

School Improvement Plan (SIP)

**CHARTER SCHOOL VERSION**

Proposed for 2015-2016

*A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.*

**School Name: Mavericks High School – North Broward School Location Number: 5009**

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### 2014-2015 SCHOOL IMPROVEMENT PLAN

#### PART I: CURRENT SCHOOL STATUS

##### School Information

Complete School Name: Mavericks High School –North Broward	District: <b>Broward</b>
School Location Number: 5009	
Principal: DeAnna Allen	District Superintendent: <b>Robert Runcie</b>
Governing Board Member(s): Jennifer Russell, Steven Bracy, Charles Bethel, Ira Paul, Debbie Schatz	Date of School Board Charter Approval:

##### Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

##### Administrators

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

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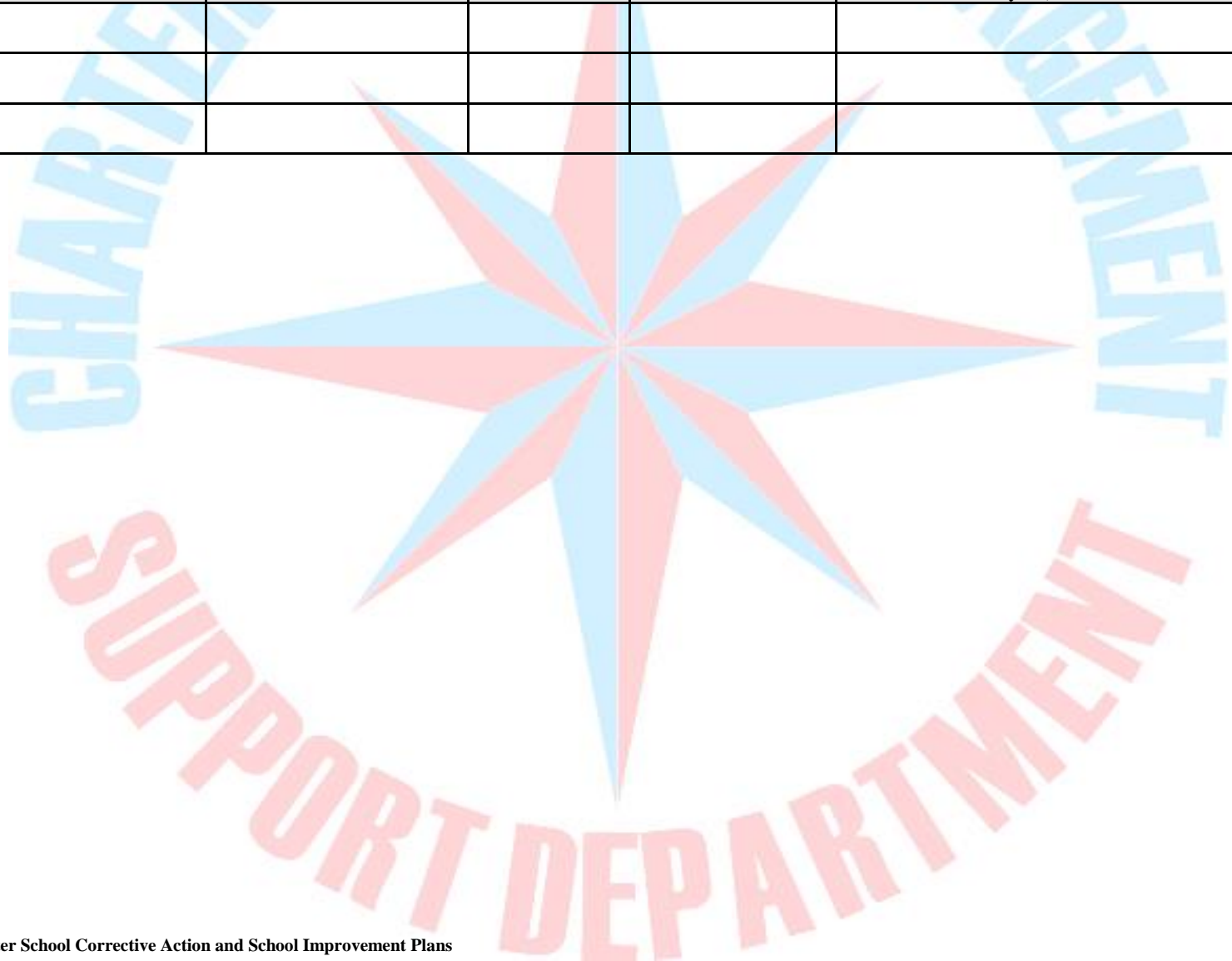
Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	DeAnna Allen	EdD in Educational Leadership (in progress) M.Ed in Secondary Education Curriculum and Instruction BA in English Certification in English 6-12 and Reading Endorsed	3	4	
Dean of Students	Michael Rebimbas	EdD in Educational Leadership (in progress) Ed-S Classroom and Teacher Specialist MS in Political Science Public Administration BA in Political Science- Public Policy and Government No Certification	N/A	13	

**Instructional Coaches**

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)





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### Required components of the School Improvement Plan for Charter Schools:

#### 1. Mission Statement

Provide your school's mission statement:

Our mission at Mavericks High of North Broward is to challenge each student to reach his or her intellectual and creative potential, through a rigorous curriculum consisting of an explicit and innovative computer-based instruction. Our school actively promotes a safe, orderly, caring and supportive environment which fosters positive relationships with students, faculty and staff. We are committed to instilling in our students the understanding that cultural diversity is a strength to be valued.

#### 2. Academic Data

Provide **detailed** student academic data by subgroups for the most recent three (3) years (FCAT, EOC, FAIR, BAT, etc.), if available:

Reading				
	2011	2012	2013	2014
<b>ALL STUDENTS</b>	***			
AMERICAN INDIAN				
ASIAN				
BLACK/AFRICAN AMERICAN				
HISPANIC				
WHITE				
ENGLISH LANGUAGE LEARNERS				
STUDENTS WITH DISABILITIES				
ECONOMICALLY DISADVANTAGED				

Math				
	2011	2012	2013	2014
<b>ALL STUDENTS</b>				
AMERICAN INDIAN				
ASIAN				
BLACK/AFRICAN AMERICAN				
HISPANIC				
WHITE				
ENGLISH LANGUAGE LEARNERS				
STUDENTS WITH DISABILITIES				
ECONOMICALLY DISADVANTAGED				

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### 3. Student Achievement Objectives

Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan:

The school shall test a minimum of 80 % of its students on standardized assessments.  
The school shall achieve a school improvement rating of “maintaining”.

### 4. Student Performance Data Analysis

Provide a detailed analysis of the student performance data including academic performance by each subgroup:

Reading				
	2011	2012	2013	2014
<b>ALL STUDENTS</b>				
AMERICAN INDIAN				
ASIAN				
BLACK/AFRICAN AMERICAN				
HISPANIC				
WHITE				
ENGLISH LANGUAGE LEARNERS				
STUDENTS WITH DISABILITIES				
ECONOMICALLY DISADVANTAGED				

Math				
	2011	2012	2013	2014
<b>ALL STUDENTS</b>				
AMERICAN INDIAN				
ASIAN				
BLACK/AFRICAN AMERICAN				
HISPANIC				
WHITE				
ENGLISH LANGUAGE LEARNERS				
STUDENTS WITH DISABILITIES				
ECONOMICALLY DISADVANTAGED				

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### 5. Student Performance Deficiency Plan

Provide a **detailed** plan for addressing each identified **deficiency** in student performance, including specific actions, person responsible, resources needed and timeline:

The ongoing school improvement goal is to increase the percentage of students scoring at or above a Level 3 by 5% in Reading and 10% in Math each year. All students who score below the proficiency level in Reading will be assigned to an Intensive Reading Class in addition to their regular English Classes. Teachers will provide students with Reading instruction that will cover the Reading strands. Reading will also be taught across the curriculum and School Administrators will be responsible for making sure that teachers are implementing with fidelity this problem solving process and ultimately increase student academic achievement.

The barrier that students encounter in achieving proficiency (Level 3) for Math is lack of algebraic thinking and data analysis. School Administrators will ensure that teachers participate in the respective PLCs and attend the relevant district trainings to address the determined deficiencies.

### 6. Approved Educational Program

Identify each component of the school's approved educational program that has **not** been implemented as described in the school's approved charter application or charter contract and the rationale for **why** each component was not implemented:

N/A

### 7. Addressing Identified Deficiencies

Provide a **detailed** plan for addressing each identified **deficiency** noted in **part 6**, including specific actions, person responsible, resources needed, and timeline:

N/A

### 8. Barriers to Student Success

Identify other **barriers** to student success, with a **detailed** plan for addressing each barrier including specific actions, person responsible, resources needed and timeline:

1. Student Attendance: School administrators will continue to ensure that ParentLink, an automated calling, texting, and email tool is utilized. Every day, attendance is taken and recorded on the Maestro Student Information System (SIS). Ninety minutes after attendance has been taken for each period, the Student Information System generates a report that is automatically sent through an encrypted delivery format to ParentLink's collection facility. The report has the names of absent students for that day and the phone numbers and email addresses for the students and guardians. ParentLink is then able to deliver a voice, text, and email message alerting students and guardians of the absence.
2. Student Behavior: The School Administrators will implement the Positive Behavior System (PBS) Student Reward Program with fidelity to enhance the school culture, increase positive behavior and reduce discipline referrals by providing students with positive behavior reward opportunities. Students who demonstrate the required behaviors for participation that are predetermined by the Positive Behavior System are eligible for a 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. The school will continually promote the PBS.



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### 9. Student Achievement Outcomes

Provide a description of specific student achievement outcomes to be achieved:

1. All students at Mavericks High of North Broward will increase the number of credits earned on a quarterly basis.
2. The graduation rate at Mavericks High of North Broward will increase by a minimum of 5%.
3. All students at Mavericks High of North Broward will increase proficiency in reading by a minimum of 10%.
4. All students at Mavericks High of North Broward will improve proficiency in mathematics by a minimum of 5%.
5. Students' attendance will increase by 5%



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### Parent Involvement Action Plan

**Strategies and Activities to Increase Parent Participation** – State the strategies and activities for parents to be implemented that logically support this goal. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What research-based practices must staff utilize to support parents?).

<p><b>Parent Involvement Goal:</b> <i>Based on the analysis of the parent involvement data, identify and define an area in need of improvement.</i>          To increase by a minimum of 10% the current level of parent involvement, the school will conduct more informal parent surveys to determine specific needs of our parents and schedule informational meetings with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement.</p>					
<p><b>2014-2015 Current level of Parent Involvement:</b> <i>Indicate percent of parents who participated in parent involvement activities. Include the number of parents the percentage represents [i.e., 32% (384)]</i></p> <p>_____ <b>10</b> _____ %      <b>Total number:</b> _____ <b>25</b> _____</p>			<p><b>2015-2016 Expected Level of Parent Involvement:</b> <i>Indicate percent of parents who are expected to participate in parent involvement activities for the upcoming year. Include the number of parents the percentage represents [i.e., 40% (480)]</i></p> <p>_____ <b>15</b> _____ %      <b>Total number:</b> _____ <b>36</b> _____</p>		
Activity	Strategies and Activities to increase student Achievement <i>(explanation of how this activity strengthens/impacts the school parental involvement efforts on student learning)</i>	Start – End Date	Evaluation Tool <i>(questionnaires, sign-in forms, evaluation of meeting, etc.)</i>	Person or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
1.Parent Communication	Parent communications which includes Newsletters, homebound letters, flyers, brochures, and phone calls that provide parents and students with information on school/classroom procedures, upcoming events, statewide assessments etc. Parents are also provided with information on effective strategies aimed at improving their child's self-esteem and academic performance.	08/2015 – 06/2016	Surveys, questionnaires, sign-in forms, parent/student contracts and evaluations.	School Administrators, Academic Advisor and Family Coordinator	
2.Parent Open-house	Mavericks High hosts quarterly open-house in order to provide parents with opportunities to meet all staff and get first-hand information	08/2015 – 06/2016	Sign-in forms, surveys and questionnaires.	School Administrators, Academic Advisor and Family Coordinator	

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	on graduation requirements, testing requirements, and schoolwide activities. This event also offers parents an opportunity to provide feedback to school staff and make recommendations about what the school offers its students.				
3.SAC	Parents will be involved in the decision making process of the school.	08/2015 – 06/2016	Surveys, questionnaires, sign-in forms and evaluations.	School Administrators, Academic Advisor and Family Coordinator	
4.Parent Workshop	Interactive and collaborative activities that include parents, students and staff. Through collaboration we can determine and address the students' needs, strengths and challenges	08/2015 – 06/2016	Surveys, questionnaires, sign-in forms and evaluations.	School Administrators, Academic Advisor and Family Coordinator	

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**Comprehensive English Language Learning Assessment (CELLA) Action Plan**

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support your goal. Identify whether the strategies or activities are implemented before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

Refer to the Questar CELLA Report to gather the necessary data to develop the CELLA Action Plan.								
	Beginning		Low Intermediate		High Intermediate		Proficient	
	Percent of Students	Average Scale Score	Percent of Students	Average Scale Score	Percent of Students	Average Scale Score	Percent of Students	Average Scale Score
Listening and Speaking	NT	NT	NT	NT	NT	NT	NT	NT
Reading	73	8.13	0	0	9	29.5	11	23
Writing	73	7.5	9	26	0	0	0	0
<p><b>CELLA Goal:</b> Based on the new ACCESS Test that will be replacing the CELLA Test in the 2015/16 school year, students proficiency level will show a comparative increase of a minimum of 5% points.</p>								
Strategies and Activities to increase Student Achievement (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)	Target Group (Beginning; Low Intermediate; High Intermediate; Proficient)	CELLA Goal Area (Listening and Speaking, Reading or Writing)	Start-End Date	Select Applicable Option (i.e. Before, During, After School Hours)	Evaluation Tool (i.e. IPT L/S/R/W; Chapter Tests; BAT I; BAT II; Portfolios, teacher-developed performance tasks, other formative assessments, etc.)	Person or Position Responsible for Monitoring		
<p>The charter school shall provide students with an intensive reading curriculum plan that targets the needs of all ESOL students in grades 9- 12.</p> <p>1. The school shall ensure that the District Comprehensive Research-Based Reading Plan is implemented including the use of state-approved, research-based curriculum materials such as:</p>	All ESOL students	In 2015/16, the new ACCESS Test will be replacing the CELLA Test. Students proficiency level will show a comparative	08/2015/ - 06/2016	During school hours	ACCESS Test Scores, Formative and Summative assessments including student portfolios, unit tests, content-area tests, end of course exams and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs	ESOL Coordinator and School Administrators		



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<ul style="list-style-type: none"> <li>a. Hampton Brown Edge</li> <li>b. Reading Plus</li> <li>c. Study Island</li> <li>d. REWARDS</li> </ul> <ol style="list-style-type: none"> <li>2. ESOL Endorsed content-area teachers will meet regularly for grade level meetings to review curriculum pacing guides, benchmarks and focus calendars.</li> <li>3. Teachers and Administrators will also meet in PLCs to share best practices.</li> <li>4. Lesson Plans will be created identifying individualized differentiated instruction for all ESOL students. These lesson plans and objectives will be aligned with state standards.</li> <li>5. The school shall use data to drive ESOL instruction to improve student achievement.</li> <li>6. The school shall improve delivery of instruction and instructional rigor to provide all ESOL students with the support and structure needed to meet Florida Standards.</li> <li>7. The school shall ensure that all teachers know the language classifications of their students and what they mean and provide students with the appropriate English to heritage language dictionaries.</li> </ol>		<p>increase of a minimum of 5% points.</p>			<p>conducted to determine implementation of appropriate ESOL strategies and instructional effectiveness.</p> <p>To evaluate progress and determine effectiveness, data will also be collected and analyzed.</p> <p>Data Chats will also be conducted to establish individual student goals and communicate student progress.</p>	



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**Exceptional Student Education (ESE) Action Plan**

**Student Strategies and Activities** – In addition to the Literacy School Improvement Plan, state the strategies and activities for students with disabilities (SWD) to be implemented that logically support this goal. Indicate the level of proficiency for SWD. Select the strategies or activities and indicate the time of implementation; before school, during school or after school. Each of the strategies or activities in the ESE plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices and accommodations must staff utilize to support the literacy achievement of all students?).

<b>Exceptional Student Education (SWD) Reading Goal:</b> An increase of 5 percent of ESE students will demonstrate proficiency in comprehension skills in reading as measured by the percentage of ESE students achieving reading proficiency level on internal and statewide reading assessments.						
<b>Include data for Proficient students with disabilities (SWD) for Reading</b> (i.e., FCAT Reading 2.0, FCAT Writing 2.0, DAR, FAIR, BAT):			<b>Include data for Non-proficient students with disabilities (SWD) for Reading</b> (i.e. FCAT Reading 2.0, FCAT Writing 2.0, DAR, FAIR, BAT):			
<b>2015 Current Level of Performance</b> ESE data for the 2014/15 school year is not yet available. However, the school provides accommodations and modifications as necessary to permit access to technology-based learning and the related service provided on the student’s IEP.	<b>2016 Expected Level of Performance</b> The number of students who are proficient shall increase by a minimum of 5%. Modifications/accommodations shall continue to include, but are not limited to: Adaptive curriculum assignments, test modifications, APEX curriculum pacing and remediation etc. Each course’s curriculum will include regular assessments to determine student mastery.  If a student does not exhibit mastery, the ESE teacher will work with the classroom teacher to provide remedial instruction as needed.	<b>2015 Current Level of Performance</b> ESE data for the 2014/15 school year is not yet available. However, the school provides accommodations and modifications as necessary to permit access to technology-based learning and the related services provided on the student’s IEP.  Alternative programs and textbooks will be utilized so that each student has the opportunity to successfully access the regular curriculum.	<b>2016 Expected Level of Performance</b> The number of non-proficient students for Reading shall decrease by a minimum of 5%. Students who need more instructional support may work directly with the ESE teacher and/or classroom teacher in an individual or small group setting.  If a student does not exhibit mastery, the ESE teacher will work with the classroom teacher to provide remedial instruction as needed.			
<b>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for SWD for the following years:</b>						
<b>Baseline Data 2011/2012</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b> AMO data is not available however, 12% of our overall students were proficient on the FCAT Reading.	<b>2015-16</b> An additional 5 percentage points of students will achieve	<b>2016-17</b> An additional 5 percentage points of students will achieve	<b>2017-18</b> An additional 5 percentage points of students will achieve

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				proficiency in reading.	proficiency in Reading	Proficiency in Reading
<b>Strategies and Activities to increase SWD Achievement in Reading</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	<b>Start-End Date</b>	<b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i>	<b>Evaluation Tool</b> <i>(i.e. Chapter Tests, BAT I, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	<b>Person or Position Responsible for Monitoring</b>	<b>Amount/Funding Source</b>	
<ol style="list-style-type: none"> <li>1. The school will follow the District's Comprehensive Research Based Reading Program (CRRP) and administer the District's various progress monitoring assessments (eg. BAFS and DAR).</li> <li>2. The school will use researched based teaching strategies, provide extended learning opportunities, individualized instruction, interventions and modification using:                             <ol style="list-style-type: none"> <li>e. Hampton Brown Edge</li> <li>f. Reading Plus</li> <li>g. Study Island</li> <li>h. REWARDS</li> </ol> </li> <li>3. Content-area teachers will meet regularly for grade level meetings to review curriculum pacing guides, benchmarks and focus calendars.</li> <li>4. Teachers and Administrators will also meet in PLCs to share best practices.</li> <li>5. Lesson Plans will also be created identifying individualized differentiated instruction for all ESE students. These lesson plans and objectives will be aligned with state standards.</li> </ol>	08/2015 – 06/2016	During school hours	<p>Formative and Summative assessments including student portfolios, unit tests, content-area tests, end of course exams and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine implementation of interventions and modifications and instructional effectiveness.</p> <p>To evaluate progress and determine effectiveness, data will be collected and analyzed.</p> <p>Teacher observations, student questionnaires and Data Chats will also be conducted to establish individual student goals and communicate student progress.</p>	School Administrators		

**Exceptional Student Education (SWD) Math Goal:** 5 percent increase in the number of ESE students who will demonstrate proficiency in problem solving skills in mathematics as measured by an increase in the percentage of students demonstrating proficiency on the school-developed benchmark and state-wide assessments.

Revised August 11, 2014

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<p><b>Include data for Proficient students with disabilities (SWD) for Math</b> (i.e., FCAT Math 2.0, BAT, CMAT, Key Math, TOMA):</p>		<p><b>Include data for Non-proficient students with disabilities (SWD) for Math</b> (i.e., FCAT Math 2.0, BAT, CMAT, Key Math, TOMA):</p>				
<p><b>2015 Current Level of Performance</b> The school provides accommodations and modifications as necessary to permit access to technology-based learning and the related service provided on the student's IEP.</p>	<p><b>2016 Expected Level of Performance</b> Modifications/accommodations shall continue to include, but are not limited to: Adaptive curriculum assignments, test modifications, APEX curriculum pacing and instruction, remediation etc. Each course's curriculum will include regular assessments to determine student mastery.  If a student does not exhibit mastery, the ESE teacher will work with the classroom teacher to provide remedial instruction as needed.</p>	<p><b>2015 Current Level of Performance</b> The school provides accommodations and modifications as necessary to permit access to technology-based learning and the related service provided on the student's IEP.  Alternative programs and textbooks will be utilized so that each student has the opportunity to successfully access the regular curriculum.</p>	<p><b>2016 Expected Level of Performance</b> Students who need more instructional support may work directly with the ESE teacher and/or classroom teacher in an individual or small group setting.  If a student does not exhibit mastery, the ESE teacher will work with the classroom teacher to provide remedial instruction as needed.</p>			
<p><b>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify math performance target for SWD for the following years:</b></p>						
<p><b>Baseline Data 2011/2012</b></p>	<p><b>2012-13</b></p>	<p><b>2013-14</b></p>	<p><b>2014-15</b> AMO data is not available however, 13% of our overall students were proficient on the EOC Algebra 1.</p>	<p><b>2015-16</b> An additional 5 percentage points of students will achieve proficiency in Math.</p>	<p><b>2016-17</b> An additional 5 percentage points of students will achieve proficiency in Math.</p>	<p><b>2017-18</b> An additional 5 percentage points of students will achieve proficiency in Math.</p>
<p><b>Strategies and Activities to increase SWD Achievement in Math</b> (i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</p>	<p><b>Start-End Date</b></p>	<p><b>Select Applicable Option</b> (i.e. Before, During, After School Hours)</p>	<p><b>Evaluation Tool</b> (i.e. Chapter Tests, BAT 1, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</p>	<p><b>Person or Position Responsible for Monitoring</b></p>	<p><b>Amount/Funding Source</b></p>	
<p>1. The school will use researched based teaching strategies, provide extended learning opportunities, individualized instruction, interventions and modification using:</p> <p>a. Study Island</p>	<p>08/2015 – 06/2016</p>	<p>During school hours</p>	<p>Formative and Summative assessments including student portfolios, unit tests, content-area tests, end of course exams and</p>	<p>School Administrators</p>		



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<p>b. APEX Math Foundations Courses c. CPalms</p> <p>2. Content-area teachers will meet regularly for grade level meetings to review curriculum pacing guides, benchmarks and focus calendars.</p> <p>3. Teachers and Administrators will also meet in PLCs to share best practices.</p> <p>4. Lesson Plans will also be created identifying individualized differentiated instruction for all ESE students. These lesson plans and objectives will be aligned with state standards.</p>			<p>district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine implementation of interventions and modifications and instructional effectiveness.</p> <p>To evaluate progress and determine effectiveness, data will be collected and analyzed. Data Chats will also be conducted to establish individual student goals and communicate student progress.</p>		

**Literacy Action Plan**



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**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

<b>Literacy Goal:</b> An additional 5 percent of students will demonstrate proficiency in comprehension skills in reading as measured by the percentage of students achieving reading proficiency level on the internal and statewide reading assessments.						
<b>Include data for Proficient students</b> (i.e., FCAT Reading 2.0, FCAT Writing 2.0, FAIR, BAT): 7% of our students were proficient on the FCAT.			<b>Include data for Non-proficient students</b> (i.e. FCAT Reading 2.0, FCAT Writing 2.0, FAIR, BAT): 93% of our students were non-proficient on the FCAT			
<b>2015 Current Level of Performance</b> Based on the FCAT Reading 2.0, 12% of students were at or above a level of proficiency in Reading.	<b>2016 Expected Level of Performance</b> An additional 5 percent of students will demonstrate proficiency in comprehension skills in reading as measured by the percentage of students achieving reading proficiency level on the internal and statewide reading assessments.	<b>2015 Current Level of Performance</b> Based on the 2015 FCAT 2.0 88% of our students were non-proficient	<b>2016 Expected Level of Performance</b> Based on the 2016 FCAT 2.0 Reading Retakes, student proficiency in reading will increase by an additional 5 percent.  Students will demonstrate proficiency in comprehension skills in reading as measured by the percentage of students achieving reading proficiency level on the internal and statewide reading assessments.			
<b>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for the following years:</b>						
<b>Baseline data 2011-2012:</b> The AMO target for <b>reading</b> was 12; 12 percent of the students achieved proficiency in reading (AMO target was met).	<b>2012-13</b> The AMO target for reading was <b>17</b> ; <b>9</b> percent of the students achieved proficiency in reading (8 percentage points less than the AMO reading target).	<b>2013-14</b> The AMO target for reading was <b>25</b> ; <b>10</b> percent of the students achieved proficiency in reading (15 percentage points less than the AMO reading target).	<b>2014-15</b> AMO data is not available however, 12% of our students were proficient on the FCAT.	<b>2015-16</b> An additional 5 percentage points of students will achieve proficiency in reading.	<b>2016-17</b> An additional 5 percentage points of students will achieve proficiency in reading.	<b>2017-18</b> An additional 5 percentage points of students will achieve proficiency in reading.

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Strategies and Activities to increase Student Achievement <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i>	Start-End Date	Select Applicable Option <i>(i.e. Before, During, After School Hours)</i>	Evaluation Tool <i>(i.e. Chapter Tests, BAT I, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i>	Person or Position Responsible for Monitoring	Amount/Funding Source
<ol style="list-style-type: none"> <li>1. The school will follow the District's Comprehensive Research Based Reading Program (CRRP) and administer the District's various progress monitoring assessments (eg. FCAT, FSA ELA, FAIR).</li> <li>2. The school will use researched based teaching strategies, provide extended learning opportunities, individualized instruction, interventions and modification using:               <ol style="list-style-type: none"> <li>i. Hampton Brown Edge</li> <li>j. Reading Plus</li> <li>k. Study Island</li> <li>l. REWARDS</li> </ol> </li> <li>3. Content-area teachers will meet regularly for grade level meetings to review curriculum pacing guides, benchmarks and focus calendars.</li> <li>4. Teachers and Administrators will also meet in PLCs to share best practices.</li> <li>5. Lesson Plans will also be created identifying specific instructional strategies and individualized differentiated instruction for all ESE and ESOL students. These lesson plans and objectives will be aligned with state standards.</li> </ol>	08/2015 – 06/2016	During school hours	<p>Formative and Summative assessments including student portfolios, unit tests, content-area tests, end of course exams and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of higher order questions and instructional effectiveness.</p> <p>To evaluate progress and determine effectiveness, data will be collected and analyzed. Data Chats will also be conducted to establish individual student goals and communicate student progress.</p>	School Administrators	
Implementation of the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) framework in accordance with the guidelines of Broward County Public Schools.	08/2015 – 06/2016	During school hours	<p>Formative and Summative assessments including student portfolios, unit tests, content-area tests, end of course exams and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of higher order questions and instructional effectiveness.</p> <p>To evaluate progress and determine effectiveness, data will be collected and analyzed. Data Chats will also be conducted to establish individual</p>	School Administrators	

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			student goals and communicate student progress.		

**Science, Technology, Engineering, and Mathematics (STEM) or Math and Science Action Plan\***

**Student Strategies and Activities** – State the strategies and activities for students to be implemented that logically support this goal. Select all applicable goals and indicate whether the strategies or activities are before school, during school or after school. Each of the strategies or activities in the plan should be measurable and clearly identify expected outcomes (e.g.: What evidence will be documented to demonstrate student progress in achieving the goal? What instructional practices must staff utilize to support the literacy achievement of all students?).

**STEM/Math/Science Goal(s):** A 5 percent increase in the number of students who will demonstrate proficiency in problem solving skills in mathematics as measured by an increase in the percentage of students demonstrating proficiency on the school-developed benchmark and state-wide assessments.

**Include data to identify and define areas in need of improvement:** (i.e., FCAT, End of Course Examination):

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<ol style="list-style-type: none"> <li>1. The school will use researched based teaching strategies, provide extended learning opportunities, individualized instruction, interventions and modifications using:                             <ol style="list-style-type: none"> <li>a. Study Island</li> <li>b. APEX Math Foundations Courses</li> <li>c. CPalms</li> </ol> </li> <li>2. Content-area teachers will meet regularly for grade level meetings to review curriculum pacing guides, benchmarks and focus calendars.</li> <li>3. Teachers and Administrators will also meet in PLCs to share best practices.</li> <li>4. Lesson Plans will also be created identifying specific instructional strategies and individualized differentiated instruction for all ESE and ESOL students. These lesson plans and objectives will be aligned with state standards.</li> </ol>	08/2015 – 06/2016	During school hours	Formative and Summative assessments including student portfolios, unit tests, content-area tests, end of course exams and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of higher order questions and instructional effectiveness.  To evaluate progress and determine effectiveness, data will be collected and analyzed. Data Chats will also be conducted to establish individual student goals and communicate student progress.	School Administrators	



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<b>Science Goal (s):</b> An additional 5 percent of students will demonstrate proficiency in EOC Biology and 10% will show proficiency in the FSA Biology as measured by the percentage of students achieving proficiency level on the internal and statewide Biology assessments.			
<b>Include data for Proficient students</b> (i.e., FCAT, End Of Course Examinations): EOC Biology – 25%		<b>Include data for Non-proficient students</b> (i.e. FCAT, End of Course Examinations): EOC Biology – 75%	
<b>2015 Current Level of Performance</b> Based on the EOC Biology 25% of students were at or above a level of proficiency.	<b>2016 Expected Level of Performance</b> An additional 5 percent of students will demonstrate proficiency in Biology as measured by the percentage of students achieving proficiency level on the internal and statewide Biology assessments.	<b>2015 Current Level of Performance</b> Based on the 2015 EOC Biology 75% of the students were non-proficient.	<b>2016 Expected Level of Performance</b> Based on the 2016 EOC Retakes, student proficiency in Biology will increase by an additional 8 percent.  Students will also be taking the FSA Biology and a minimum of 10% of students will be expected to demonstrate proficiency.
<b>Mathematics Goal(s):</b> An additional 5 percent of students will demonstrate proficiency in EOC Algebra 1 and 10% will show proficiency in the FSA Algebra as measured by the percentage of students achieving proficiency level on the internal and statewide Algebra assessments.			
<b>Include data for Proficient students</b> (i.e., FCAT, End Of Course Examinations): EOC Algebra 1 – 13%		<b>Include data for Non-proficient students</b> (i.e. FCAT, End of Course Examinations): EOC Algebra 1 – 92%	
<b>2015 Current Level of Performance</b> Based on the EOC Algebra 1 7% of students were at or above proficiency level.	<b>2016 Expected Level of Performance</b> An additional 5 percent of students will demonstrate proficiency in Algebra as measured by the percentage of students achieving proficiency level on the internal and statewide Algebra assessments.	<b>2015 Current Level of Performance</b> Based on the 2015 EOC Algebra 1, 92% of the students were non-proficient	<b>2016 Expected Level of Performance</b> Based on the 2016 EOC Algebra 1 Retakes, student proficiency in Algebra 1 will increase by an additional 5 percent.  Students will also be taking the FSA Algebra 1 and a minimum of 10% of students are expected to demonstrate proficiency



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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance target for the following years:

<p><b>Baseline data 2011-2012:</b> The AMO target for <b>reading</b> was <b>8</b>; <b>8</b> percent of the students achieved proficiency in reading (AMO target was met).</p>	<p><b>2012-13</b> The AMO target for reading was <b>17</b>; <b>9</b> percent of the students achieved proficiency in reading (8 percentage points less than the AMO reading target).</p>	<p><b>2013-14</b> The AMO target for reading was <b>25</b>; <b>10</b> percent of the students achieved proficiency in reading (15 percentage points less than the AMO reading target).</p>	<p><b>2014-15</b> AMO data is not available however, 7% of our students were proficient on the FCAT.</p>	<p><b>2015-16</b> An additional 5 percentage points of students will achieve proficiency in reading.</p>	<p><b>2016-17</b> An additional 5 percentage points of students will achieve proficiency in reading.</p>	<p><b>2017-18</b> An additional 5 percentage points of students will achieve proficiency in reading.</p>
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<p><b>Strategies and Activities to increase Student Achievement</b> <i>(i.e., Extended Learning Opportunities, Tutoring, Academic Interventions, Lesson Study, etc.)</i></p>	<p><b>Select Appropriate Subject Area</b> <i>(i.e. Mathematics- Algebra, Science – Chemistry)</i></p>	<p><b>Start-End Date</b></p>	<p><b>Select Applicable Option</b> <i>(i.e. Before, During, After School Hours)</i></p>	<p><b>Evaluation Tool</b> <i>(i.e. Chapter Tests, BAT I, BAT II, Portfolios, teacher-developed performance tasks, other formative assessments, etc.)</i></p>	<p><b>Person or Position Responsible for Monitoring</b></p>	<p><b>Amount/ Funding Source</b></p>
<ol style="list-style-type: none"> <li>1. The school will follow the District's Comprehensive Research Based Reading Program (CRRP) and administer the District's various progress monitoring assessments (eg. FCAT, FSA ELA, FAIR).</li> <li>2. The school will use researched based teaching strategies, provide extended learning opportunities, individualized instruction, interventions and modification using:                             <ol style="list-style-type: none"> <li>a. Hampton Brown Edge</li> <li>b. Reading Plus</li> <li>c. Study Island</li> <li>d. REWARDS</li> </ol> </li> <li>3. Content-area teachers will meet regularly for grade level meetings to review</li> </ol>	<p>Reading</p>	<p>08/2015 – 06/2016</p>	<p>During school</p>	<p>Formative and Summative assessments including student portfolios, unit tests, content-area tests, end of course exams and district assessments. In addition, lesson plans will be reviewed and classroom walkthroughs conducted to determine frequency of higher order questions and instructional effectiveness.</p>	<p>School Administrators</p>	

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<p>curriculum pacing guides, benchmarks and focus calendars.</p> <p>4. Teachers and Administrators will meet in PLCs to share best practices.</p> <p>5. Lesson Plans will be created identifying specific instructional strategies and individualized differentiated instruction for all ESE and ESOL students. These lesson plans and objectives will be aligned with state standards</p>				<p>To evaluate progress and determine effectiveness, data will be collected and analyzed. Data Chats will be conducted to establish individual student goals and communicate student progress</p>		

<p align="center"><b>STEM/Math/Science Professional Development aligned with strategies through Professional Learning Community (PLC) or PD Activity</b>  <i>Please note that each Strategy does not require a professional development or PLC activity.</i></p>							
Professional Development Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participant	Target Dates <i>(e.g.: Early Release)</i> and Schedules <i>(e.g.: Frequency of meetings)</i>	Person or Position Responsible for Monitoring	Strategy for Follow-up/Monitoring	Amount/Funding Source
<p>The school will utilize district professional development opportunities to offer staff members high quality professional development as needed, based on opportunities for teacher growth on district and state mandated changes in curriculum.</p> <p>Using the Broward School District’s CARE Cycle, the school will host a series of content-area PLCs designed to meet the needs of our students.</p> <p>The school will also implement a series of school-based professional development opportunities that is school specific and tailored to the needs of our students and staff.</p>	<p>9<sup>th</sup> – 12<sup>th</sup> grade and all subject areas.</p>	<p>School District, School Administrators, Lead Teachers</p>	<p>All instructional staff and academic coaches</p>	<p><u>Bi-weekly</u> subject area meetings, planning, assessments and evaluation of PLC strategies and testing data to coincide with state-wide assessments.</p> <p><u>Weekly</u> school-wide meetings held with teachers, coaches, support staff and administration, in order to determine and facilitate success and identify and address challenges.</p>	<p>Inservice Facilitator, School Administrators</p>	<p>PLC Meeting feedback, surveys</p>	

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**STEM/Math/Science Action Plan\*:** Optional if all students are proficient in this area across all grade levels (FCAT Level 3 or higher or equivalent for EOCs).

