

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MAVERICKS HIGH, D. WADE'S SCHOOL OF NORTH MIAMI DADE

District Name: Dade

Principal: Alejandro Madrigal

SAC Chair: Dewanna McDuffie

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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Florida Department of Education  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# 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	Alejandro Madrigal	Bachelors in Health and Physical Education K-12  Masters Educational Leadership	2	6	2003-2011 Barbara Goleman High School School Grades C,C,D,C The most recent school grade is still pending AYP N, Y, N, N, N High Standards Rdg. 47,43,37,32,34, High Standards Math 78,75,67,60,62 Learning Gains-Rdg. 52,57,53,45,57 Learning Gains Math 72,76,76,68,72 Gains-Rdg. -25% 51,56,54,49,63 Gains-Math- 25% 58,65,70,60 2011-2012 Learning Gains Rdg.11% Learning Gains Math 12%
					2008-2010 Apollo Middle School Grade: C Reading Mastery: 64%; Learning Gains: 70% Lowest 25%: 67% Mathematics Mastery: 69%; Learning Gains: 77%; Lowest 25%: 70%;  2005-2008 Parkway Middle School Grade: C

Assis Principal	Herbert Roach	Bachelors in International Affairs Masters in Educational Leadership	2	2	Reading Mastery: 53%; Learning Gains: 59% Lowest 25%: 59% Mathematics Mastery: 62%; Learning Gains: 68%; Lowest 25%: 66%;  2001-2005 William Dandy Middle School Grade: A Reading Mastery: 69%; Learning Gains: 71% Lowest 25%: 75% Mathematics Mastery: 69%; Learning Gains: 77%; Lowest 25%: 71%;  1998-2001 Associated Marine Institute Grade: D Reading Mastery: 69%; Learning Gains: 71% Lowest 25%: 67% Mathematics Mastery: 81%; Learning Gains: 82%; Lowest 25%: 86%;
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## INSTRUCTIONAL COACHES

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 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)	# of Years at Current School	# 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)
Reading	Marieclaire Johnson	Masters Ed. Leadership/Reading	2	2	Hollywood Academy of Arts & Science 75% learning Gains of Lowest 25% AYP

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide Professional Development-Staff will be provided the opportunity to participate in relevant professional development.	Alejandro Madrigal	6/6/13	
2	2. Professional Learning Communities-Professional Learning Communities will be implemented by core subject areas.	Alejandro Madrigal/ Lead Teachers	6/6/13	
3	3. Leadership Opportunities-Staff will be provided the opportunity to participate in school leadership through participation in school and district committees.	Alejandro Madrigal	6/6/13	
4	4. Grade/Team Level meetings	School Leadership/ team leader	6/6/13	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3- Out of Area 0 – Less Than Effective	Professional Learning Communities-Professional Learning Communities will be implemented by core subject areas. Provide Professional Development-Staff will be provided the opportunity to participate in relevant professional development.

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
17	0.0%(0)	52.9%(9)	41.2%(7)	5.9%(1)	17.6%(3)	100.0%(17)	11.8%(2)	0.0%(0)	11.8%(2)

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
0			

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

Mavericks will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The district Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and /or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

N/A

#### Title II

N/A

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)

- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

N/A

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy

Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

## Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team  
Administrator  
Assistant Administrator  
Family Coordinator  
ESOL teacher  
ESE Specialist

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to motivate the teachers, and students to pursue, achieve and maintain student achievement?  
The school-based MTSS/RTI Leadership Team functions as a Professional Learning Community and steering Committee. The team directs and guides school policy by meeting biweekly to discuss ways of implementing policy throughout the school curriculum, taking into account student needs and interdisciplinary considerations.  
The MTSS/RTI Leadership team will review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting /exceeding benchmarks, at moderate risks or at high for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implantation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS/RTI leadership team reviews the students that have been referred by the Collaborative Problem Solving Team during the school year. The group determines trends and data for these students and reviews intervention programs in place to determine their effectiveness. As a result of this analysis, information gathered will be used to develop the goals and objectives for the current school improvement plan. Intervention strategies and programs determined to be effective in increasing student achievement will be utilized across the school to meet those stated objectives.

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The data management system for RTI will be the Mainframe system utilized by Miami Dade County Schools. In addition Mavericks High will be incorporating a criterion referenced online diagnostic assessment in both Math , Reading, and Language that can be accessed via Maestro SIS.

Describe the plan to train staff on MTSS.

Send staff member will be encouraged to use the Professional Developments with Miami Dade Schools along with internal Professional Developments. Staff has been trained in using the new diagnostic assessments NWEA and Apex Learning our

new curriculum.

Describe the plan to support MTSS.

- The MTSS/RtI will convene to discuss best practices, and evaluate the effectiveness of initiatives.
- The MTSS/RtI will assist in aligning policies and procedures
- The MTSS/RtI will incorporate FCIM to ensure that problem solving aligns with positive learning gains

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

(Claire Johnson-Reading), (Angeles Sanchez-Mathematics), (Falak Khan-Science) (Yarden Dixon-Social Science)(Roxane Bellamy-Writing) (Alejandro Madrigal-Principal), (Herbert Roach-Assistant Principal)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - How will we determine if the students have learned? (FAIR,NWEA, District Assessments)
  - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student needs and student progress, assisting in examining the validity and effectiveness of program delivery.

What will be the major initiatives of the LLT this year?

- The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
- The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
- The Leadership Team will provide levels of support and interventions to students based on data from the Online Assessment.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/10/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

## \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Each teacher will utilize reading strategies by developing the use of Frayer Models to increase vocabulary skills within each class.  
Each Teacher will initiate daily reading practice the first 15 minutes of each class period.  
Each teacher will incorporate CRISS Strategies, Blooms Taxonomy ,and Differentiated Instruction.

## \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Students who enroll in the school will work with the Career Coordinator and teacher/mentor to determine interest and aptitude for post-secondary plans. While some students will pursue vocational programs, others will seek employment, enlist in the military or enroll in a two or four year college program.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Career development is required of each student enrolled. Content - coursework is designed to prepare students to meet the Next Generation of Florida Sunshine State Standards and earn a high school diploma. The four areas of focus of the school include academic success, work study skill development, social emotional wellbeing and self-sufficiency skills. Students who succeed in each of the four areas of focus will be better prepared for postsecondary plans. Also students will be introduced and trained in the use of FACTS.ORG and the workings of FDIC. Through Course required by Mavericks High Schools.

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Mavericks High of North Dade will have graduates completing a college prep curriculum. We will encourage students to take Honors or Advanced courses by encouraging more to become eligible for Bright Futures. Students will also take ACT, SAT, or PSAT Exams.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Reading Goal #1a The result of the 2011-2012 Reading FCAT 2.0 first and retakes, shows a 5% of our students rose to proficiency level.  Our Goal is to increase Level 3 to 22%
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (11)	22% (34)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted in the 2012 FCAT 2.0 was Literary Analysis: Fiction and Nonfiction	1a.1. Students will practice using and identifying details from passages to determine main idea, plot, and purpose. Students need practice in making references, drawing conclusions, and identifying implied main idea and author's purpose. Teachers will help students use graphic organizers to see patterns and summarize the main points.	1a.1. Reading Coach LLT	Review ongoing classroom assessments and adjust instruction as needed.	1a.1. Formative: NWEA FAIR Interims Themed Skill Tests Benchmark Tests Summative: FCAT
2	Reading Application proves to be a continuous struggle with our students	Instructional Strategies will include Graphic Organizers, Summarization Activities, questioning the author, anchoring conclusions back to text, opinion proofs, text marking, avoiding the interference of prior knowledge when answering a question	Reading Coach LLT	Review ongoing classroom assessments and adjust instruction as needed.	Formative: NWEA FAIR Interims Themed Skill Tests Benchmark Tests Summative: FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:



N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the FCAT 2011-2012 reading test indicates that 0% of students achieved proficiency (Level 4 and 5). Our goal is increase student proficiency to 6 Percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	6% (9)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area that showed minimal growth on the administration of the 2012 FCAT was category 4. Informal research process. Due to absences of intensive reading program In addition to students need of support in ability to utilize critical thinking skills.	Students will use real-world documents, such as how to article brochures, filters and websites. Use text features to locate, interpret and organized.	RTI Team	Ongoing classroom assessments through Direct Instruction and the use of Apex Learning and Jamestown Navigator	Formative: NWEA Reading Themed Skill Tests Benchmark Tests Summative: 2013 Spring FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
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Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of 2011-2012 FCAT Reading Exam indicate 0% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains to 10%. This will be a 10 percentage point increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. The area of deficiency as noted in the 2012FCAT reading test was reporting category 2 Reading Application. Students need extra support in the area of Main Idea and Author's Purpose in order to become successful readers.	3.1 Student progress will be tracked and assessed to identify areas of strength and weaknesses. Students will be grouped for pull out sessions according to deficiencies	3.1. Reading Coach	3.1. Monthly Assessments Teacher Assessments Data from NWEA	3.1. Formative: Baseline Assessment  Themed Skill Tests  Benchmark Tests  FAIR/NWEA  Summative: 2013 Spring FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2010-2011 FCAT Reading Test, 0% of students made 25% learning gains. Our goal for the 2012-2013 school year is to increase by 10 percentage points of students making learning gains to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
#N/A	10% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012FCAT reading test was reporting category 1 Vocabulary. Students need extra support in the area of Vocabulary in order to become successful readers.	All level 1 and level 2 students will use Jamestown reading Navigator 60 minutes daily as a pull out	Reading Coach	Jamestown Reading Navigator data  Biweekly Benchmark review of NWEA data.  Leadership meetings with teachers	Formative: Baseline Assessment  Themed Skill Tests  Benchmark Tests  FAIR/NWEA  Summative: 2013 Spring FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our Goal from 2012-2017 is to reduce the percent of non-proficient students by 50%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	16	23	31	39	46	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The results 2011-2012 FCAT Reading Test indicate, 5% of students in the black subgroup achieved proficiency. Our goal for the 2011-2012 school year is to increase proficiency by 17% points to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (6)	22% (28)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1. The area of deficiency as noted in the 2011 FCAT reading test was reporting category 1 Vocabulary. Students need extra support in the area of Vocabulary in order to become successful readers	5A.1. Utilize data to identify tier 2 and 3 students place in appropriate interventions within the first weeks of school and based on data make ongoing changes.	5A.1. RTI Team	5A.1. Team will meet monthly to review student progress and make appropriate changes based on data. RTI Team will meet monthly to review student progress and make appropriate changes based on data.	Formative: Baseline Assessment  Themed Skill Tests  Benchmark Tests  FAIR/DORA  Summative: 2012 Spring FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

**Problem-Solving Process to Increase Student Achievement**

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Competencies/ Differentiated Instruction	Secondary	Miami Dade Public Schools	Reading Teachers	Scheduled Monthly	Coursework Required/ Post training follow up	Administrative Team
Apex Learning	Secondary	Consultants Lead Teachers	School- Wide	8/20 -6/3 Weekly	Implementing of learning strategy/post training follow up	Administrative Team
Jamestown Reader	9-12	Reading Coach	School Wide	The Third Wednesday of every month	Implementing of learning strategy/post training follow-up	Administrative Team

**Reading Budget:**

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Jamestown Reader	Technology based curriculum	Mavericks In Education LLC.	\$1,000.00
Edge Reading Systems	Online Technology/ Text	Mavericks In Education LLC.	\$4,500.00
			Subtotal: \$5,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Learning	Online Technology	Mavericks In Education LLC.	\$1,500.00

			Subtotal: \$1,500.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Learning	Training sessions Online and in instructional facilities	Mavericks In Education LLC.	\$1,500.00
			Subtotal: \$1,500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$8,500.00</b>

*End of Reading Goals*

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Based on the 2012 CELLA, 16% of students tested were proficient in Listening / Speaking. Our goal is to increase to 25% (5).			
2012 Current Percent of Students Proficient in listening/speaking:					
16% (3) of students tested in CELLA were Proficient in Listening / Speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the basic oral skills (Listening and Speaking) to be a proficient English Speakers.	1.1a. Teachers will model and share Experience stories to engage students in teacher lead discussion that will Segway into student discussions. Teacher will incorporate Total Physical Response into lesson in addition to the use of illustrations and diagrams. The language used in the class will be simple and direct; students will be allow ample time to respond. 1b. Teachers will guide students through brainstorming activities that would incorporate prior knowledge by inviting students to associate concepts with selected topic. All contributions are accepted and recorded by means of a concept	Leadership Team; Rtl Team; ESOL Coordinator;	Classroom Walkthroughs and teacher evaluations.	Formative: Informal projects/assessments with ESOL Teachers Summative: 2013

	map. Group projects will be used to develop linguistic and academic skills. Students will be encouraged to speak English in class as much as possible.		
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Based on the 2012 CELLA, 5% of students tested were proficient in Reading. Our goal is to increase to 15% (3).
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2012 Current Percent of Students Proficient in reading:

5% (1) of students tested in CELLA were proficient in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of fundamental skills in reading in native language, which will impede the learning process.	2.1. Teachers will identify existing knowledge that learners possess. Teachers will plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic. Teachers will use Picture Walk as a pre-reading strategy to have students gain an understanding of the story and illicit related language in advance. Teachers will use QAR to help students identify different types of questions, and teaching text organization.	Leadership Team; RtI Team; ESOL Coordinator	Classroom Walkthroughs	Formative: Informal projects/assessments with ESOL Teachers Summative: 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	CELLA Goal #3: Based on the 2012 CELLA, 0% of students tested were proficient in Writing. Our goal is to increase to 15% (3).
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2012 Current Percent of Students Proficient in writing:

0% (0) of students tested in CELLA was proficient in Writing.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of knowledge of grammatical rules and spelling of the English Language	Writing pull-outs; Pull-outs with ESOL teacher; Learning the writing process; Dialogue Journals, Graphics Organizer, Process Writing, Spelling Strategies.	Leadership Team; RtI Team; ESOL Coordinator; ESOL Teachers	Classroom Walkthroughs	Formative: Informal projects/assessments with ESOL Teachers Summative: 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Learning	Technology Based Curriculum	Mavericks In Education LLC.	\$4,500.00
			Subtotal: \$4,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,500.00

End of CELLA Goals



# Florida Alternate Assessment High School Mathematics Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

## Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

## Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Algebra End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal #1:	Algebra Goal #1: The results of the 2011-2012 EOC in Algebra Exam, 5% of students met proficiency. Our goal for the 2012-2013 school year is to increase to 19%. We are expecting an increase of 14 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (6)	19% (24).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2011-2012 administration of the EOC in Algebra students achieving proficiency in Algebraic mathematics were documented at 5%.  The deficiency is due to limited classroom opportunities to develop exploration and activities.	Disseminate and analyze progress reports during monthly grade-level Planning/data meetings. Provide enrichment opportunities for students Group students according to needs and provide tutoring in prevention using teacher directed activities.	MTSS/RTI Team	Conduct grade level discussion to obtain teacher feedback on effectiveness of diagnostic tool (NWEA Math), the computer Assisted Programs and Interring Assessment.	Formative: Baseline Assessment  EOC Exam Themed Skill Tests  Benchmark Tests NWEA math  Summative: 2013 EOC Exam
2	The area in need of support was functions, linear equations and Inequalities.	Problem solving about graph interpretation of relations and functions; with stressing on Domain and Range of Functions.	RTI Team	Conduct grade level discussion to obtain teacher feedback on effectiveness of diagnostic tool (NWEA), the computer Assisted Programs and Interring Assessment.	Formative: Baseline Assessment  EOC Exam Themed Skill Tests  Benchmark Tests NWEA Math  Summative: 2013 EOC Exam
	The area in need of support was Polynomials	To solve exercises where the students identify if a polynomial is written in	RTI Team	Conduct grade level discussion to obtain teacher feedback on	Formative: Baseline Assessment

3	standard form and determine its grade and number of terms	effectiveness of diagnostic tool (NWEA), the computer Assisted Programs and Interring Assessment	EOC Exam Themed Skill Tests  Benchmark Tests NWEA Math  Summative: 2013 EOC Exam
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	The results of the 2011-2012 EOC in Algebra Exam, 0% of students met proficiency. Our goal for the 2012-2013 school year is to increase to 6%. We are expecting an increase of 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0).	6% (8)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # Our Goal from 2012-2017 is to reduce the percent of non-proficient students by 50%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	19	27	34	41	49	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	Our goal is to increase number of black students proficient Algebra I to increase to 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (4)	20% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2011-2012 administration of the EOC in Algebra students achieving proficiency in Algebraic mathematics were documented at 20%.  The deficiency is due to limited classroom opportunities to develop exploration and activities.	Disseminate and analyze progress reports during monthly grade-level Planning/data meetings. Provide enrichment opportunities for students Group students according to needs and provide tutoring in prevention using teacher directed activities.	MTSS/RTI Team	Conduct grade level discussion to obtain teacher feedback on effectiveness of diagnostic tool (NWEA Math), the computer Assisted Programs and Interring Assessment.	Formative: Baseline Assessment  EOC Exam Themed Skill Tests  Benchmark Tests NWEA math  Summative: 2013 EOC Exam

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	The results of the 2011-2012 EOC in Geometry Exam, 6% of students met proficiency. Our goal for the 2012-2013 school year is to increase to 13%. We are expecting an increase of 7 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (6)	13% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the EOC in Geometry students achieving proficiency in Geometric mathematics were documented at 6 %.	Disseminate and analyze progress reports during monthly grade-level Planning/data meetings.  Group students according to needs and provide tutoring in prevention using teacher directed activities. Provide enrichment opportunities and Project Based Activities.	RTI Team	Conduct grade level discussion to obtain teacher feedback on effectiveness of diagnostic tool (NWEA Math), the computer Assisted Programs and Interring Assessment.	Formative: Baseline Assessment  EOC Exam Themed Skill Tests  Benchmark Tests NWEA  Summative: 2013 EOC Exam

2	The area in need of support was Three-Dimensional Geometry and Trigonometry and Discrete Mathematics	<p>Students will solve problems by using and/or deriving formulas for perimeter, area, and volume of polygons.</p> <p>Students will solve real-world problems involving right-triangles trigonometry. Graphic representations of mathematical concepts and problems appeared in most commonly used textbooks</p>	RTI Team	Conduct grade level discussion to obtain teacher feedback on effectiveness of diagnostic tool (NWEA Math), the computer Assisted Programs and Interring Assessment.	<p>Problem-Solving Process to Increase Student Achievement</p> <p>Evaluation Tool 1.1. Formative: Baseline Assessment</p> <p>EOC Exam Themed Skill Tests</p> <p>Benchmark Tests DOMA</p> <p>Summative: 2013 EOC Exam</p> <p>1.2. Formative: Baseline Assessment</p> <p>EOC Exam Themed Skill Tests</p> <p>Benchmark Tests NWEA Math</p> <p>Summative: 2013 EOC Exam</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	The results of the 2011-2012 EOC in Geometry Exam indicated that 1% of students met proficiency in the upper third. Our goal for the 2012-2013 school year is to increase to 4%. We are expecting an increase of 3 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (1)	4% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the EOC in Geometry students achieving proficiency in the upper third in Geometric mathematics were documented at 1%.</p> <p>The deficiency is due to limited classroom opportunities to develop exploration and activities.</p>	Students will solve real-world problems involving right-triangles trigonometry. Graphic representations of mathematical concepts and problems appeared in most commonly used textbooks	RTI Team	Conduct grade level discussion to obtain teacher feedback on effectiveness of diagnostic tool (NWEA Math), the computer Assisted Programs and Interring Assessment.	<p>Formative: Baseline Assessment</p> <p>EOC Exam Themed Skill Tests</p> <p>Benchmark Tests NWEA Math</p> <p>Summative: 2013 EOC Exam</p>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.				
Geometry Goal #3B:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
<input type="text"/>		<input type="text"/>		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.				
Geometry Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
<input type="text"/>		<input type="text"/>		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.

Geometry Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.

Geometry Goal #3E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Geometry EOC Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Apex Learning	Secondary	Consultants from APEX Learning	School- Wide	August 20, 2012-ongoing	Implementing of learning strategy/post training follow up	Leadership Team



Math PD Hands On Math	Secondary	Miami Dade Public Schools	Math Teachers	August 20, 2012-ongoing	Grade level planning sessions, Reports from computer assisted programs	Leadership Team
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Learning technology based curriculum	Technology based curriculum for students	Mavericks In Education LLC.	\$4,500.00
			Subtotal: \$4,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer license upgrades	Upgrade to existing software	Mavericks In Education LLC.	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Learning	Training sessions Online and in instructional facilities	Mavericks In Education LLC.	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,000.00

End of Mathematics Goals

## Florida Alternate Assessment High School Science Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Biology End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology.		Based on the 2011-2012 scores we are aiming to increase our proficiency level from 5% to 12% of students scoring in the middle third			
Biology Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
5% (5)		12% (11)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Based on the 2011-2012 EOC test scored students displayed weak reading comprehension and application in the content area.	1.1. In the upcoming school year we will implement STEM and Common Core standards in an effort to help improve comprehension,, organization and analysis of biology key concepts.	1.1. Test Chair Science Teacher	Baseline assessments, documents, and classroom walkthroughs to ensure that all Biology benchmarks are being covered. Classroom projects will be incorporated to provide an instructional integration between classroom and hands on activities. Interim assessment	1.1. Interim assessments
		1.2. Direct Instruction to help students learn	Test Chair Science Teacher	1.2. Teachers assessment	1.2. EOC 2013

2	to conceptualize and synthesize the content of Molecular and Cellular Biology			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	This upcoming school year we would like to improve our percentage from 0% to 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	2% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Based on the 2011-2012 EOC test scored students displayed weak reading comprehension and application in the content area.	In the upcoming school year we will implement STEM and Common Core standards in an effort to help improve comprehension,, organization and analysis of biology key concepts.  Direct Instruction to help students learn to conceptualize and synthesize the content. Students will have enrichment opportunities and will participate in school Science fairs.	1.2. Test Chair Science Teacher	Interim assessment Teachers assessment	. Interim assessments EOC 2013

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Intro to Explore Learning Gizmos Math/Science	9-12	Miami-Dade County Schools	Math and Science Instructors	11/28/12 and individual study until 12/12/12	Indicate the primary means prescribed to follow up on professional development activity and /or acquisition of strategies. P. Participant Product related to training (may include lesson plans, written reflection,	Leadership Team

audio/videotape, case study, samples of student work)

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Apex Learning technology based curriculum	Technology based curriculum for students	Mavericks In Education LLC.	\$4,500.00
			Subtotal: \$4,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer license upgrades	Upgrade to existing software	Mavericks In Education LLC.	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,000.00

End of Science Goals

Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		Based on the 2012 Writing Assessment, 44% of students tested were proficient in writing. This was the first year the new grading criteria were implemented. Our goal is to increase the number of students testing proficient to 50%.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
44% (52)		50% (59)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	. New criteria for grading require higher achievement levels among students therefore creating a barrier.	1.1. All 10th grade students will meet new FCAT standards by administering school-developed mocks and county-mandated	School Leadership Team Reading Coach Language Arts Teachers	In class writing that will be assessed using the FCAT Writes! rubric and a 6 Traits checklist; Model writing across the curriculum; Reading coach will review by weekly	Formative: Observations Student file audits on a bi-weekly basis Formative: Writing Samples; NWEA diagnostic;

1		mocks as well as implementing writing strategies across the curriculum.			Summative: 2013 FCAT Writing  Summative: 2012 FCAT Writing Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Planning for the FCAT Writing Essay	Secondary	Miami Dade Schools	School Leadership/ Language Arts teachers	Teacher Professional Development Days	School Leadership will review student sample per block showing implementation and understanding of the Topic. Implementation of strategy evidenced.	School Leadership team

Writing Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Apex Learning	Technology based curriculum for students	Mavericks In Education LLC.	\$4,500.00
			Subtotal: \$4,500.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Computer license upgrades	Upgrade to existing software	Mavericks In Education LLC.	\$1,500.00
			Subtotal: \$1,500.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,000.00

End of Writing Goals

## U.S. History End-of-Course (EOC) Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in U.S. History.		Statistical data is pending			
U.S. History Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Pending		Pending			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students interest and lack of prior knowledge of American History	Teachers will institute regular, on-going common planning sessions to ensure that the required curriculum is being taught with fidelity and is paced so as to address all State and District benchmarks and curricular requirements. Teachers will incorporate activities which will help students develop an understanding of the content-specific vocabulary taught in History. Students will be required to research specific events and	MTSS/RtI U.S. History Teachers	Tecaher evaluations and assessments.	EOC 2013

	personalities in history using print and non-print resources.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.  U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of U.S. History EOC Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Students at Mavericks High School of North Dade will attain an attendance rate of 70.43% or better for the 2011-2012 school year. This goal will be measured by the daily attendance rosters
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
67.43% (504)	70.43% (526)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
674	640
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
395	375
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The need for added family support needed to provide the structure for enforcing student attendance.	1. Teachers and academic coaches will make daily telephone calls and send e-mails to inquire about absences 2. The Family Coordinator will conduct home visits on all students who attain 7 unexcused absences or more in a nine week grading period. 3. There will be attendance incentives provided by EESAC and the Governing Board for those students demonstrating 80% or better weekly	Lead Teacher Leadership Team	Monthly attendance rates and Daily attendance reports will be reviewed by the Lead Teacher and Leadership Team.	Daily attendance rosters: COGNOS/Maestro SIS/ISIS reports will be reviewed daily, weekly, monthly and quarterly to track progress.



		attendance. 4. There will be attendance incentive provided by the Support Center for those students demonstrating 80% or better weekly attendance			
2	Over age students who have the legal ability to sign themselves out of the school program.	Teacher/Mentors will track and monitor the progress of fifteen students with regards to tardiness and attendance.	Attendance Clerk	Teacher progress notes	Daily attendance rates: ISIS and Maestro SIS
3	Students needing to financially support themselves and need to be employed, causing them to have a high rate of absences	The Lead Teacher will monitor attendance rates of students and conduct bi-weekly support counseling groups to facilitate the usage of community resources.	School Leader, Asst. School Leader, and Lead Teachers	Teacher progress notes; Daily progress notes and monthly attendance rates.	Daily attendance rates: ISIS and Maestro SIS

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Attendance Procedures	9-12	Alejandro Madrigal	Parents and Students	Daily	Surveying	Alejandro Madrigal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Maestro Student Information System	Web based attendance tracking of students	Mavericks In Education LLC.	\$4,500.00
			Subtotal: \$4,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
User License	Computer-based software	Mavericks In Education LLC.	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,500.00

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		Students at Mavericks High School of North Dade will decrease the indoor and outdoor suspension rate by 10% for the 2012-2013 school year. This goal will be measured by the daily attendance rosters and monthly Control-D Reports			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
53		48			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
31		28			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
62		56			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
42		38			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A high number of students who attend Mavericks High School of North Miami are classified as at-risk based on previous behavioral issues at their home school. As a result, traditional disciplinary action has not been effective in helping these students to change behavior which has resulted in unsuccessful attempts to graduate from the traditional high schools. This leaves challenges for Mavericks staff in dealing with disciplinary issues.	1.1. Parents will participate in workshops dealing with a range of topics such as appropriate behavior, signs of mental health issues in their children, resources available for counseling, and developing communication skills.  Staff/Administration will provide progress reports to parents, twice monthly to indicate student progress in curriculum and behavior at school.  Staff/Administration and the Family	Staff Leadership Team Family Coordinator Local resources/community agencies	Pre/post activity questionnaire  Interview  Referral numbers  Staff logs.	Data will be collected to determine effective practices in alternative to suspension practices. This data will be collected utilizing the processes described.

		Coordinator will hold parent conferences, as needed.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Workshop Appropriate Behavior	9-12	Alejandro Madrigal	Students	Bi-Weekly	Survey	Leadership Team
Staff Workshop How to Communicate with At-Risk Students	9-12	Alejandro Madrigal	Staff	Monthly	Survey	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Maestro SIS	Computer-based software	Mavericks In Education LLC.	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

## Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Students at Mavericks High School of North Miami will decrease the dropout rate by 2% for the 2012-2013 school year. The Graduation rate will increase 2% for the 2012-2013 school year
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
N/A	N/A
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
9.2% (20)	11.2% (36)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maverick's high school has a high transient population of at risk students.	Identify at risk student and develop progression plan- that would be based on the District Code of Student	Student Family Coordinator Guidance Counselor Administration	Identify and monitor students at risk using enrollment log and Maestro SIS.	Enrollment log and Graduation Data
2	Student falling behind cohort and losing motivation	Placing students in Literacy Advantage courses to provide a more in depth information into subject areas to enhance credit recovery process.	Teacher Guidance Counselor Administration	Identify and monitor students at risk using enrollment log and Maestro SIS.	Graduation Data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

No Data Submitted

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Parent Involvement				
Parent Involvement Goal #1:		We are a Title I school and will complete the online PIP		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of Parent Involvement Goal(s)*

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Increase the number of Honors courses offer by 3 in Science and Math		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students not taking advantage of the opportunity that honors can provide. In addition to lacking the foundation to be successful.	Create criteria to follow to identify students that would be able to master the subject matter	Science and Math teachers. Guidance Counselor	Number of students registered in Honors Courses	ISIS Maestro SIS
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Project Based Learning	Science and Math	Michael Vetiac	Math and Science Teachers	10/25/2012	MPP	School Leadership

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Increase the number of career and technical courses offered by adding 3 careers and 3 technical.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The make-up of our curriculum is not built to provide instruction in the area career and technical education.	Implementation of CTE courses.	School Leadership	Number of students that earn industry certifications.	School Data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)



## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of Jamestown Reader	Technology based curriculum	Mavericks In Education LLC.	\$1,000.00
Reading	Edge Reading Systems	Online Technology/Text	Mavericks In Education LLC.	\$4,500.00
CELLA	Apex Learning	Technology Based Curriculum	Mavericks In Education LLC.	\$4,500.00
Mathematics	Apex Learning technology based curriculum	Technology based curriculum for students	Mavericks In Education LLC.	\$4,500.00
Science	Apex Learning technology based curriculum	Technology based curriculum for students	Mavericks In Education LLC.	\$4,500.00
Writing	Apex Learning	Technology based curriculum for students	Mavericks In Education LLC.	\$4,500.00
Attendance	Maestro Student Information System	Web based attendance tracking of students	Mavericks In Education LLC.	\$4,500.00
Suspension	Maestro SIS	Computer-based software	Mavericks In Education LLC.	\$1,500.00
				Subtotal: \$29,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Apex Learning	Online Technology	Mavericks In Education LLC.	\$1,500.00
Mathematics	Computer license upgrades	Upgrade to existing software	Mavericks In Education LLC.	\$1,500.00
Science	Computer license upgrades	Upgrade to existing software	Mavericks In Education LLC.	\$1,500.00
Writing	Computer license upgrades	Upgrade to existing software	Mavericks In Education LLC.	\$1,500.00
Attendance	User License	Computer-based software	Mavericks In Education LLC.	\$1,000.00
				Subtotal: \$7,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Apex Learning	Training sessions Online and in instructional facilities	Mavericks In Education LLC.	\$1,500.00
Mathematics	Apex Learning	Training sessions Online and in instructional facilities	Mavericks In Education LLC.	\$1,000.00
				Subtotal: \$2,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$39,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
EESAC funds will used to provided food and beverages for special events and parent nights.	\$800.00

Describe the activities of the School Advisory Council for the upcoming year

Mavericks High North Miami will conduct monthly EESAC meetings to monitor and address school performance.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found  
 No Data Found

Dade School District MAVERICKS HIGH, D. WADE'S SCHOOL OF NORTH MIAMI DADE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	17%	53%	34%	104	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	29%	50%			79	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	29% (NO)	50% (YES)			79	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					262	
Percent Tested = 73%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested