

School District of Osceola County, FL

Mavericks High School



2016-17 School Improvement Plan

Mavericks High School

1100 N MAIN ST, Kissimmee, FL 34744

www.osceola.k12.fl.us

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	Yes	89%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	88%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	39
Appendix 2: Professional Development and Technical Assistance Outlines	0
Professional Development Opportunities	42
Technical Assistance Items	44
Appendix 3: Budget to Support Goals	0

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

Mission

To offer all students a rigorous and relevant curriculum that will enable them to achieve their individual educational goals and attain a state recognized high school diploma.

We provide a safe learning environment where students are given the opportunity to participate in a blended learning model, which will allow students to acquire a solid educational foundation and prepare them to become life-long learners and productive members of society.

b. Provide the school's vision statement

Our Vision

To retrieve students who have dropped out of school and provide an education offering an innovative, self-paced, contemporary, and individualized instructional program that results in a high school diploma, continuing education or a suitable vocation.

2. School Environment

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

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

Students participate in the planning and implementation of events celebrating, for example, Hispanic Heritage Month and Black History Month, as ways of learning and teaching others about their cultures. Through student supported programs such as these and active mentoring, the behavioral incidents at the school have been very few in number, and the appropriate corrective measures have been taken to ensure the safety and security of the school. Intervention strategies such as anger management instruction, guidance counseling sessions, and teacher-parent-student meetings are available to students. These help to refresh relationships not only between teachers and students, but sometimes between students and their families.

At Main Street High a mandatory student mentoring policy is in place in order to create a consistent procedure for meeting the mandatory credit earning requirement, as well as the school's graduation goal by mentoring students we learn about students' cultures and build relationships between teachers and students.

Procedures for mentoring students

Responsibilities: All assigned staff mentors

Procedure

1. Academic Advisor:

- Assigns a mentor to each student within 30 days of enrollment.
- Completes a spreadsheet of mentors and mentees and emails it to the entire staff after updates are made.

- Monitors all staff assigned as mentors are meeting with students once per month or more.
2. School Leader, Assistant School Leader or Dean of Students:
- Creates binder for mentors to file logs alphabetically.
 - Oversees that all students have an assigned mentor and monthly mentoring is taking place.
3. Mentors:
- Review the spreadsheet and determine their assigned students.
 - Meet with students monthly or more for a mentoring session to discuss Student Progression and graduation status.
 - Record meetings on the Student Mentoring Log and have students initial for each meeting.
 - Keeps logs for mentees in binder alphabetically.

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

Main Street High School maintains a safe and secure learning environment. The school has developed extensive manuals which address severe weather emergencies, crisis events and school-wide safety. The school has developed a Crisis Response Plan and has posted safety and emergency procedures for all students and staff to follow. Teachers and staff receive annual training on these procedures prior to the beginning of the school year. Emergency drills are held at unexpected times and under various conditions throughout the year. Security cameras are positioned throughout the facility, and are constantly monitored by on-site security personnel and administration. All classrooms are equipped with two-way PA systems and panic buttons to further enhance communication and safety. Fire drills are conducted on a monthly basis. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school in the event of an emergency. The Main Street High School Manual is provided to all employees and reviewed at the Opening of Schools Meeting each year.

Main Street High understands the importance of maintaining confidentiality of student records. The Main Street Staff Handbook delineates specific guidelines for staff regarding student confidentiality. Personnel responsible for maintaining students' records (i.e., Registrar, Academic Advisor, Admissions Coordinator, etc.) are provided with additional training by the Director of Human Resources and required to sign an agreement in which they agree to abide by the statutory and organizational guidelines with respect to the confidentiality of student records. Employees sign a document stating that "failure to adhere to the statutory guidelines and school procedures related to confidentiality of student records by an employee results in disciplinary action."

Each year, Main Street High School provides students and parents with a handbook that contains the school's policies and procedures. The handbook delineates the code of conduct followed by Main Street High. At the same time, a system of rewards and incentives is implemented to promote positive behaviors. The structured, individualized, and positive learning environment that is promoted at Main Street has led to a significant improvement in the behaviors of students attending the school.

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

POSITIVE BEHAVIOR SUPPORT STUDENT REWARD PROGRAM

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

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

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

- Quarter 1 – Weekly
- Quarter 2 – Every other Week
- Quarter 3 – Every third Week
- Quarter 4 – Monthly
- Summer Enrichment - Weekly

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

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

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

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

Responsible Parties and Roles:

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

1. Determine eligibility criteria for rewards
2. Determine day and times for student rewards
3. Notify all school personnel of days/times for reward and eligibility criteria
4. Announce PBS program eligibility criteria and days/ times for reward regularly to students
5. Prepare in advance for reward (check request, purchase of materials, location, space needed, materials needed, etc.)

6. Arrive at classroom at scheduled day and time based on schedule
7. Receive eligibility list from classroom teachers
8. Determine if an additional staff member from classroom is needed based on numbers of participants
9. Escort eligible students to reward location
10. Conduct reward with eligible students
11. Escort students back to class

Teachers/Academic Coaches

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

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

The primary goal of Main Street High School is to address the academic needs of students who have dropped out of school or who are at risk of dropping out. For the school to successfully meet the needs of the students it serves, Main Street High has created a mentoring program in which members of the instructional team serve as mentors to designated students in order to monitor and assist them in complying with graduation requirements. Teachers are trained to serve as a mentor to students. The teacher's role is to monitor and support the student's academic progress, behavior, social wellbeing and attendance. Within the first 30 days of a student's enrollment, he/she is assigned a teacher mentor (Please note that not all mentors are certified teachers). Mentors are required to meet with their mentees every Friday, or more often if needed. The mentor will create a Mentoring Folder for each student which will contain the Academic Advisement Form, the Mentor-Mentee Meeting Agreement Form, and the Post Secondary Plan (for seniors). A copy of the Main Street Student Post Secondary Plan is included in Appendix D. The school's Career Coordinator will provide students with opportunities for career and job-seeking explorations and interviewing techniques, track employment and hours where applicable, conduct employer outreach on behalf of students, and coordinate job and career fairs in support of student post-secondary goals.

One of the goals of Main Street High School is to increase the number of students attending college after graduation. Main Street High will participate in the district's initiative to increase the percentage of students pursuing a post-secondary education. This initiative, called Got College?, is a partnership between the Osceola School District, Valencia College, and the Education Foundation. In addition to the Got College? initiative, Mavericks High of Osceola implements PERT preparation classes through APEX in order to further prepare students to attend and excel in post-secondary education.

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

Positive Youth Development

Parent Academy

Drug and Alcohol Course

Summer Enrichment Program

Expect Respect

College and Career Day

Academic Swag

Goodwill Good Guides Program

Goodwill Mentors (six staff members formally trained)

Extracurricular activities initiated or implemented by staff
 Blood Drive
 Senior Field Day
 Community Fair
 Thanksgiving Feast
 Senior Prom
 Basketball Tournament
 Field Trips - Bethune Cookman, CSI Experience, Everest University,
 Gradbash

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 below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 One or more suspensions, whether in school or out of school
 Course failure in English Language Arts or mathematics
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0

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

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

behavior and academic content, with targeted supplemental interventions delivered individually, or in small groups at increasing levels of intensity.

The four-step MTSS problem-solving model implemented at Main Street High School County consists of the following steps:

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

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

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

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

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

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

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?

Yes

1. PIP Link

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

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

As a member of the Osceola Chamber of Commerce Main Street High School participates and hosts Business After Hours events. We also host a community and career fair. In addition we partner with many businesses such as Lechonera El Jibarito, Goodwill, Cici's Pizza, MTSS, City of Kissimmee and ANB Inspection Services.

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
Torres, Veronica	Principal

b. Duties

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

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

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

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

Our teachers rely on their administrative team to be sources of information related to effective instructional practices and current trends in education. As Instructional leaders we strive to be tuned in to all of the pertinent issues and current events related to curriculum, effective assessment and pedagogical strategies.

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

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

Wilberto Baez, Academic Advisor

Responsibilities:

- Adhere to and promote the implementation of all guidance programs.
- Review and evaluate student transcripts.
- Develop student schedules based on graduation requirements; graduate plans.
- Enroll students in the appropriate classes.
- Manage and act as primary school site contact for internal student information system.
- Assist students and faculty to create a Graduation Plan for each student.
- Assist students with college application process.
- Assist student development of post-secondary plans, employment and career programs.

- Work with and support designated consultants, agencies, and/or support groups
- Maintain confidentiality in all student and professional matters.
- Maintain consistent contact with staff, teachers, students, families and community agents.
- Market scholarship opportunities to students; initiate partnerships with local high schools, vocational, colleges and universities.
- Schedule conferences with parents and students to discuss graduation track and any other topic that relates to graduation.
- Provide students with a positive role model and individual mentoring.
- Conducts campus tours to ensure that school and school board policies are being enforced. Corrects non-compliance.
- Manages inter-disciplinary team to ensure students are being provided with services as needed.
- Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control.
- Participates in school-based leadership opportunities (i.e. team meeting, Lead teacher meeting, etc).
- Convenes scheduled meetings with School Administration to discuss individual cases and the well-being of the student body.
- Ensures teachers are organized, manage their time well and cover proper curriculum conforming to Main Street High, state and District guidelines.
- Works with School Administration to observe and evaluate the classroom environment.

Kevin James, Assistant Principal

Responsibilities:

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

Veronica Torres, Principal

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

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

Summary

- Responsible for the day-to-day operation and management of the school, the School Leader hires, trains, evaluates and supervises the school-based faculty and staff.
- Responsible for achieving predetermined objectives with and through the voluntary cooperation and effort of the faculty and staff. These objectives include enrollment, attendance, retention, credits earned, standardized testing and graduation rates.
- Responsible for the management of student behavior and discipline. Maintains attractive, organized, functional, healthy, clean and safe facilities. Assumes responsibility for the health, safety and welfare of the students, employees and visitors.
- Develops clearly understood procedures and provides regular drills for emergencies and disasters.
- Helps to manage the relationship between the school, Mavericks in Education, the non-profit governance board, and the local school district.
- Actively participates in community events and promotes the success of the school by developing relationships with local community, government, business and public school leaders.
- Abides by and implements all policies and procedures developed by Mavericks in Education, the local school district and other governmental agencies.
Monitors school performance data and manages all reporting needs required by Mavericks in Education, local, state and federal authorities, and the school governance board.
- Responsible for the appropriate administration of public and private grants.
Works with the business and finance managers to oversee budgets and forecasting.
- Manages the budget and expenditures in cooperation with Mavericks in Education to meet financial obligations.

Norma Santana, Dean of students

The Dean of Students contributes to the success of Main Street High School students by ensuring the overall safety, security and well-being of students, faculty, and staff, and by assisting the Principal in the implementation of school policies and oversight. The Dean of Students also assists the students and their families in the development of their post-secondary plans.

Responsibilities

- Assist Principal with daily operation of the school.
- Provide students with a positive role model and individual mentoring.
- Conducts campus tours to ensure that school and school board policies are being enforced.
Corrects non-compliance.
- Investigates problems of disciplinary nature, documents information and reports findings and decisions to the appropriate individuals.
- Reports on investigations of offenses committed by students.
- Investigates referrals where student or school property is stolen or reported missing.
- Works closely with the school guidance counselor, Principal and local law enforcement agencies and make referrals as appropriate.
- Utilizes varied behavioral modification strategies to achieve desired positive behavior.
- Provides continuous implementation of Behavioral Modification plans to instructional staff.
- Recommends appropriate sanctions including detentions, campus service, suspensions and referrals to the Principal for appropriate action.

- Assists with the enforcement of school/state attendance policies.
- Council students and parents on attendance, truancy and behavioral issues.
- Assists with the supervision of organized student gatherings and see that all equipment is operative.
- Coordinates the orderly conduct of students during arrival and dismissal.
- Assists with the supervision of students detained after school hours for disciplinary reasons.
- Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control.
- Ensures school code of conduct is enforced consistently.
- Participates in school based leadership opportunities (i.e. team meeting, Lead teacher meeting, etc).
- Convenes scheduled meetings with Guidance Counselors and Principal to discuss individual cases and the well-being of the student body.
- Works with School Administration to observe and evaluate the classroom environment.
- Visits classrooms regularly; provides coaching on classroom management.
- Assigns teachers to arrival and dismissal duties; creates posts and updates schedules.
- Assists the Principal in the planning and implementation of enrollment efforts.

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Veronica Torres	Principal
Orbie Rosario	Business/Community
Lacey Santone	Business/Community
Kevin James	Education Support Employee
Wilberto Baez	Teacher
Monica Hedrick	Business/Community
	Student

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

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

and to assist the principal with the annual school budget.

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

b. Development of this school improvement plan

The SAC has developed goals for the 2016-2017 school year and approves and implements the SIP. As the year progresses, SAC evaluates the effectiveness of the initiatives; identifying areas of success and concern to be addressed the following school year.

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

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

N/A

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

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

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

Yes

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

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
Torres, Veronica	Principal

b. Duties

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

The major initiative of the LLT in the 2016-2017 school year will be to increase student learning gains in reading. This will be done by continuing to support a school culture which promotes literacy in all areas. By incorporating daily direct instruction, the LLT can provide high-interest material at accessible readability levels to students reading below grade level. For ELLs, direct instruction will target learning the English language, functionally and grammatically. In addition to APEX and READING PLUS we have added EDGE and REWARDS curriculum to better assist our students individual needs. The LLT will continue to work with the administrative team and the School Governance Board to request tangible books which are of high interest for the students - ensuring that all students are taking part.

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

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

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

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

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

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

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

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

Students will demonstrate basic competence in reading, mathematics and writing.

Main Street High School utilizes a set of indicators to measure goal attainment. To assess the level of success for Goal Area 1: Academic Achievement, Main Street reviews data

retrieved from the following indicators:

Reading Plus and Study Island results
FCAT/EOC/FSA results
Credit Accrual
Graduation and diploma acquisition

Reading Plus and Study Island Results

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

Goal Strand 1. Reading Process: Word Analysis and Vocabulary

Goal Strand 2. Reading Process: Reading Comprehension

Goal Strand 3. Literacy Analysis: Fiction

Goal Strand 4. Literacy Analysis: Non-Fiction, Media Literacy.

These goal strands are targeted during instructional time and growth is measured during different times of the year.

Math Results

Instructors at Main Street High have been able to present concepts that these students had struggled with for an average of 4 years and present them in a manner that allowed students to achieve mastery. These increases can be further segmented by subcategories including:

Goal Strand 1. Operations and Algebraic Thinking

Goal Strand 2. The Real and Complex Number Systems

Goal Strand 3. Geometry

Goal Strand 4. Statistics and Probability

These goal strands are targeted during instructional time and growth is measured during different times of the year. More specific detailed and individualized reports and goals are established by the software that teachers are able to use to effectively group students with similar needs to deliver meaningful lessons that meet the actual needs of each student.

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

The school gathers data from the results of FSA, FCAT,EOC's SAT, ACT, PERT, Reading Plus, Study Island and any other standardized tests that allow data to be broken down by individual student into areas of strength and challenge. This information is sorted from strongest to weakest by number of correct answers in each area. From this data, students can be grouped and the areas of their greatest need targeted by direct instruction. Regular benchmark tests are used (the frequency

dependent on the discipline) to assess mastery or the need for reteaching and instructional methods are adapted, for example, using visual rather than exclusively verbal cues.

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: Extended School Year

Minutes added to school year: 4,800

Students may attend school for 5 hours, 2 day per week, during the summer. Special events are also scheduled on some of the designated days.

Strategy Rationale

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

Students remain connected to the school and their friends.

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Torres, Veronica, vtorres@mavericksineducation.com

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

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

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

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

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

The students meet with both the academic adviser to determine the correct course of action needed for future career and life choices. The students are able to provide feedback regarding their plan and are empowered to work at a pace that is comfortable for them while ensuring mastery in that area. The academic adviser assists with job placement, job coaching, post-secondary education, or vocational placement upon graduation.

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

Main Street High School works hand-in-hand with the school instructional staff, academic adviser and students in preparing the student with post high school plans. Through the Bridges, Money Smart, and School Connect programs, students are taught and review the necessary skills needed for future life choices. The students gain an understanding in knowing that skills such as math, reading, and writing are essential in daily living activities such as banking, completing a resume, and ensuring comprehension of any document.

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

The students will meet with the academic adviser to review and discuss graduation requirements. In addition, school graduation committees ensure that students remain on track towards their goals. Career and College Fairs give students the chance to explore future interest in a more hands-on manner and provide an opportunity for them to ask questions. PERT, SAT, ACT and ASVAB testing information also ensure the students are prepared for the requirements of post-secondary choices.

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

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

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.** The number of students who fulfill the requirements for a standard high school diploma will increase by 5% each year.

- G2.** The percentage of students scoring at or above proficiency on all state-mandated, spring assessments (FSA ELA and Writing, and EOCs for Algebra 1, U.S. History, Geometry, Biology) will increase by 5% each year.

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. The number of students who fulfill the requirements for a standard high school diploma will increase by 5% each year. 1a

G077513

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	5.0

Targeted Barriers to Achieving the Goal 3

- Main Street High School's constantly shifting student population make both prediction of success and consistent instruction a challenge.
- SLD who require more time and/or cognitive energy to process questions and answers.
- Lack of comprehension due to language barriers.

Resources Available to Support the Goal 2

- Targeted direct instruction in the area of test-taking strategies using ACT, SAT, PERT and other standardized test prep materials available through the Internet.
- Targeted direct instruction in the areas of fiction and non-fiction, vocabulary, informational text and research, and reading applications using FSA, ELA, FCAT practice tests, Reading Plus, EDGE, Study Island and APEX curriculum.
- Mentoring Program, which will help facilitate communication and expectations among students, teachers, parents, and all stake holders.
- School Advisory Committee meetings and school events

Plan to Monitor Progress Toward G1. 8

Previous school wide graduation data will be analyzed to make comparative evaluation of school performance. The school will analyze monthly students cohort graduation requirements and analyze the progress made to achieve these requirements. Data chats and progress monitoring will help ensure progress is being made in credits, gpa, testing requirements, etc...

Person Responsible

Veronica Torres

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Monthly data chats forms will be checked and verified for progress. Graduation committee meetings to ensure core subjects progress are being made. Review of FSA, EOC, ACT, SAT, PERT testing scores.

G2. The percentage of students scoring at or above proficiency on all state-mandated, spring assessments (FSA ELA and Writing, and EOCs for Algebra 1, U.S. History, Geometry, Biology) will increase by 5% each year. 1a

G077460

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	5.0

Targeted Barriers to Achieving the Goal 3

- Mavericks High's constantly shifting student population make both prediction of success and consistent instruction a challenge. Students attending today may not be enrolled by the time of the test. Students without previous testing information may be enrolled immediately before the test.
- Lack of comprehension due to language barriers.
- SLD who require more time and/or cognitive energy to process questions and answers.

Resources Available to Support the Goal 2

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

Plan to Monitor Progress Toward G2. 8

Benchmark testing for Reading Plus and Study Island, FSA,EOC ELA FCAT practice tests, ACT practice tests, SAT practice tests.

Person Responsible

Elaine Fortin

Schedule

Every 6 Weeks, from 8/10/2016 to 5/30/2017

Evidence of Completion

1. 3% increase in the number of students achieving level 3 or higher on the 2016-2017 FSA,EOC, ELA FCAT 2.0 Reading or a commensurate score on the ACT or SAT. 2. 1% increase in the number of students achieving level 4 or higher on the 2016-2017 FCAT 2.0 Reading. 3. 3% reduction in the number of students in the lowest 25% by those students improving their scores by 25 points or by advancing 1 or more levels on EOC FSA,EOC ELA FCAT 2.0 Reading. 4. 3% increase in the number of students subgrouped by ethnicity improving their scores by 25 points or by advancing 1 or more levels on EOC FSA,EOC, ELA FCAT 2.0 Reading. 5. 3% reduction in the number of ELL in the lowest 25% by those students improving their scores by 25 points or by advancing 1 or more levels on EOC FSA, EOC ELA FCAT 2.0 Reading. 6. 3% reduction in the number of SWD in the lowest 25% by those students improving their scores by 25 points or by advancing 1 or more levels on EOC FSA ELA FCAT 2.0 Reading.

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. The number of students who fulfill the requirements for a standard high school diploma will increase by 5% each year. **1**

 G077513

G1.B1 Main Street High School's constantly shifting student population make both prediction of success and consistent instruction a challenge. **2**

 B208637

G1.B1.S1 The school will implement strategies to increase student attendance by increasing student reward system. **4**

 S227708

Strategy Rationale

The winner circle program will allow students to have an intrinsic reward for attending school. This type of reward program is not found in most schools, allowing students to feel a sense of worth and belonging. The school utilizes students rewards and parental involvement to help the truancy rate of the school; Thus impacting the school's overall achievements.

Action Step 1 **5**

Winner Circle Program

Person Responsible

Norma Santana

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Attendance records and logs. Winner circle participants list and winners.

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

Student attendance

Person Responsible

Norma Santana

Schedule

On 5/30/2017

Evidence of Completion

Attendance logs. Phone call logs

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

Students will receive award.

Person Responsible

Norma Santana

Schedule

On 5/30/2017

Evidence of Completion

Receipts and agenda of events.

G1.B2 SLD who require more time and/or cognitive energy to process questions and answers. 2

B208636

G1.B2.S1 Students will have extended time for activities and be given multiple opportunities to show mastery. 4

S220301

Strategy Rationale

Students who struggle with assessment due to time constraints are least likely to concentrate on assessment. Increasing the amount of time provided will help students in the classroom environment achieve higher scores. The teachers will be trained on how to assess students with multiple forms of assessment and forming questions that probe student's learning and comprehension of the subject.

Action Step 1 5

Provide Professional Development opportunities for teachers to increase their ability to help SLD students achieve in their classroom.

Person Responsible

Veronica Torres

Schedule

On 5/30/2017

Evidence of Completion

Training sign in sheets and agenda. Direct Instruction portfolios. Lesson Plans. Objectives and Goals clearly stated.

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

Professional Development Calendar will be created.

Person Responsible

Veronica Torres

Schedule

On 5/30/2017

Evidence of Completion

School Professional Development Calendar. Sign Sheets. Teacher monitoring. Classroom Observations.

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

Lesson Plans will be reviewed to ensure SLD strategies are being implemented.

Person Responsible

Veronica Torres

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Lesson Plans.

G1.B3 Lack of comprehension due to language barriers. 2

 B208635

G1.B3.S1 Teachers will participate in on-going Professional Development opportunities to increase awareness of ESOL strategies that can help foster a more inclusive learning environment. 4

 S220299

Strategy Rationale

The students who struggle with language in the classrooms usually either isolate themselves from the group, or group with each other and do not participate in learning activities. If teachers are equipped and trained on how to include learners of types, this will benefit the classroom.

Action Step 1 5

Professional Development

Person Responsible

Veronica Torres

Schedule

Semiannually, from 8/10/2016 to 5/30/2017

Evidence of Completion

PD Calendar, agendas, attendance logs.

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

Lesson Plans will be monitored to check for applications of ESOL strategies.

Person Responsible

Veronica Torres

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Lesson plans

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

Student feedback and surveys

Person Responsible

Veronica Torres

Schedule

Semiannually, from 8/10/2016 to 5/30/2017

Evidence of Completion

Surveys

G2. The percentage of students scoring at or above proficiency on all state-mandated, spring assessments (FSA ELA and Writing, and EOCs for Algebra 1, U.S. History, Geometry, Biology) will increase by 5% each year. **1**

G077460

G2.B1 Mavericks High's constantly shifting student population make both prediction of success and consistent instruction a challenge. Students attending today may not be enrolled by the time of the test. Students without previous testing information may be enrolled immediately before the test. **2**

B203047

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

S214822

Strategy Rationale

By encouraging and developing teachers skill level, our students will benefit.

Action Step 1 **5**

In-service and professional development.

Person Responsible

Veronica Torres

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Professional development transcript.

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

In-service and professional development participation.

Person Responsible

Veronica Torres

Schedule

Semiannually, from 8/10/2016 to 5/30/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monthly review of progress.

Person Responsible

Veronica Torres

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

District (or other) transcript or certificate of completion.

G2.B1.S2 Teachers will utilize reading plus on an on-going bases to ensure students receive individualize targeted instruction. 4

 S214823

Strategy Rationale

Students will be able to come in at any point of the school year. Reading Plus will assess where they are and allow the student to work/learn from where they are and build from prior knowledge.

Action Step 1 5

Targeted Direct Instruction.

Person Responsible

Veronica Torres

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Lesson Plans and Data chats

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

Formal and informal observations and formal evaluations.

Person Responsible

Veronica Torres

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Written notes and completed evaluations in teachers' files. Students who enter the school are required to take placement/diagnostic exams for all supportive curriculum programs. This baseline results will be embedded into all lesson plans. Targeted direct instruction and useful resources from the program will help the student achieve higher proficiency scores. The result will be an increase in reading levels and comprehension.

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

Teachers will continue to monitor student progress throughout the year

Person Responsible

Veronica Torres

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Data from quizzes, Tests and formal assessments will be use to monitor student progress. Data chats.

G2.B2 Lack of comprehension due to language barriers. 2

B203048

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

S214824

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Veronica Torres

Schedule

Annually, from 8/10/2016 to 5/30/2017

Evidence of Completion

3% reduction in the number of ELL in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.

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

Formal and informal observations and formal evaluations.

Person Responsible

Veronica Torres

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Written notes and completed evaluations in teachers' files.

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

Monthly review of progress.

Person Responsible

Veronica Torres

Schedule

On 5/30/2017

Evidence of Completion

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

G2.B2.S2 Teachers will provide differentiated direct instruction to provide opportunities for comprehension to take place. 4

 S214825

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Veronica Torres

Schedule

On 5/30/2017

Evidence of Completion

3% reduction in the number of ELL in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOC FSA ELA FCAT 2.0 Reading.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Formal and informal observations and formal evaluations.

Person Responsible

Veronica Torres

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Written notes and completed evaluations in teachers' files.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Monthly review of progress.

Person Responsible

Veronica Torres

Schedule

Monthly, from 8/30/2016 to 5/30/2017

Evidence of Completion

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

G2.B3 SLD who require more time and/or cognitive energy to process questions and answers. 2

 B203049

G2.B3.S1 Teachers will provide differentiated direct instruction to provide opportunities for comprehension to take place. 4

 S214826

Strategy Rationale

Having students with different learning styles in the classroom. It is imperative for teachers to differentiate their instruction.

Action Step 1 5

Targeted direct instruction.

Person Responsible

Veronica Torres

Schedule

On 5/30/2017

Evidence of Completion

3% reduction in the number of SWD in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Formal and informal observations and formal evaluations.

Person Responsible

Veronica Torres

Schedule

On 5/30/2017

Evidence of Completion

Written notes and completed evaluations in teachers' files.

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

Monthly review of progress.

Person Responsible

Veronica Torres

Schedule

On 5/30/2017

Evidence of Completion

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

G2.B3.S2 Teachers will provide differentiated direct instruction targeting alternative learning styles. 4

 S214827

Strategy Rationale

Action Step 1 5

Targeted direct instruction.

Person Responsible

Veronica Torres

Schedule

On 5/30/2017

Evidence of Completion

3% reduction in the number of SWD in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Formal and informal observations and formal evaluations.

Person Responsible

Veronica Torres

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Written notes and completed evaluations in teachers' files.

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

Monthly review of progress.

Person Responsible

Veronica Torres

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

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

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 M273799	Previous school wide graduation data will be analyzed to make comparative evaluation of school...	Torres, Veronica	8/10/2016	Monthly data chats forms will be checked and verified for progress. Graduation committee meetings to ensure core subjects progress are being made. Review of FSA, EOC, ACT, SAT, PERT testing scores.	5/30/2017 monthly
G2.MA1 M262431	Benchmark testing for Reading Plus and Study Island, FSA,EOC ELA FCAT practice tests, ACT practice...	Fortin, Elaine	8/10/2016	1. 3% increase in the number of students achieving level 3 or higher on the 2016-2017 FSA,EOC, ELA FCAT 2.0 Reading or a commensurate score on the ACT or SAT. 2. 1% increase in the number of students achieving level 4 or higher on the 2016-2017 FCAT 2.0 Reading. 3. 3% reduction in the number of students in the lowest 25% by those students improving their scores by 25 points or by advancing 1 or more levels on EOC FSA,EOC ELA FCAT 2.0 Reading. 4. 3% increase in the number of students subgrouped by ethnicity improving their scores by 25 points or by advancing 1 or more levels on EOC FSA,EOC, ELA FCAT 2.0 Reading. 5. 3% reduction in the number of ELL in the lowest 25% by those students improving their scores by 25 points or by advancing 1 or more levels on EOC FSA, EOC ELA FCAT 2.0 Reading. 6. 3% reduction in the number of SWD in the lowest 25% by those students improving their scores by 25 points or by advancing 1 or more levels on EOC FSA ELA FCAT 2.0 Reading.	5/30/2017 every-6-weeks
G2.B1.S1.MA1 M262419	Monthly review of progress.	Torres, Veronica	8/10/2016	District (or other) transcript or certificate of completion.	5/30/2017 monthly
G2.B1.S1.MA1 M262420	In-service and professional development participation.	Torres, Veronica	8/10/2016	Agenda and attendance for on-site professional development and updated personnel files to include certificates of off-site in-service completion.	5/30/2017 semiannually
G2.B1.S1.A1 A268851	In-service and professional development.	Torres, Veronica	8/10/2016	Professional development transcript.	5/30/2017 quarterly
G2.B2.S1.MA1 M262423	Monthly review of progress.	Torres, Veronica	8/10/2016	Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.	5/30/2017 one-time
G2.B2.S1.MA1 M262424	Formal and informal observations and formal evaluations.	Torres, Veronica	8/10/2016	Written notes and completed evaluations in teachers' files.	5/30/2017 monthly
G2.B2.S1.A1 A268853	Targeted direct instruction.	Torres, Veronica	8/10/2016	3% reduction in the number of ELL in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.	5/30/2017 annually
G2.B3.S1.MA1 M262427	Monthly review of progress.	Torres, Veronica	8/10/2016	Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number	5/30/2017 one-time

Osceola - 0959 - Mavericks High School - 2016-17 SIP
Mavericks High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				needing reteaching to determine if strategy need to be amended.	
G2.B3.S1.MA1 M262428	Formal and informal observations and formal evaluations.	Torres, Veronica	8/10/2016	Written notes and completed evaluations in teachers' files.	5/30/2017 one-time
G2.B3.S1.A1 A268855	Targeted direct instruction.	Torres, Veronica	8/10/2016	3% reduction in the number of SWD in the lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.	5/30/2017 one-time
G1.B3.S1.MA1 M290410	Student feedback and surveys	Torres, Veronica	8/10/2016	Surveys	5/30/2017 semiannually
G1.B3.S1.MA1 M290409	Lesson Plans will be monitored to check for applications of ESOL strategies.	Torres, Veronica	8/10/2016	Lesson plans	5/30/2017 monthly
G1.B3.S1.A1 A289339	Professional Development	Torres, Veronica	8/10/2016	PD Calendar, agendas, attendance logs.	5/30/2017 semiannually
G2.B3.S2.MA1 M262429	Monthly review of progress.	Torres, Veronica	8/10/2016	Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.	5/30/2017 monthly
G1.B2.S1.MA1 M273808	Professional Development Calendar will be created.	Torres, Veronica	8/10/2016	School Professional Development Calendar. Sign Sheets. Teacher monitoring. Classroom Observations.	5/30/2017 one-time
G1.B2.S1.A1 A277325	Provide Professional Development opportunities for teachers to increase their ability to help SLD...	Torres, Veronica	8/10/2016	Training sign in sheets and agenda. Direct Instruction portfolios. Lesson Plans. Objectives and Goals clearly stated.	5/30/2017 one-time
G1.B1.S1.MA1 M290408	Students will receive award.	Santana, Norma	8/10/2016	Receipts and agenda of events.	5/30/2017 one-time
G1.B1.S1.MA1 M290407	Student attendance	Santana, Norma	8/10/2016	Attendance logs. Phone call logs	5/30/2017 one-time
G1.B1.S1.A1 A289260	Winner Circle Program	Santana, Norma	8/10/2016	Attendance records and logs. Winner circle participants list and winners.	5/30/2017 monthly
G2.B1.S2.MA1 M262421	Teachers will continue to monitor student progress throughout the year	Torres, Veronica	8/10/2016	Data from quizzes, Tests and formal assessments will be use to monitor student progress. Data chats.	5/30/2017 monthly
G2.B1.S2.MA1 M262422	Formal and informal observations and formal evaluations.	Torres, Veronica	8/10/2016	Written notes and completed evaluations in teachers' files. Students who enter the school are required to take placement/diagnostic exams for all supportive curriculum programs. This baseline results will be embedded into all lesson plans. Targeted direct instruction and useful resources from the program will help the student achieve higher proficiency scores. The result will be an increase in reading levels and comprehension.	5/30/2017 monthly
G2.B1.S2.A1 A268852	Targeted Direct Instruction.	Torres, Veronica	8/10/2016	Lesson Plans and Data chats	5/30/2017 monthly
G2.B3.S2.MA1 M262430	Formal and informal observations and formal evaluations.	Torres, Veronica	8/10/2016	Written notes and completed evaluations in teachers' files.	5/30/2017 monthly
G2.B2.S2.MA1 M262426	Formal and informal observations and formal evaluations.	Torres, Veronica	8/10/2016	Written notes and completed evaluations in teachers' files.	5/30/2017 quarterly

Osceola - 0959 - Mavericks High School - 2016-17 SIP
Mavericks High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.A1 A268854	Targeted direct instruction.	Torres, Veronica	8/10/2016	3% reduction in the number of ELL in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on EOC FSA ELA FCAT 2.0 Reading.	5/30/2017 one-time
G1.B2.S1.MA1 M273809	Lesson Plans will be reviewed to ensure SLD strategies are being implemented.	Torres, Veronica	8/10/2016	Lesson Plans.	5/30/2017 weekly
G2.B3.S2.A1 A268856	Targeted direct instruction.	Torres, Veronica	8/24/2016	3% reduction in the number of SWD in lowest 25% or those students improving their scores by 25 points or by advancing 1 or more levels on FCAT 2.0 Reading.	5/30/2017 one-time
G2.B2.S2.MA1 M262425	Monthly review of progress.	Torres, Veronica	8/30/2016	Data will be reviewed to determine the percentage of students succeeding at practice tests versus the number needing reteaching to determine if strategy need to be amended.	5/30/2017 monthly

V. Professional Development Opportunities

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

G1. The number of students who fulfill the requirements for a standard high school diploma will increase by 5% each year.

G1.B2 SLD who require more time and/or cognitive energy to process questions and answers.

G1.B2.S1 Students will have extended time for activities and be given multiple opportunities to show mastery.

PD Opportunity 1

Provide Professional Development opportunities for teachers to increase their ability to help SLD students achieve in their classroom.

Facilitator

To be determined.

Participants

Teachers

Schedule

On 5/30/2017

G2. The percentage of students scoring at or above proficiency on all state-mandated, spring assessments (FSA ELA and Writing, and EOCs for Algebra 1, U.S. History, Geometry, Biology) will increase by 5% each year.

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

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

PD Opportunity 1

In-service and professional development.

Facilitator

TBA

Participants

Teachers and faculty

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

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	Winner Circle Program	\$0.00
2	G1.B2.S1.A1	Provide Professional Development opportunities for teachers to increase their ability to help SLD students achieve in their classroom.	\$0.00
3	G1.B3.S1.A1	Professional Development	\$0.00
4	G2.B1.S1.A1	In-service and professional development.	\$0.00
5	G2.B1.S2.A1	Targeted Direct Instruction.	\$0.00
6	G2.B2.S1.A1	Targeted direct instruction.	\$0.00
7	G2.B2.S2.A1	Targeted direct instruction.	\$0.00
8	G2.B3.S1.A1	Targeted direct instruction.	\$0.00
9	G2.B3.S2.A1	Targeted direct instruction.	\$0.00
Total:			\$0.00