will disaggregate data to determine strengths and weaknesses of the Reading and English writing programs. The council will work with grade levels and/or departments to collaborate and to support our students by providing them with the necessary depth of instruction to promote College and Career readiness and to prepare students for the new AIR test. We will continue to solicit and welcome support from parents, guardians and the surrounding community to promote student literacy.

Public and Collaborative Teaching

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

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

Mavericks High School has undertaken a policy of fostering and developing strategies to promote positive working relationships between teachers and administrators. In this regard, Mavericks has created an open and accessible work space environment in which teachers are encouraged and supported in asking for and providing professional support to one another. Every new teacher is assigned a mentor that is a veteran teacher. The mentor/mentee meet weekly to review progress and questions. For example, the Mathematics department at Mavericks employs team teaching strategies designed to allow junior teachers to learn from the experience and methods of veteran teachers. Positive working relationships and communication is also developed through a well maintained daily meeting schedule. Faculty at Mavericks have meetings at the classroom level, the subject department level and weekly as one school group. Specific to classroom planning and instruction, the faculty at Mavericks uploads lesson plans to an icloud server where they can be seen, shared and disseminated among the entire team of educators.

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

In the process of recruiting highly qualified candidates for academic positions, Mavericks advertises through "Teachers-Teachers.com", Craigslist.com, local colleges and universities. Mavericks has taken an extra step, if someone is hired with a "Statement Letter of Eligibility", Mavericks gives a designated window of time for the individual to obtain their professional certification. In this regard, Mavericks ensures that all of its faculty is certified in their field and is able to deliver effective and meaningful instruction to the student body.

Mavericks prioritizes recruiting and retaining the most qualified and effective teachers in their field. To do this, Mavericks offers a competitive compensation package which includes affordable health insurance to all full time employees and a recently added a 401k plan.

To ensure the growth of our employees and promote career advancement, Mavericks makes sure our employees receive the appropriate professional development training for their certified areas and continue to seek ways to train our staff internally to address opportunities proactively before they occur. Mavericks also continuously seeks feedback from staff to improve processes, procedures and policies through our initial 60 days and 120 days questionnaires. .

All Mavericks employees attend MavU a three day team building and development conference. Mavericks High school will strive to hire certified and HQ staff in compliance with the ESEA law.

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

Every new teacher is assigned a mentor that is a veteran teacher. The mentor/mentee meet weekly to review progress and questions. The IObservation evaluation program allows for the mentor to conduct peer evaluations on the selected domains. Mentoring partners are chosen based on subject expertise and to take best advantage of the skills and experience of veteran teachers in mentoring junior teachers. Mentoring activities at Mavericks are planned but not limited to one on one meetings, classroom and direct instruction observation and weekly support in developing and designing lesson plans and academic resources. Furthermore, Mavericks operates under a team teaching model at the classroom level with a lead teacher, academic coach and two subject area specific teachers designed to provided the most support and mentor ship to one another.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Critical to the learning process, teachers play a major role in educating our children and ensuring academic achievement. Florida's standards mandate high-quality testing that is aligned with state standards and focused on higher-level thinking skills. Maverick teachers, within each department, meet regularly to disseminate information, to create collaborative assessments and rubrics aligned to the standards, and to assess the progression of each course. By assessing the progression of each course, teachers are able to amend lessons and differentiate methods of instruction where necessary to ensure that concepts within each content area are mastered in a timely manner.

Daily and common assessments are used to determine which standards need to be re-taught. Our students have the ability to work at their own pace through our Apex system. We also give them the opportunity to learn in small groups in our differentiated instruction classrooms. Our students are provided the opportunity to improve their skills using our reading plus and study island programs that is part of our learning model. All of these efforts speak to providing opportunities for continuous student academic achievement.

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

i. Mavericks High School at Palm Springs has a team consisting of the principal, assistant principal, team leaders, department chairs, academic coaches and other school leaders that review student data daily. The Data Team reviews progress report data, from our maestro and apex systems every day. The data are used to target areas of instructional improvement in the classroom. Additional data are collected as needed from Apex and classroom teachers to monitor student progress.

ii. A variety of assessments, both daily and common are used to determine student mastery of learning. Students are assessed through questioning, class work, homework, portfolios, and student needs are met through collaborative planning, individual student plans and differentiation of instruction. Assessments are aimed at teaching higher level thinking skills through project-based learning and cooperative groupings. All of these efforts speak to providing opportunities for continuous student academic achievement based on student data and learning profiles.

Our Academic Coaches provide training to teachers on data analysis. We have a multitude of books in our Professional Learning Library that address instructional strategies and data analysis. Each year, a book study is completed on data analysis, and differentiation instruction to maximize learning for all students. Teachers also assemble to discuss various instructional strategies, analyze data, create common assessments and share teaching techniques.

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

Strategy: Weekend Program

Minutes added to school year: 1,000

Student Saturday school program for additional instructional hours.

Strategy Rationale

For mastery learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Solano, Jason, jsolano@mavericksineducation.com

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

Course completions, pass rate for standardized testing requirement, attendance rate, discipline infraction rate, and daily activities completed

Student Transition and Readiness

PreK-12 Transition

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

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

In supporting incoming and outgoing cohorts of students in transition from one school level to another at Mavericks High School of Palm Springs we have:

Establish a data and monitoring student progression system that will both diagnose why students are struggling and be used to hold our school and district accountable;

Address the instructional needs of students who enter high school unprepared for rigorous, college preparatory work;

Personalize the learning environment to lower the sense of anonymity and address individual needs;

Build capacity within the faculty and school leadership in low-performing schools to address diverse student needs; and

Create connections to the community, employers, and institutes of higher education to better engage students and help them see the relevance of their coursework.

N/A for Elementary School.

College and Career Readiness

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

There are two events at the total rate of four times a year to allow the students hands on learning as applied from their course curriculum to every day experiences called the college and career fair and community services fair. Students are given a scavenger hunt for completion in order to monitor the transfer of skills development from curriculum to hands on learning. Special invited schools and businesses visit our campus and advise students on course selections as required for their career path. The Academic Adviser is also available to assist students to prepare for college by conducting and demonstrating college searches, college applications, job applications, resume writing, and FAFSA applications.

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

Lesson plans are aligned at each grade level and subject area by the creation and use of a Curriculum Map. Although the blended model allows teachers to collaborate both with our technology based program and at the grade level in that subject area. Individual teachers have the latitude to develop their own instructional strategies to deliver their teaching concept within the confines of there Direct Instruction Class by using the guided Apex (business & health) Curriculum Map. All certified teachers are required to participate in school-wide documentation of their lesson plans.

There is also on on one personal conversations or data chats with students weekly to determine their goals after high school which leads to their post secondary plan. As a result the core content of the courses students are offered is not only required as the state for graduation but is also aligned with relevance to their future. For example college preparatory and credit based courses.

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

Strategies include but is not limited to improving students readiness to score higher on special mandated tests such as FCAT and other college entrance exams such as ACT; to successfully transition our students into college. Embedded in our schools curriculum are courses to drive our students to this level of success along with the aid of direct instructions, and other special test preparation opportunities. Career planning and academic advising events that the school hosts are contributory factors that are strategically positioned to create improvements for our students and prepare them for readiness which will take them to public post-secondary and the next level.

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

Students are enrolled in a rigorous, technology based curriculum to prepare them for the next level with strategies such as self-guided note-taking, higher-order thinking, content mastery, and classroom interaction with teachers. Reading instruction is delivered through various cross-subject platforms, as well as traditional reading instruction. Post-secondary resources such as the local state college and various vocational schools, as well as the military are often on campus to meet with students and answer questions, as well as help them complete financial aid applications, etc.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement using FSA standards through meaningful Professional Development and Parental Involvement.

Strategic Goals Detail

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

G1. Increase student achievement using FSA standards through meaningful Professional Development and Parental Involvement. 1a

G046570

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	29.0
AMO Math - All Students	25.0

Resources Available to Support the Goal 2

- Reading Plus
- Study Island
- Apex
- Operating FTE
- Title I
-

Targeted Barriers to Achieving the Goal 3

- Lack of supplemental resources in the classroom
- Lack of parental support
- Increased Professional Development opportunities
- Offer extended learning opportunities for students

Plan to Monitor Progress Toward G1. 8

Purchase orders, reimbursement request, receipts, lesson plans, and student data.

Person Responsible

Jason Solano

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

The evidence collected will be purchase orders, reimbursement request, receipts, lesson plans, and student data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement using FSA standards through meaningful Professional Development and Parental Involvement. **1**

 G046570

G1.B1 Lack of supplemental resources in the classroom **2**

 B115501

G1.B1.S1 Purchase online subscriptions, laboratory materials for science, graphing calculators for math, and other consumable materials , such as paper, pens, pencils, post-it notes, journals, composition books, and science reference materials. **4**

 S132778

Strategy Rationale

Materials for meaningful instruction.

Action Step 1 **5**

Purchase supplemental materials on or before December to impact student learning in the classroom.

Person Responsible

Jason Solano

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

Purchase order, receipts, lesson plans, reimbursement request, and student data.

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

Purchase orders, receipts, and reimbursement request must be placed and submitted within a set time period.

Person Responsible

Jason Solano

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

Copies of all purchase orders, receipts, and reimbursement request will be kept to monitor spending ad implementation.

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

Effectiveness will be monitored through lesson plans indicating what resources teachers utilized in the classroom lesson.

Person Responsible

Jason Solano

Schedule

Quarterly, from 7/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, student data, and charter school reimbursement.

G1.B2 Lack of parental support **2**

 B120870

G1.B2.S1 Conduct Title I Annual meeting and organize parent training on academics. **4**

 S132798

Strategy Rationale

Parents are good partners in education.

Action Step 1 **5**

Very few parents are not knowledgeable about the school curriculum as a result we endeavor to conduct parent meetings and trainings.

Person Responsible

Jason Solano

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

Parent trainings, sign-ins, evaluations, agendas, minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Implement parent trainings and meetings regularly.

Person Responsible

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

Parent meeting and training agendas, sign-in sheets, minutes, and evaluations will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Sign-in sheets and minutes from parent meeting and training will be used to monitor its parental participation in these events.

Person Responsible

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

The evidence collected will be the sign-in sheets and minutes to monitor parental attendance and participation and Title I annual survey.

G1.B3 Increased Professional Development opportunities 2

 B120872

G1.B3.S1 Hire a consultant for Professional Development. 4

 S132883

Strategy Rationale

Update teachers on best practices.

Action Step 1 5

PD consultant for Education Endeavors.

Person Responsible

Jason Solano

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

Consultant contract, PD materials, teacher sign-in, and evaluation.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Hire a consultant who will do PD for teachers to improve classroom implementation of reading curriculum, instructions, and share best practices.

Person Responsible

Jason Solano

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

Consultant contract, PD sign-in sheets, and evaluations.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Effectiveness will be monitored through teacher implementation of best practices in the classroom.

Person Responsible

Schedule

Annually, from 7/1/2014 to 6/5/2015

Evidence of Completion

Evidence will be teacher evaluations, lesson plans, and student data.

G1.B4 Offer extended learning opportunities for students 2

 B120873

G1.B4.S1 Offer Saturday School tutorial for identified students. 4

 S132885

Strategy Rationale

Increase mastery of lessons.

Action Step 1 5

Saturday tutorial for the lowest 25%.

Person Responsible

Jason Solano

Schedule

Annually, from 1/5/2015 to 6/5/2015

Evidence of Completion

Tutorial schedule, teacher sign-in, lesson plans, student sign-in sheets, and student data.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Prepare tutorial schedule, send letters home for tutorials, and implement tutorial sessions.

Person Responsible

Jason Solano

Schedule

Annually, from 9/1/2014 to 6/5/2015

Evidence of Completion

Tutorial schedule, teacher lesson plans, teacher sign-in sheets, student sign-in, and student data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Observation by the principal and conference with teachers.

Person Responsible

Jason Solano

Schedule

Annually, from 9/1/2014 to 6/5/2015

Evidence of Completion

Conference notes, observation logs, lesson plans, and reimbursement request.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Purchase supplemental materials on or before December to impact student learning in the classroom.	Solano, Jason	7/1/2014	Purchase order, receipts, lesson plans, reimbursement request, and student data.	6/5/2015 annually
G1.B2.S1.A1	Very few parents are not knowledgeable about the school curriculum as a result we endeavor to conduct parent meetings and trainings.	Solano, Jason	7/1/2014	Parent trainings, sign-ins, evaluations, agendas, minutes	6/5/2015 annually
G1.B3.S1.A1	PD consultant for Education Endeavors.	Solano, Jason	7/1/2014	Consultant contract, PD materials, teacher sign-in, and evaluation.	6/5/2015 annually
G1.B4.S1.A1	Saturday tutorial for the lowest 25%.	Solano, Jason	1/5/2015	Tutorial schedule, teacher sign-in, lesson plans, student sign-in sheets, and student data.	6/5/2015 annually
G1.MA1	Purchase orders, reimbursement request, receipts, lesson plans, and student data.	Solano, Jason	7/1/2014	The evidence collected will be purchase orders, reimbursement request, receipts, lesson plans, and student data.	6/5/2015 annually
G1.B1.S1.MA1	Effectiveness will be monitored through lesson plans indicating what resources teachers utilized in the classroom lesson.	Solano, Jason	7/1/2014	Lesson plans, student data, and charter school reimbursement.	6/5/2015 quarterly
G1.B1.S1.MA1	Purchase orders, receipts, and reimbursement request must be placed and submitted within a set time period.	Solano, Jason	7/1/2014	Copies of all purchase orders, receipts, and reimbursement request will be kept to monitor spending ad implementation.	6/5/2015 annually
G1.B2.S1.MA1	Sign-in sheets and minutes from parent meeting and training will be used to monitor its parental participation in these events.		7/1/2014	The evidence collected will be the sign-in sheets and minutes to monitor parental attendance and participation and Title I annual survey.	6/5/2015 annually
G1.B2.S1.MA1	Implement parent trainings and meetings regularly.		7/1/2014	Parent meeting and training agendas, sign-in sheets, minutes, and evaluations will be collected.	6/5/2015 annually
G1.B3.S1.MA1	Effectiveness will be monitored through teacher implementation of best practices in the classroom.		7/1/2014	Evidence will be teacher evaluations, lesson plans, and student data.	6/5/2015 annually
G1.B3.S1.MA1	Hire a consultant who will do PD for teachers to improve classroom	Solano, Jason	7/1/2014	Consultant contract, PD sign-in sheets, and evaluations.	6/5/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation of reading curriculum, instructions, and share best practices.				
G1.B4.S1.MA1	Observation by the principal and conference with teachers.	Solano, Jason	9/1/2014	Conference notes, observation logs, lesson plans, and reimbursement request.	6/5/2015 annually
G1.B4.S1.MA1	Prepare tutorial schedule, send letters home for tutorials, and implement tutorial sessions.	Solano, Jason	9/1/2014	Tutorial schedule, teacher lesson plans, teacher sign-in sheets, student sign-in, and student data	6/5/2015 annually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student achievement using FSA standards through meaningful Professional Development and Parental Involvement.

G1.B3 Increased Professional Development opportunities

G1.B3.S1 Hire a consultant for Professional Development.

PD Opportunity 1

PD consultant for Education Endeavors.

Facilitator

Education Endeavors, Principal Krista Morton

Participants

Teachers and staff

Schedule

Annually, from 7/1/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Increase student achievement using FSA standards through meaningful Professional Development and Parental Involvement.	31,287
Grand Total	31,287

Goal 1: Increase student achievement using FSA standards through meaningful Professional Development and Parental Involvement.

Description	Source	Total
B1.S1.A1 - Online subscriptions(Reading Plus and Study Island) Laboratory science supplies and science reference materials. Classroom supplies such as papers, pens, pencils, post-it notes, journals, composition books, dry erase markers, dry erase boards, folders, supplemental novels, and chart papers. Jamestown Reading consumables and Jamestown Readers in Math. Graphing calculators for math and math books related to APEX.	Title I Part A	25,459
B2.S1.A1 - Parent Training supplies such as ink, paper, snacks, and pens.	Title I Part A	607
B3.S1.A1 - Consultant	Title I Part A	3,068
B4.S1.A1 - Part-Time in-system (salary)	Title I Part A	2,153
Total Goal 1		31,287