

Mavericks High School



2014-15 School Improvement Plan

Mavericks High School

1100 N MAIN ST, Kissimmee, FL 34744

www.osceola.k12.fl.us

School Demographics

School Type

High

Title I

No

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 Osceola 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission

To promote academic awareness, encourage a safe and inspiring learning environment through innovative teaching methods, professional integrity, mentoring, and placing our students as our top priority.

Provide the school's vision statement

Our Vision

To ethically encourage students to become effective and positive leaders, instrumental in assisting to alleviate social and economic hardships through community outreach and academic achievement.

School Environment

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

The mission of Mavericks High of Osceola County is to provide students who have dropped out or are in danger of dropping out an innovative education solution to earn a high-school diploma.

Students participate in the planning and implementation of events celebrating, for example, Hispanic Heritage Month and Black History Month, as ways of learning and teaching others about their cultures. Through student supported programs such as these and active mentoring, the behavioral incidents at the school have been very few in number, and the appropriate corrective measures have been taken to ensure the safety and security of the school. Intervention strategies such as anger management instruction, guidance counseling sessions, and teacher-parent-student meetings are available to students. These help to refresh relationships not only between teachers and students, but sometimes between students and their families. At Mavericks a mandatory student mentoring policy is in place in order to create a consistent procedure for meeting the mandatory credit earning requirement, as well as the school's graduation goal by mentoring students we learn about students' cultures and build relationships between teachers and students.

Procedures for mentoring students

Responsibilities: All assigned staff mentors

Procedure

1. Academic Advisor:

- Assigns a mentor to each student within 30 days of enrollment.
- Completes a spreadsheet of mentors and mentees and emails it to the entire staff after updates are made.
- Monitors all staff assigned as mentors are meeting with students once per month or more.

2. School Leader, Assistant School Leader or Dean of Students:

- Creates binder for mentors to file logs alphabetically.
- Oversees that all students have an assigned mentor and monthly mentoring is taking place.

3. Mentors:

- Review the spreadsheet and determine their assigned students.
- Meet with students monthly or more for a mentoring session to discuss Student Progression and graduation status.

- Record meetings on the Student Mentoring Log and have students initial for each meeting.
- Keeps logs for mentees in binder alphabetically.

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

Mavericks High School of Osceola County maintains a safe and secure learning environment. The school has developed extensive manuals which address severe weather emergencies, crisis events and school-wide safety. The school has developed a Crisis Response Plan and has posted safety and emergency procedures for all students and staff to follow. Teachers and staff receive annual training on these procedures prior to the beginning of the school year. Emergency drills are held at unexpected times and under various conditions throughout the year. Security cameras are positioned throughout the facility, and are constantly monitored by on-site security personnel and administration. All classrooms are equipped with two-way PA systems and panic buttons to further enhance communication and safety. Fire drills are conducted on a monthly basis. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school in the event of an emergency. The Mavericks High School Safety Manual is provided to all employees and reviewed at the Opening of Schools Meeting each year. Mavericks High of Osceola County understands the importance of maintaining confidentiality of student records. The Mavericks Staff Handbook delineates specific guidelines for staff regarding student confidentiality. Personnel responsible for maintaining students' records (i.e., Registrar, Guidance Counselor, Admissions Coordinator, etc.) are provided with additional training by the Director of Human Resources and required to sign an agreement in which they agree to abide by the statutory and organizational guidelines with respect to the confidentiality of student records. Employees sign a document stating that "failure to adhere to the statutory guidelines and school procedures related to confidentiality of student records by an employee results in disciplinary action." Each year, Mavericks High of Osceola County provides students and parents with a handbook that contains the school's policies and procedures. The handbook delineates the code of conduct followed by Mavericks High. At the same time, a system of rewards and incentives is implemented to promote positive behaviors. The structured, individualized, and positive learning environment that is promoted at Mavericks has led to a significant improvement in the behaviors of students attending the school.

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

POSITIVE BEHAVIOR SUPPORT STUDENT REWARD PROGRAM

Objective: To enhance the school culture and decrease negative behavior/discipline referrals by providing students with positive behavior reward opportunities.

Program Overview: Students who demonstrate the required behaviors for participation that are predetermined by the Positive Behavior Support Program are eligible for the weekly reward. Students who do not earn the predetermined criteria are not eligible for the reward and are engaged in routine educational activities. The goal over time is to decrease the negative behavior and increase the positive behavior in each classroom and school wide. Reward should be limited to thirty minutes a week.

Reward Cycle: The schedule of rewards should reflect the cycle below. If it is determined that there needs to be a variation from the cycle, approval from the Deputy Superintendent is required in advance.

- Quarter 1 – Weekly
- Quarter 2 – Every Other Week

- Quarter 3 – Every third Week
- Quarter 4 – Monthly
- Summer Enrichment - Weekly

Established Criteria for Student Participation: Students must have met the following criteria in order to participate in the reward over the course of the time leading up to the scheduled reward day.

1. The student must be in attendance the standard percentage that is predetermined by the school. – 80%
2. The student must complete all of the classroom's/school's predetermined number of APEX activities. – 40 lessons a week. (a lesson is defined as all the assignments that are required in the completed lesson)
3. The student must participate in ALL DI lessons/classes. (if applicable)
4. The student must have no (0) discipline referrals.

Reward Options Ideas (based on student interest, school resources, school budget):

- Dress down ticket
- Movie
- Ice cream social
- Recreation
- Arts and crafts
- Poetry slam
- Gaming
- Music session
- Board games
- Other

Responsible Parties and Roles:

Program supervisor/facilitator – Dean of Students, Assistant School Leader, or School Leader

1. Determine eligibility criteria for rewards
2. Determine day and times for student rewards
3. Notify all school personnel of days/times for reward and eligibility criteria
4. Announce PBS program eligibility criteria and days/ times for reward regularly to students
5. Prepare in advance for reward (check request, purchase of materials, location, space needed, materials needed, etc.)
6. Arrive at classroom at scheduled day and time based on schedule
7. Receive eligibility list from classroom teachers
8. Determine if an additional staff member from classroom is needed based on numbers of participants
9. Escort eligible students to reward location
10. Conduct reward with eligible students
11. Escort students back to class

Teachers/Academic Coaches

1. Present program facilitator with a list of students that earned activity
2. Call for eligible students when facilitator arrives
3. Maintain order in class for students not eligible or not interested in attending activity who opt out
4. Refocus class and all students return to work
5. Remind students not earning activity of the participation criteria

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

The primary goal of Mavericks High of Osceola County is to address the academic needs of students who have dropped out of school or who are at risk of dropping out. For the school to successfully meet the needs of the students it serves, Mavericks has created a mentoring program in which members of the instructional team serve as mentors to designated students in order to monitor and assist them in complying with graduation requirements. Teachers are

trained to serve as a mentor to students. The teacher's role is to monitor and support the student's academic progress, behavior, social wellbeing and attendance. Within the first 30 days of a student's enrollment, he/she is assigned a teacher mentor (Please note that not all mentors are certified teachers). Mentors are required to meet with their mentees every Friday, or more often if needed. The mentor will create a Mentoring Folder for each student which will contain the Academic Advisement Form, the Mentor-Mentee Meeting Agreement Form, and the Post Secondary Plan (for seniors). A copy of the Mavericks Student Post Secondary Plan is included in Appendix D. The school's Career Coordinator will provide students with opportunities for career and job-seeking explorations and interviewing techniques, track employment and hours where applicable, conduct employer outreach on behalf of students, and coordinate job and career fairs in support of student post-secondary goals.

One of the goals of Mavericks of Osceola County is to increase the number of students attending college after graduation. Osceola County ranks 57 out of 67 counties in Florida with respect to the percentage of students who enroll in a public post-secondary institution after graduating from high school. Mavericks High will participate in the district's initiative to increase the percentage of students pursuing a post-secondary education. This initiative, called Got College?, is a partnership between the Osceola School District, Valencia College, and the Education Foundation. In addition to the Got College? initiative, Mavericks High of Osceola implements PERT preparation classes through APEX in order to further prepare students to attend and excel in post-secondary education.

Special activities or programs initiated or developed by the staff to assist students

? Positive Youth Development

? Parent Academy

? Drug and Alcohol Course

? Summer Enrichment Program

? Expect Respect

? College and Career Day

? Academic Swag

? Goodwill Good Guides Program

? Goodwill Mentors (six staff members formally trained)

Extracurricular activities initiated or implemented by staff

? Blood Drive

? Senior Field Day

? Community Fair

? Thanksgiving Feast

? Senior Prom

? Basketball Tournament

? Field Trips - Bethune Cookman, CSI Experience, Everest University,

? Gradbash

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The School Leader chairs the Problem Solving Team (PST) that uses evidence-based instruction and interventions, progress monitoring, and evaluation for ongoing tracking of individual students in order to make informed decisions about the students' educational and behavioral programming needs. The MTSS framework uses data-based problem-solving intervention techniques to address academics and behavioral instruction and intervention by providing students who need instructional intervention beyond what is provided for positive behavior and academic content, with targeted supplemental interventions delivered individually, or in small groups at increasing levels of intensity.

The four-step MTSS problem-solving model implemented at Mavericks High of Osceola County consists of the following steps:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained.

Step 2: Identify possible reasons why the desired goal(s) is/are not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) based on data that verified the reasons identified in Step 2.

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

The Problem Solving Team (PST) provides data on Tier 1, 2 and 3 targets for academic and social/emotional areas that need to be addressed. Currently, the PST is monitoring the progress of 35 students at Mavericks High of Osceola County. The MTSS team meets at least once a month to review and evaluate the progress of the students. The team ensures that the proper materials and interventions are aligned with the students' needs. The team reviews FCAT, NWEA, and Apex assessments, to assess the needs of the students in order to ensure that all deficiencies are addressed. To address behavioral and emotional problems, the student's school history and anecdotal records are reviewed by the guidance counselor or ESE specialist to determine the best course of action to assist the student.

The PST works closely with district personnel to ensure that training is available for instructional staff. Continuous training of instructional staff will assist with ensuring that the needs of all students are met. The team reviews data on Tier 2 and 3 targeted students in which academic and social/emotional areas need to be addressed. Staff training on the effective implementation of the MTSS framework is done both in team meetings and in school-wide professional development training sessions.

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?

No

PIP Link

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

Description

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.

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

As a member of the Osceola chamber of commerce Mavericks High School participates and hosts Business After Hours events. We also host a community and career fair at Mavericks High School. In addition we partner with many businesses such as Nike, Goodwill, Cici's Pizza.

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
Martin, Carl	Principal

Duties

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

As the School Leader, Mr. Martin's responsibilities involve setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction is the top priority for leadership team. Our Instructional leadership team is committed to the core business of teaching, learning and knowledge. Our staff members meet on a regular basis during our (PLC) to discuss how to do their jobs better and ultimately help students learn more effectively.

As a leadership team we know our faculty's strengths and weaknesses. If specific resources can benefit the staff, we are always ready and prepared to provide them. We also clearly recognize that teachers thrive on being appreciated and acknowledged for good performance.

As a leadership team we strive to be good communicators. Interpersonal or people skills are crucial to the success of our school. As a team we communicate our beliefs pertaining to education, including the conviction that every student is capable of learning. These skills inspire trust, spark motivation and empower teachers and students.

Our teachers rely on their administrative team to be sources of information related to effective instructional practices and current trends in education. As Instructional leaders we strive to be tuned

in to all of the pertinent issues and current events related to curriculum, effective assessment and pedagogical strategies.

As an Instructional leaders, we strive to be a positive, vibrant and visible presence in the school; modeling behaviors of learning, focusing on learning objectives, and leading by example. We believe these are crucial to the success of our school.

As a successful instructional principal, Mr. Martin strives to have excellent planning and observation skills as well as proficiency in research and evaluation of both staff and student performance.

The Following are descriptions of the roles and responsibilities of our leadership team.

Miles Tidd, Dean of Academics

Responsibilities:

- Adhere to and promote the implementation of all guidance programs.
- Review and evaluate student transcripts.
- Develop student schedules based on graduation requirements; graduate plans.
- Enroll students in the appropriate classes.
- Manage and act as primary school site contact for internal student information system.
- Assist students and faculty to create a Graduation Plan for each student.
- Serve as testing coordinator.
- Assist students with college application process.
- Assist student development of post-secondary plans, employment and career programs.
- Work with and support designated consultants, agencies, and/or support groups
- Maintain confidentiality in all student and professional matters.
- Maintain consistent contact with staff, teachers, students, families and community agents.
- Market scholarship opportunities to students; initiate partnerships with local high schools, vocational, colleges and universities.
- Schedule conferences with parents and students to discuss graduation track and any other topic that relates to graduation.
- Provide students with a positive role model and individual mentoring.
- Conducts campus tours to ensure that school and school board policies are being enforced.

Corrects non-compliance.

- Manages inter-disciplinary team to ensure students are being provided with services as needed.
- Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control.
- Participates in school based leadership opportunities (i.e. team meeting, Lead teacher meeting, etc).
- Convenes scheduled meetings with School Administration to discuss individual cases and the well-being of the student body.
- Ensures teachers are organized, manage their time well and cover proper curriculum conforming to Mavericks, state and District guidelines.
- Works with School Administration to observe and evaluate the classroom environment.

Veronica Torres, Assistant Principal

Responsibilities:

- Fully embraces the philosophy and mission of the School
- Builds positive relationships with students and parents
- Provides leadership and support of curriculum and instructional practices
- Assists with implementing School policies
- Assists with creating a positive, team spirit throughout the School
- Assists with providing accurate school data in a timely fashion to district, state, board and MAVERICKS IN EDUCATION FLORIDA, LLC
- Maintains discipline according to the School Code of Conduct in all applicable situations
- Conducts conferences with parents, students, teachers and other community leaders
- Attends all staff meetings, open houses, in-services and any other meetings at the request of the Administrator
- Works cooperatively to monitor student progress
- Keeps apprised of school policies, curriculum requirement and any developments that affect the

School's mission and philosophy

- Works professionally and cooperatively to fulfill duties and responsibilities
- Assumes other duties as assigned

Carl F. Martin, Principal

Mavericks in Education is a dynamic company on a mission to improve the academic success of high school students at risk of not graduating from traditional high schools by operating tuition-free, public charter high schools offering a high-tech, mastery-based curriculum in a stimulating environment with flexible scheduling.

Our employees are a critical part of an organization that is providing powerful, new options for the way children can be educated. They have a passion for education and a drive to make a difference.

Summary

Responsible for the day-to-day operation and management of the school, the School Leader hires, trains, evaluates and supervises the school-based faculty and staff.

Responsible for achieving predetermined objectives with and through the voluntary cooperation and effort of the faculty and staff. These objectives include enrollment, attendance, retention, credits earned, standardized testing and graduation rates.

Responsible for the management of student behavior and discipline. Maintains attractive, organized, functional, healthy, clean and safe facilities. Assumes responsibility for the health, safety and welfare of the students, employees and visitors.

Develops clearly understood procedures and provides regular drills for emergencies and disasters.

Helps to manage the relationship between the school, Mavericks in Education, the non-profit governance board, and the local school district.

Actively participates in community events and promotes the success of the school by developing relationships with local community, government, business and public school leaders.

Abides by and implements all policies and procedures developed by Mavericks in Education, the local school district and other governmental agencies.

Monitors school performance data and manages all reporting needs required by Mavericks in Education, local, state and federal authorities, and the school governance board.

Responsible for the appropriate administration of public and private grants.

Works with the business and finance managers to oversee budgets and forecasting.

Manages the budget and expenditures in cooperation with Mavericks in Education to meet financial obligations.

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

Transforming Mavericks High school into a learning community and the active nurturing of the entire staff's development as a community is one of our goals. Our goal is a school whose staff is a professional learning community we build, sustain, and embrace a collegial relationship with teachers to share leadership, power, and decision making.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Carl F. Martin	Principal
Veronica Torres	Education Support Employee
Inessa Briscoe-Pereira	Teacher
Orbie Rosario	Business/Community
Adrian Tavaréz	Education Support Employee
	Student

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

Mavericks High School School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of our SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

These individuals are representative of the ethnic, racial and economic makeup of the community served by Mavericks High school.

Development of this school improvement plan

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.

The SAC reviews relevant data (which is much more than test scores), identifies problem areas, develops improvement strategies, monitors their implementation, and then starts the whole process over when the next round of data is available.

Preparation of the school's annual budget and plan

N/A

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

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

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
Martin, Carl	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT in the 2014-2015 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.

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

As a school we strive to be successful as such some of the characteristics we try to exhibit are strong instructional leadership, a clear and focused mission, high expectations for students, a climate conducive to learning, opportunities to learn, regular monitoring of students and classrooms, and positive home-school relations, collegiality and collaboration to positive school outcomes. At Mavericks our teachers and staff work collaboratively on improvement activities. Our teachers and administrators work together, to reach the level of commitment, energy, and motivation is likely to be higher and change efforts are more easily implemented.

Schools with professional collaboration exhibit relationships and behaviors that support quality work and effective instruction, including the following:

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

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.

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

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

? Students will demonstrate basic competence in reading, mathematics and writing. Mavericks High of Osceola County utilizes a set of indicators to measure goal attainment. To assess the level of success for Goal Area 1: Academic Achievement, Mavericks reviews data retrieved from the following indicators:

- ? NWEA results
- ? FCAT/EOC results
- ? Credit Accrual
- ? Graduation and diploma acquisition

NWEA Results

The NWEA Measures of Academic Progress® (MAP) enables Mavericks High to measure the achievement of all students with a great deal of accuracy in a short period of time. All MAP assessments are computerized and are presented adaptively, adjusting in difficulty based on each student's responses to test questions. The NWEA-MAP provides useful, reliable, and instructionally relevant data that gives valuable insight into each student's college readiness and academic growth. Testing is conducted during the orientation process to establish each student's proficiency in both reading and math. This allows the teachers to immediately understand the student's needs and operationally group students for lessons focused on specific needs. Testing is also conducted midyear and at the end of the year.

Reading Scores

The results for tests administered to students during initial orientation, prior to receiving instruction at Mavericks, indicate that the average incoming student's RIT (Rasch Unit) Score for Reading at Mavericks High of Osceola is 210. According to NWEA's published comparative data, this falls below the median score of a typical 6th grade student (213). The tenth grade median score is 223 according to NWEA's published data. Between the 2012 fall and the winter test periods, 50% of the student population had gains; the average gain was 12 points. Students with Mavericks for one trimester who had been reading at a 6th grade level were able to make gains that were a single point below that of the average 10th grader. The reading gains can be further segmented by Goal Strands which include the following:

- ? Goal Strand 1. Reading Process: Word Analysis and Vocabulary
- ? Goal Strand 2. Reading Process: Reading Comprehension
- ? Goal Strand 3. Literacy Analysis: Fiction
- ? Goal Strand 4. Literacy Analysis: Non-Fiction, Media Literacy.

These goal strands are targeted during instructional time and growth is measured during different times of the year. For example, from fall to winter, Goal Strands 1 and 3 were targeted and both achieved growth of 50% of the student body tested with an average growth of 14 and 16 respectively. Again, this growth is equivalent to one standard deviation and reflects significant learning gains. During the second half of the year, Goal Strands 2 and 4 were targeted and 63% of the student body with valid test scores in both winter and spring showed an average growth of 16 points.

Math Scores

The results indicate that tests administered to students during initial orientation, prior to receiving instruction at Mavericks, indicates that the average incoming student's RIT (Rasch Unit) Score for Math at the Osceola School is 217. According to NWEA's published comparative data, this falls below the median score of a typical 6th grade student (220). The

tenth grade median score is 235 according to NWEA's published data. Between the 2012 fall and the winter test periods, average gains of 8 points were made by students who took both tests (39% of the student population). Instructors at Mavericks have been able to present concepts that these students had struggled with for an average of 4 years and present them in a manner that allowed students to achieve mastery. These increases can be further segmented by subcategories including:

- ? Goal Strand 1. Operations and Algebraic Thinking
- ? Goal Strand 2. The Real and Complex Number Systems
- ? Goal Strand 3. Geometry
- ? Goal Strand 4. Statistics and Probability

These goal strands are targeted during instructional time and growth is measured during different times of the year. For example, during the fall to winter, Goal Strands 1 and 2 were targeted and there was a growth of 40% and 43% among the students tested with an average growth of 14 and 18 points respectively. Again, these scores represent a growth of one standard deviation and reflect huge learning gains. During the second half of the year, Goal Strands 3 and 4 were targeted and 63% and 69% of the student body with valid test scores, in both winter and spring, showed an average growth of 16 points.

NWEA is a very powerful adaptive assessment tool that is used by Mavericks to establish a base level for each student in Reading and Math. More specific detailed and individualized reports and goals are established by the software that teachers are able to use to effectively group students with similar needs to deliver impactful lessons that meet the actual needs of each student.

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

The school gathers data from the results of FCAT, SAT, ACT, PERT, and any other standardized tests that allow data to be broken down by individual student into areas of strength and challenge. This information is sorted from strongest to weakest by number of correct answers in each area. From this data, students can be grouped and the areas of their greatest need targeted by direct instruction. Regular benchmark tests are used (the frequency dependent on the discipline) to assess mastery or the need for reteaching and instructional methods are adapted, for example, using visual rather than exclusively verbal cues.

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: Summer Program

Minutes added to school year: 4,800

Students may attend school for 10 hours, 1 day per week, during the summer. Special events are also scheduled on some of the designated days.

Strategy Rationale

Students continue studying by not breaking the momentum they developed throughout the school year.

Students remain connected to the school and their friends.

The faculty is made aware of issues that hindering student success that may have developed after the school year ended.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Martin, Carl, carlmartin@mavericksineducation.com

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

The effectiveness of the summer program is determined by how many students participate in activities and by how many lessons and courses are completed as a result.

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

Small classrooms and a learning environment characterized by direct differentiated instruction and positive reinforcement create a unique and supportive atmosphere for all our students. Before they enroll, all students go through an orientation course designed to familiarize them with the culture of the school and the systems they will be required to use. In this way, they become aware of (and comfortable with) expectations, before they enter the classroom. Classrooms are divided by cohort year making transitions from one grade level to the next seamless and exciting. Classroom teachers build a supportive environment where all students can grow personally and academically. Specific interventions are made available for students once their needs for such are made known. Graduation is not just a ceremony; it is the fulfillment of an interrupted dream of success.

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

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.

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

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.

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

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.

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

The entire Mavericks model is designed to improve student readiness for the public postsecondary level with most of our students enrolling for the purpose of remediation, credit recovery, and standardized testing retakes. We continue to design skills-based direct instruction and test strategy courses to accommodate our constantly evolving student body.

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.** Based on scores on the 2014 FCAT 2.0 and ACT and SAT, Mavericks High students will improve their performance in the area of reading by 3%.
- G2.** Based on scores on the 2014 EOALG and the math portions of the ACT and SAT, Mavericks High students will improve their performance in the area of Algebra 1 by 3%.
- G3.** Based on scores on the 2014 FCAT Writes, Mavericks High students will improve their performance by 4%.
- G4.** Based on scores on the 2014 CELLA, Mavericks High students will improve their performance in listening and speaking by 5%.

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. Based on scores on the 2014 FCAT 2.0 and ACT and SAT, Mavericks High students will improve their performance in the area of reading by 3%. 1a

G042505

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	44.0

Resources Available to Support the Goal 2

- 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 3

- 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 G1. 8

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

Person Responsible

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

1. 3% increase in the number of students achieving level 3 or higher on the 2015 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 2015 FCAT 2.0 Reading. 3. 3% 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. 3% increase 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. 3% 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. 3% 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. 3% 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 2014 EOALG and the math portions of the ACT and SAT, Mavericks High students will improve their performance in the area of Algebra 1 by 3%. 1a

G042506

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	37.0

Resources Available to Support the Goal 2

- 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 3

- 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 G2. 8

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

Person Responsible

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

1. 3% increase in the number of students achieving level 3 or higher on the 2015 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 2015 FCAT 2.0 Reading. 3. 3% 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. 3% increase 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. 3% 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. 3% 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. 3% 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.

G3. Based on scores on the 2014 FCAT Writes, Mavericks High students will improve their performance by 4%. 1a

 G042509

Targets Supported 1b

Indicator	Annual Target
Dropout Rate	4.0

Resources Available to Support the Goal 2

- Targeted direct instruction in the area of writing.

Targeted Barriers to Achieving the Goal 3

- 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 G3. 8

Person Responsible

Schedule

Evidence of Completion

G4. Based on scores on the 2014 CELLA, Mavericks High students will improve their performance in listening and speaking by 5%. 1a

 G042510

Targets Supported 1b

Indicator	Annual Target
CELLA Listening/Speaking Proficiency	5.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Limited exposure to English language media.

Plan to Monitor Progress Toward G4. 8

IPT, CAT, practice tests.

Person Responsible

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

5% increase in the number of ELL students increasing their listening/speaking scores by 5%.

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. Based on scores on the 2014 FCAT 2.0 and ACT and SAT, Mavericks High students will improve their performance in the area of reading by 3%. **1**

 **G042505**

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. **2**

 **B103704**

G1.B1.S1 School leadership will seek out and encourage professional development for all teachers and staff who participate in targeted direct instruction. **4**

 **S114842**

Strategy Rationale

Action Step 1 **5**

In-service and professional development.

Person Responsible

Schedule

Evidence of Completion

Professional development transcript.

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

In-service and professional development participation.

Person Responsible

Schedule

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 Implementation of G1.B1.S1 7

Monthly review of progress.


Person Responsible

Schedule

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. 4

 S114843

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Schedule

Evidence of Completion

1. 3% 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. 3% 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 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monthly review of progress.


Person Responsible

Schedule

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. 2

 B103705

G1.B2.S1 Teachers will provide relevant content designed to activate schema and spur interest. 4

 S114844

Strategy Rationale

Action Step 1 5

Provision of relevant, high-interest content from APEX, Reading Plus, Study Island, or the Internet.

Person Responsible

Schedule

Evidence of Completion

1. 3% 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. 3% 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 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

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

Monthly review of progress.


Person Responsible

Schedule

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. 2

 B103706

G1.B3.S1 Teachers will provide relevant content designed to activate schema and spur interest. 4

 S114845

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Schedule

Evidence of Completion

3% 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 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

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

Monthly review of progress.

Person Responsible

Schedule

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. 4

 S114846

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Schedule

Evidence of Completion

3% 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 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Monthly review of progress.


Person Responsible

Schedule


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. 2

 B103707

G1.B4.S1 Teachers will provide differentiated direct instruction to provide opportunities for comprehension to take place. 4

 S114847

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Schedule

Evidence of Completion

3% 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 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

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

Monthly review of progress.

Person Responsible

Schedule

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. 4

 S114848

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Schedule

Evidence of Completion

3% 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 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Monthly review of progress.

Person Responsible

Schedule


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. 2

 B103708

G1.B5.S1 Free and reduced breakfast and lunch will be provided daily. 4

 S114849

Strategy Rationale

Action Step 1 5

Completion of free or reduced breakfast or lunch applications.

Person Responsible

Schedule

Evidence of Completion

100% of students with applications filed.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Daily observation of student participation.

Person Responsible

Schedule

Evidence of Completion

District report.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Monthly review of progress.


Person Responsible

Schedule

Evidence of Completion

District report.

G1.B5.S2 All students will be assigned a mentor with whom they meet weekly. 4

 S114850

Strategy Rationale

Action Step 1 5

Weekly meetings with a mentor.

Person Responsible

Schedule

Evidence of Completion

5% increase in number of students participating in post-secondary learning.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Formal and informal observations and evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Monthly review of progress.

Person Responsible

Schedule


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 2014 EOCALG and the math portions of the ACT and SAT, Mavericks High students will improve their performance in the area of Algebra 1 by 3%. 1

 G042506

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 EOCALG. Students without previous testing information may be enrolled immediately before EOCALG. 2

 B103709

G2.B1.S1 School leadership will seek out and encourage professional development for all teachers and staff who participate in targeted direct instruction. 4

 S114851

Strategy Rationale

Action Step 1 5

In-service and professional development.

Person Responsible

Schedule

Evidence of Completion

Professional development transcript.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

In-service and professional development participation.

Person Responsible

Schedule

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 Implementation of G2.B1.S1 7

Monthly review of progress.


Person Responsible

Schedule

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. 4

 S114852

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Schedule

Evidence of Completion

1. 3% increase in the number of students achieving level 3 or higher on the 2014 EOCALG or a commensurate score on the ACT or SAT. 2. 3% 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 EOCALG.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monthly review of progress.


Person Responsible

Schedule


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. 2

 B103710

G2.B2.S1 Teachers will provide hands-on content designed to activate schema and spur interest. 4

 S114853

Strategy Rationale

Action Step 1 5

Provision of relevant, hands-on materials.

Person Responsible

Schedule

Evidence of Completion

1. 3% increase in number of students achieving level 3 or higher on the 2014 EOALG or a commensurate score on the ACT or SAT. 2. 3% 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 EOALG.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monthly review of progress.


Person Responsible

Schedule


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. 2

 B103711

G2.B3.S1 Teachers will provide hands-on content designed to activate schema and spur interest. 4

 S114854

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Schedule

Evidence of Completion

3% 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 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monthly review of progress.

Person Responsible

Schedule

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. 4

 S114855

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Schedule

Evidence of Completion

3% 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 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Monthly review of progress.


Person Responsible

Schedule


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. 2

 B103712

G2.B4.S1 Teachers will provide differentiated direct instruction to provide opportunities for comprehension to take place. 4

 S114856

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Schedule

Evidence of Completion

3% 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 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Monthly review of progress.


Person Responsible

Schedule

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. 4

 S114857

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Schedule

Evidence of Completion

3% 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 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Monthly review of progress.


Person Responsible

Schedule


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. 2

 B103713

G2.B5.S1 Free and reduced breakfast and lunch will be provided daily. 4

 S114858

Strategy Rationale

Action Step 1 5

Completion of free or reduced breakfast or lunch applications.

Person Responsible

Schedule

Evidence of Completion

75% of students with applications filed.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Daily observation of student participation.

Person Responsible

Schedule

Evidence of Completion

District report.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Monthly review of progress.


Person Responsible

Schedule

Evidence of Completion

District report.

G2.B5.S2 Weekly meetings with a mentor. 4

 S114859

Strategy Rationale

Action Step 1 5

Weekly meetings with a mentor.

Person Responsible

Schedule

Evidence of Completion

1. 3% increase in number of students participating in post-secondary learning. 2. 3% 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 EOALG.

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Formal and informal observations and evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Monthly review of progress.

Person Responsible

Schedule


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 2014 FCAT Writes, Mavericks High students will improve their performance by 4%. 1

 G042509

G3.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. 2

 B103724

G3.B1.S1 Students will be required to write across the curriculum in core subjects. 4

 S114878

Strategy Rationale

Action Step 1 5

Writing across the curriculum, writing assessments, benchmark testing.

Person Responsible

Schedule

Evidence of Completion

4% increase in scores on 2014 FCAT Writes.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monthly review of progress.

Person Responsible

Schedule


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. Based on scores on the 2014 CELLA, Mavericks High students will improve their performance in listening and speaking by 5%. **1**

 G042510

G4.B1 Limited exposure to English language media. **2**

 B103725

G4.B1.S1 Vary English language media at school and incorporate assignments that require use of English at home. **4**

 S114879

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Schedule

Evidence of Completion

5% 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 G4.B1.S1 **6**

Formal and informal observations and formal evaluations.

Person Responsible

Schedule

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monthly review of progress.

Person Responsible

Schedule

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.

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	In-service and professional development.		Professional development transcript.	once	
G1.B1.S2.A1	Targeted direct instruction.		1. 3% 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. 3% 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.	one-time	
G1.B2.S1.A1	Provision of relevant, high-interest content from APEX, Reading Plus, Study Island, or the Internet.		1. 3% increase in the number of students achieving level 3 or higher on the 2014 FCAT 2.0 Reading or a	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			commensurate score on the ACT or SAT. 2. 3% 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.		
G1.B3.S1.A1	Targeted direct instruction.		3% 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.	one-time	
G1.B3.S2.A1	Targeted direct instruction.		3% 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.	one-time	
G1.B4.S1.A1	Targeted direct instruction.		3% 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.	one-time	
G1.B4.S2.A1	Targeted direct instruction.		3% 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.	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.A1	Completion of free or reduced breakfast or lunch applications.		100% of students with applications filed.	one-time	
G1.B5.S2.A1	Weekly meetings with a mentor.		5% increase in number of students participating in post-secondary learning.	one-time	
G2.B1.S1.A1	In-service and professional development.		Professional development transcript.	once	
G2.B1.S2.A1	Targeted direct instruction.		1. 3% 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. 3% 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.	one-time	
G2.B2.S1.A1	Provision of relevant, hands-on materials.		1. 3% increase in number of students achieving level 3 or higher on the 2014 EOALG or a commensurate score on the ACT or SAT. 2. 3% 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 EOALG.	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Targeted direct instruction.		3% 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.	one-time	
G2.B3.S2.A1	Targeted direct instruction.		3% 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.	one-time	
G2.B4.S1.A1	Targeted direct instruction.		3% 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.	one-time	
G2.B4.S2.A1	Targeted direct instruction.		3% 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.	one-time	
G2.B5.S1.A1	Completion of free or reduced breakfast or lunch applications.		75% of students with applications filed.	one-time	
G2.B5.S2.A1	Weekly meetings with a mentor.		1. 3% increase in number of students participating in post-secondary learning. 2. 3% reduction in the number of economically-disadvantaged students in the lowest 25% or those students improving their	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			scores by 25 points or by advancing 1 or more levels on EOALG.		
G3.B1.S1.A1	Writing across the curriculum, writing assessments, benchmark testing.		4% increase in scores on 2014 FCAT Writes.	one-time	
G4.B1.S1.A1	Reading opportunities in all classes, time devoted to listening and speaking in ESOL classes, practice CELLA tests.		5% increase in number of students achieving a score of 750 on the listening and speaking portions of CELLA.	one-time	
G1.MA1	Benchmark testing, FCAT practice tests, ACT practice tests, SAT practice tests.		8/18/2014	1. 3% increase in the number of students achieving level 3 or higher on the 2015 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 2015 FCAT 2.0 Reading. 3. 3% 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. 3% increase 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. 3% 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. 3% 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. 3% 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.	6/4/2015 every-6-weeks
G1.B1.S1.MA1	Monthly review of progress.		District (or other) transcript or certificate of completion.	once	
G1.B1.S1.MA1	In-service and professional development participation.		Agenda and attendance for on-site professional development and updated personnel files to include certificates of off-site in-	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			service completion.		
G1.B2.S1.MA1	Monthly review of progress.		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.	once	
G1.B2.S1.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	
G1.B3.S1.MA1	Monthly review of progress.		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.	once	
G1.B3.S1.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	
G1.B4.S1.MA1	Monthly review of progress.		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.	once	
G1.B4.S1.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	
G1.B5.S1.MA1	Monthly review of progress.		District report.	once	
G1.B5.S1.MA1	Daily observation of student participation.		District report.	once	
G1.B1.S2.MA1	Monthly review of progress.		Data will be reviewed to	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			determine percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy needs to be amended.		
G1.B1.S2.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	one-time	
G1.B3.S2.MA1	Monthly review of progress.		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.	once	
G1.B3.S2.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	
G1.B4.S2.MA1	Monthly review of progress.		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.	once	
G1.B4.S2.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	
G1.B5.S2.MA1	Monthly review of progress.		Data will be reviewed to determine percentage of students progressing personally and academically to determine if strategy needs	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			to be amended.		
G1.B5.S2.MA1	Formal and informal observations and evaluations.		Written notes and completed evaluations in teachers' files.	once	
G2.MA1	Benchmark testing, FCAT practice tests, ACT practice tests, SAT practice tests.		8/18/2014	1. 3% increase in the number of students achieving level 3 or higher on the 2015 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 2015 FCAT 2.0 Reading. 3. 3% 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. 3% increase 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. 3% 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. 3% 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. 3% 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.	6/4/2015 every-6-weeks
G2.B1.S1.MA1	Monthly review of progress.		District (or other) transcript or certificate of completion.	once	
G2.B1.S1.MA1	In-service and professional development participation.		Agenda and attendance for on-site professional development and updated personnel files to include certificates of off-site in-service completion.	once	
G2.B2.S1.MA1	Monthly review of progress.		Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			determine if strategy need to be amended.		
G2.B2.S1.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	
G2.B3.S1.MA1	Monthly review of progress.		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.	once	
G2.B3.S1.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	
G2.B4.S1.MA1	Monthly review of progress.		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.	once	
G2.B4.S1.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	
G2.B5.S1.MA1	Monthly review of progress.		District report.	once	
G2.B5.S1.MA1	Daily observation of student participation.		District report.	once	
G2.B1.S2.MA1	Monthly review of progress.		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.	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	
G2.B3.S2.MA1	Monthly review of progress.		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.	once	
G2.B3.S2.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	
G2.B4.S2.MA1	Monthly review of progress.		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.	once	
G2.B4.S2.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	
G2.B5.S2.MA1	Monthly review of progress.		Data will be reviewed to determine percentage of students progressing personally and academically to determine if strategy needs to be amended.	once	
G2.B5.S2.MA1	Formal and informal observations and evaluations.		Written notes and completed evaluations in teachers' files.	once	
G3.MA1	[no content entered]			once	
G3.B1.S1.MA1	Monthly review of progress.		Data will be reviewed to determine the percentage of students	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.		
G3.B1.S1.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	
G4.MA1	IPT, CAT, practice tests.		8/18/2014	5% increase in the number of ELL students increasing their listening/speaking scores by 5%.	6/4/2015 every-6-weeks
G4.B1.S1.MA1	Monthly review of progress.		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.	once	
G4.B1.S1.MA1	Formal and informal observations and formal evaluations.		Written notes and completed evaluations in teachers' files.	once	

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.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.