

The School District of Palm Beach County

Mavericks High School At Palm Springs



2016-17 School Improvement Plan

Mavericks High School At Palm Springs

3525 S CONGRESS AVE, Palm Springs, FL 33461

www.mavericksineducation.com

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	No	65%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	85%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southeast	Gayle Sitter
Former F	Turnaround Status	
No	N/A	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

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

2. School Environment

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

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

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

Mavericks High Palm Springs provides standards and guidelines for the students to respect themselves and to feel safe through our mentoring and bullying prevention initiatives. An extensive check in process at the beginning of each session promotes safety and students are checked to make sure they are dressed in a respectable manner. There is a system of procedures and policies students are made aware of so that they can follow those standards and each student's needs are addressed. Students are able to voice their concerns, questions, and other means of expression at all times and those are addressed with validity and equal concern for maintaining a safe and respectful environment. Administrators communicate expectations for all personnel to use person first language.

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

The Positive Behavior System (PBS) rewards students who have accomplished minimum requirements of success for the week. Their behavior, productivity, and attendance can make them eligible to participate in the PBS. For students who demonstrate unfavorable behavior or a lack of productivity, a matrix of corrective actions and multi-tiered Response to Intervention/ Multi-tiered System of supports (RtI/MTSS) is used based on the level of the infraction. Students who have

misbehaved receive a referral, counseling with the Dean of Students, and at times those students may be required to attend a parent conference with their parent or guardian. Students who lack in productivity are placed on academic contracts by classroom staff and Dean of Academics so that they are made aware of what is expected of them. Contracts are revisited at the staff's discretion, usually within a two week window. To address attendance issues, automated phone calls, personalized phone calls, letters home, and ultimately, home visits are conducted to attempt to recover students who are at risk of falling below the attendance requirement and/or are at risk of dropping out.

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

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

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

3. 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).

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

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

Parents or guardians of students who are suspended once or repeatedly are requested to have conferences with the Dean of Academics and/or Principal to address the behaviors and lack of productivity in the classroom. Parents and guardians are made aware of the school's standards for success so that they can support their child from home while we support their success at school.

Courses at Mavericks High Palm Springs are mastery based with a blended learning model which means students are not permitted to progress in their online courses without demonstrating mastery in tests and quizzes, and the standard instruction delivery model serves to provide instruction with opportunities for instructors to conduct formative and summative assessments.

Level 1 and Level 2 reading students receive 90 minutes of instruction daily. Instruction may be delivered through Direct Instruction during pull out, through the Apex curriculum for Intensive Reading or Math (Algebra 1), and through other programs such as Reading Plus and Study Island. The teachers are trained to scaffold and differentiate instruction based on the student's level of achievement on state assessments such as FCAT, FSA, and EOC.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	45	65	214	335
One or more suspensions	0	0	0	0	0	0	0	0	0	24	39	29	24	116
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	34	66	85	185
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	8	27	38	106	179

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	15	30	50	90	185

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

Students exhibiting two or more early warning indicators are closely monitored for their attendance and have received extensive outreach from staff to keep students in school. There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services for SWDs in general education. When students are in attendance, they are required to participate in intensive classes for remedial instruction, done by offering direct instruction to students.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

1. Hold parent meetings to establish effective parental involvement. By involving parents in activities to improve their child's academic achievement leading to improvements in the school's performance.
2. Communication will be provided to parents by both the school's automated system and staff members in a manner that the parent understands.
3. Mavericks High Palm Springs will host special events in which empower parental involvement with the student's life after high school; such as having local colleges give presentations.

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

Mavericks High of Palm Springs builds and sustains partnerships with the local community by meeting and inviting community members to visit and partake in school activities.

Community members are invited to give presentations to students and parents. Students and parents are invited to participate in community events such as blood drives.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Stone, Dionne	Assistant Principal
Allen, JoNelle	Guidance Counselor
McGill, Christopher	Dean
Allen , DeAnna	Principal

b. Duties

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

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

The Dean of Academics ensure the General Education Teachers provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of the RtI/MTSS process for Tier 1, 2 and 3 instruction and support.

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

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

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

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

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

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

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

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

The role of the MTSS leadership team is to review records, interpret and analyze data provided through the Educational Data Warehouse (EDW) and provide documentation and results to the relevant support and educational staff; while providing expertise and guidance in developing strategies and interventions. The team will meet two weekly to address any major academic and behavioral concerns displayed by the data or presented by the School Based Team (SBT), Professional Learning Communities (PLC), and Small Learning Community (SLC) Teams.

The MTSS leadership team will meet quarterly for the purpose of strengthening the core learning environment. They will review the school SIP components and areas of need. They will help identify areas that could prohibit the school from meeting these goals. The group will develop action plans to meet SIP goals, identifying resources, monitoring fidelity and effectiveness of the core, tiered support and ESE instruction. They will manage and coordinate efforts between the SBT, PLCs, and SLCs.

Programs and services are in line with district and state standards for all areas listed above. Students have access to non food service charter financial affidavit form for qualifying for free and reduced lunch status and Erate. We offer a summer enrichment program for additional instructional opportunities. Students can access the homeless services provided by the district.

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

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

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

applicable.

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The Governing Board worked collaboratively with the school to develop and implement a one-year school improvement plan. Activities include but are not limited to monitoring and evaluating the success in reaching the plan's goals and objectives of last year.

b. Development of this school improvement plan

Governing Board involvement in the development of the SIP includes meeting with all stakeholders in preparation and evaluation of the decision making process. The Governing Board was actively involved in not only developing and monitoring the SIP but also ensuring that all bylaws as established in the procedures were met.

c. Preparation of the school's annual budget and plan

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

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

The Governing Board will provide assistance as requested by the Principal and advise on the use of school incentive awards and provide assistance as needed. The amount allotted to each project is contingent on fundraising and donations. The amount will be approved at future board meetings.

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

No

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

As a Charter School we follow the guidelines as set forth by Florida Statute 1002.33(16). Our Governing Board fulfils the requirements set forth.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Doon, Alyssa	Teacher, K-12
Scott, Leah	Teacher, K-12
Stone, Dionne	Dean
Allen , DeAnna	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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

D. 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).

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

Mavericks High Palm Springs has undertaken a policy of fostering and developing strategies to promote positive working relationships between teachers and administrators. In this regard, Mavericks has created an open and accessible work space environment in which teachers are encouraged and supported in asking for and providing professional support to one another. Every new teacher is assigned a mentor that is a veteran teacher. The mentor/mentee meet weekly to review progress and questions. For example, the Mathematics department at Mavericks employs team teaching strategies designed to allow junior teachers to learn from the experience and methods of veteran teachers. Positive working relationships and communication is also developed through a well maintained daily meeting schedule. Faculty at Mavericks have meetings at the classroom level, the subject department level, lead teacher level and weekly as one school group. Specific to classroom planning and and instruction, the faculty at Mavericks uploads lesson plans to an icloud server where they can be seen, shared and disseminated among the entire team of educators. Furthermore, teachers at Mavericks share lesson plans, resources and strategies regarding IEP's accommodations and differentiated instruction between departments. These collaborative initiatives ensure that each teacher at Mavericks is provided with the resources and support necessary for a successful classroom. The school has a key person who coordinates and monitors the implementation of inclusive education. Administrators facilitate the use of resources to implement best practices for inclusive education.

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

In the process of recruiting highly qualified candidates for academic positions, Mavericks advertises through "Teachers-Teachers.com", Craigslist.com, local colleges and universities. Mavericks has taken an extra step, if someone is hired with a "Statement Letter of Eligibility", Mavericks gives a designated

window of time for the individual to obtain their professional certification. In this regard, Mavericks ensures that all of its faculty is certified in their field and is able to deliver effective and meaningful instruction to the student body.

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

To ensure the growth of our employees and promote career advancement, Mavericks makes sure our employees receive the appropriate professional development training for their certified areas and continue to seek ways to train our staff internally to address opportunities proactively before they occur. Mavericks also continuously seeks feedback from staff to improve processes, procedures and policies through our initial 60 days and 120 days questionnaires. Mavericks also strives to provide its employees with the maximum amount of professional development possible through the Palm Beach County School District and endures that its teachers and administrative staff attend all needed district training and workshops. Mavericks also helps develop and monitor its teachers professional development through the I-observation system based on the Marzano Teacher Evaluation Model.

All Mavericks employees attend MavU a daylong team building and development conference.

Mavericks High school will strive to hire certified and HQ staff in compliance with the ESEA law.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers participate in weekly collaborative planning sessions to ensure alignment to the Florida Standards. Students have the ability to work at their own pace through our APEX system, which correlates to Florida state standards. Students are also provided the opportunity to improve their skills using Reading Plus and Study Island as part of our learning model.

b. Instructional Strategies

1. 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

Teachers meet regularly with the ESOL/ESE and PBS teams to participate in problem solving to provide for the early identification and support of students with learning and behavior needs. Learners are provided with instruction and interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, student services personnel, and other specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

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

Strategy: Weekend Program

Minutes added to school year: 1,000

Student Saturday school program for additional instructional hours.

Strategy Rationale

For mastery learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stone, Dionne, dstone@mavericksineducation.com

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

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

Strategy: Extended School Day

Minutes added to school year: 1,000

A mixture of virtual learning and direct instruction created for every student to ensure mastery.

Strategy Rationale

Since only a small percentage of our students were reading on grade level as reported by the 2015-2016 Reading FCAT and Reading FSA, it was determined that students were weak in the basic foundations of reading skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stone, Dionne, dstone@mavericksineducation.com

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

FAIR-FS will be used to determine effectiveness of the strategy, course completions, pass rate for standardized testing, and daily activities completed.

2. Student Transition and Readiness

a. 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).

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

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

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

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

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

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

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

N/A for Elementary School.

b. College and Career Readiness

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

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

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

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

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

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

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Mavericks High creates a supportive environment through professional development for staff and utilizing a school-wide positive behavior program on campus then student achievement will increase.

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. If Mavericks High creates a supportive environment through professional development for staff and utilizing a school-wide positive behavior program on campus then student achievement will increase. **1a**

G081315

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	3.0
Math Gains	3.0
Students exhibiting two or more EWS indicators (Total)	5.0

Targeted Barriers to Achieving the Goal **3**

- Lack of parental support
- Student apathy

Resources Available to Support the Goal **2**

- Reading Plus
- Study Island
- Apex
- Increased Professional Development
- Offer extended learning opportunities for students

Plan to Monitor Progress Toward G1. **8**

Artifacts from meetings, data review of various assessments quarterly will be reviewed in an effort to drive instruction and also provide parents optimum support.

Person Responsible

DeAnna Allen

Schedule

On 6/2/2017

Evidence of Completion

BPIE goals, SIP goals, data review, sign-in sheets

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. If Mavericks High creates a supportive environment through professional development for staff and utilizing a school-wide positive behavior program on campus then student achievement will increase. **1**

 G081315

G1.B1 Lack of parental support **2**

 B214797

G1.B1.S1 Conduct open house meetings and organize parent training on academics and college readiness. **4**

 S226988

Strategy Rationale

Parents are good partners in education.

Action Step 1 **5**

Very few parents are knowledgeable about the school curriculum as a result we endeavor to conduct parent meetings and trainings.

Person Responsible

DeAnna Allen

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

Implement parent trainings and meetings regularly.

Person Responsible

JoNelle Allen

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

JoNelle Allen

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

G1.B2 Student apathy 2

B219208

G1.B2.S1 Introduce and implement positive behavior system. 4

S231575

Strategy Rationale

Students are apathetic, however the introduction of a positive program will create necessary student buy-in.

Action Step 1 5

Students will participate in a weekly positive behavior reward program where they rewarded for exemplary attendance, behavior and academics.

Person Responsible

Christopher McGill

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign in Sheets, list of students enrolled in the program, student data and student evaluations.

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

Teachers will be required to choose students that meet the requirements of the positive behavior system; students are required to participate in reading plus, have 80% or higher attendance and attend all their required classes.

Person Responsible

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, reading plus reports, attendance reports and student portfolios.

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

Artifacts from activities, reading plus reports and student data chats.

Person Responsible

Christopher McGill

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, reading plus reports, attendance reports and student portfolios.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.MA1 M288605	Artifacts from meetings, data review of various assessments quarterly will be reviewed in an effort...	Allen , DeAnna	8/15/2016	BPIE goals, SIP goals, data review, sign-in sheets	6/2/2017 one-time
G1.B1.S1.MA1 M288599	Sign-in sheets and minutes from parent meeting and training will be used to monitor its parental...	Allen, JoNelle	8/15/2016	The evidence collected will be the sign-in sheets and minutes to monitor parental attendance and participation.	6/2/2017 annually
G1.B1.S1.MA1 M288600	Implement parent trainings and meetings regularly.	Allen, JoNelle	8/15/2016	Parent meeting and training agendas, sign-in sheets, minutes, and evaluations will be collected.	6/2/2017 annually
G1.B1.S1.A1 A288172	Very few parents are knowledgeable about the school curriculum as a result we endeavor to conduct...	Allen , DeAnna	8/15/2016	Parent trainings, sign-ins, evaluations, agendas, and meeting minutes	6/2/2017 annually
G1.B2.S1.MA1 M299186	Artifacts from activities, reading plus reports and student data chats.	McGill, Christopher	8/15/2016	Sign in sheets, reading plus reports, attendance reports and student portfolios.	6/2/2017 weekly
G1.B2.S1.MA1 M299183	Teachers will be required to choose students that meet the requirements of the positive behavior...		8/15/2016	Sign in sheets, reading plus reports, attendance reports and student portfolios.	6/2/2017 weekly
G1.B2.S1.A1 A296073	Students will participate in a weekly positive behavior reward program where they rewarded for...	McGill, Christopher	8/15/2016	Sign in Sheets, list of students enrolled in the program, student data and student evaluations.	6/2/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S1.A1	Very few parents are knowledgeable about the school curriculum as a result we endeavor to conduct parent meetings and trainings.	\$0.00
2	G1.B2.S1.A1	Students will participate in a weekly positive behavior reward program where they rewarded for exemplary attendance, behavior and academics.	\$0.00
Total:			\$0.00