



## CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Mavericks High of North Broward

CHARTER SCHOOL LOCATION NUMBER: 5009 GRADES SERVED: 9th - 12th DATE: December 1, 2015

This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes.

NAME OF GOVERNING BOARD: New Alternative Education High School of Broward County Inc. Governing Board

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process..

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NAME OF EDUCATION SERVICE PROVIDER (if any): Mavericks in Education, LLC

I certify that I have the authority to submit this document and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation after award. I understand that incomplete documentation will not be considered. The person named as the contact person for the program review is authorized to serve as the primary contact for this evaluation on behalf of the organization.

DeAnna Allen  
Printed Name  
[Signature]  
Signature

School Leader/Principal  
Position/Title  
12/1/15  
Date

## Broward County Public Schools Charter School Renewal: Indicators and Standards

In accordance with section 1002.33(7)(a)(19)(b)(1), Florida Statutes, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract [1002.33(7)(a)(19)]. Pursuant to section 1002.33(8)(a), Florida Statutes, “the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter.” In conducting a renewal program review, the sponsor will focus its analysis on the school’s performance in three categories:

- Educational Performance
- Financial Performance
- Organizational Performance

The following defines specific indicators (the types and level of information and data that will be collected) and standards (the benchmark by which such indicators will be measured) that will be analyzed and evaluated within these three categories. It is a school’s performance within these indicators in addition to potential on-site specific programmatic reviews that inform a charter renewal decision.

**Furthermore, should a charter school meet the standards for renewal, The School Board of Broward County, Florida, will also review future Educational, Financial and Organizational Plans submitted as part of this documentation for the term of its subsequent contract. Any modifications/adjustments/amendments proposed to the current charter that would take effect over the subsequent contract term will be negotiated using the SBBC contract template.**

### **Important Reminders**

- All renewal documents must be submitted electronically, as one continuous PDF file per school, to [charterapplications@browardschools.com](mailto:charterapplications@browardschools.com) by 5:00 PM Friday, December 18, 2015.
- Only electronic documents submitted as one continuous PDF file, will be accepted. Please scan the appendices as part of the PDF file.
- Renewing schools must clearly name and include their location number on all documents submitted, including the completed renewal document and all appendices referenced in the narrative.
- Scan the complete packet and appendices as one continuous PDF file and include the school’s name and location number when saving (Ex. HappyCharter6868; SunnyCharter7878, etc.)
- Renewal packets must contain a table of contents, clearly outlining all required components, and identifying the pages where the sections are discussed.
- Number all pages and ensure that pagination is in sequential order.
- Table of Contents must accurately identify each section, including appendices, with correct page numbers. Revise the provided Table of Contents to accurately reflect the page numbers of the final draft.

**NOTE: Complete packets will be reviewed as submitted; additional documents will not be accepted after 5:00 PM Friday, December 18, 2015.**

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**EDUCATIONAL PERFORMANCE**

<b>Focus Area</b>	<b>Indicator</b>	<b>Standard/Criteria</b>	<b>Sources of Evidence *</b>
Federal Accountability	AYP/AMO School Improvement status	The school has not been identified for School Improvement	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> <li>• FSA (Appendix B)</li> <li>• State AYP/AMO Standards (Appendix C)</li> <li>• EOC (Appendix D)</li> </ul>
	AYP/AMO Attainment	The school has achieved its AMO target	
	Sub-group(s) Attainment of AYP/AMO	The school has achieved its AMO targets in identified student sub-group(s)	

**In the narrative, please explain how the school has met these standards, or reasons and explanations if it has not. Include the school’s plan to increase and/or maintain its AMO status for the upcoming term of the charter. List any appendices.**

**Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.**

Mavericks High of North Broward opened in 2011 to serve the needs of a particular population of students. The majority of students who enroll at Mavericks High of North Broward were unsuccessful at passing the state assessments required for graduation while enrolled in their previous high school setting. Many of these students have "aged out" of the traditional high school and possess a low GPA, few credits, a history of poor attendance, and an extensive record of behavioral issues. Many of the students attending Mavericks have children of their own, deal with financial hardships, and may have a criminal record. Mavericks is their last hope for completing their high school education and receiving the assistance and support sorely needed by this unique student population. Therefore, helping students pass the required high school state exams is a top priority for Mavericks. In its efforts to improve its ability to assist students in making academic progress, passing state exams and earning a high school diploma, Mavericks has developed a plan to enhance its efforts to improve student achievement through a data-driven model of instruction. This year, the school is implementing the Assessment and Instructional Model (AIM) to assist the school in addressing areas where students have consistently failed to meet proficiency levels of performance.

A review of student performance during the initial charter term is detailed in the data charts contained in the next few pages. They include the assessment results for the FCAT Reading 2.0 First-Time Test Takers, FCAT 2.0 Reading Retake Exam, EOC exams in Algebra 1, Geometry, and Biology, and FCAT Writing for the first three years of the current charter term (data reports containing information on the FCAT are located in Appendix A; data reports containing information on the EOCs are located in Appendix D). Many of the students at Mavericks who have not been successful on the FCAT and EOC exams have been successful in obtaining concordant scores in the areas of reading and math using the ACT and PERT (see Appendix J).

**FEDERAL ACCOUNTABILITY**

**Annual Measurable Objectives (AMO) Attainment**

Mavericks High of North Broward opened in 2011-2012, the same year that the Florida Department of Education transitioned from the Adequate Yearly Progress (AYP) model of measuring annual progress to the Annual Measurable Objectives (AMO) model. The school’s 2011-2012 test data was used as the baseline to establish AMO targets for each year of the charter term. The chart below depicts the school's level of AMO attainment, including the level of attainment for sub-groups that are applicable to the school, for the length of the current charter. A summary of these results follows.

**Sub-Group Attainment of AMO**

<b>Indicator</b>	<b>2011-2012 AMO</b>	<b>2012-2013 AMO</b>	<b>2013-2014 AMO</b>	<b>2014-2015 AMO</b>
<b><u>AMO Attainment</u></b> Reading Math	Baseline	No No	No No	See summary below.
<b><u>Sub-Group AMO Attainment*</u></b> Black/African American Hispanic/Latino Students With Disabilities Economically Disadvantaged	Baseline Baseline Baseline Baseline	*** *** *** No	N/A N/A No N/A	See summary below.
*Sub-Groups applicable to school				

\*\*\*When less than 5 percent of students achieve proficiency, the results are not shown on the AMO report.

**Summary of AMO Results**

**Reading Scores (2012-2014)**

- In 2011-2012, Mavericks High of North Broward opened. The baseline was established; **8%** of students achieved proficiency in reading (average for ALL students--first-time test takers)
- In 2012-2013, the AMO target for reading was 16; **10%** of students achieved proficiency in reading (average for ALL students).
- In 2013-2014, the AMO target for reading was 23; **14%** of students achieved proficiency in reading (average for ALL students).
- In 2014-2015, the AMO target for reading was 31; however, the FLDOE transitioned to the Florida Standards Assessment in English Language Arts (FSA-ELA); 3% of students scored above the 50th percentile on the FSA ELA; AMO goal results have not been reported.

Although the percentage of students achieving proficiency in reading is below the AMO target for 2012-2013 and 2013-2014, data results indicate that the school as a whole is **improving in reading** (see Appendix C for AMO data.) The school must continue intensifying its efforts to improve reading proficiency among all students through the use of research-based instructional techniques and supplementary programs during small group, direct instruction sessions.

**Mathematics Scores (2012-2014)**

- In 2011-2012, Mavericks High of North Broward opened. The baseline was established; 5% of students achieved proficiency in math.
- In 2012-2013, the AMO target for mathematics was 11; less than 5% of the students achieved proficiency in mathematics so there was no data reported in 2012-2013.
- In 2013-2014, the AMO target for mathematics was 21; 5% of the students achieved proficiency in mathematics.
- In 2014-2015, the AMO target for mathematics was 27; the state transitioned from the NGSSS Algebra 1 EOC to the FSA Algebra I EOC in 2014-2015; 5% of students achieved proficiency; AMO goal results have not been reported (See Appendix C for AMO data available).

The data indicates that there is an immediate need for improvement in the instruction of mathematics and in the use of research-based supplementary materials to provide intensive interventions for students through small group, direct instruction sessions.

**Statutory References:** 1002.33(7)(a)(4)

Focus Area	Indicator	Standard/Criteria	Sources of Evidence *
State Accountability	FCAT 2.0 achievement FSA EOC	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (mathematics, reading, writing and science).	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> <li>• FSA (Appendix B)</li> <li>• EOC (Appendix D)</li> </ul>
	School Grade	The school obtained a school grade of “C” or above.	<ul style="list-style-type: none"> <li>• FLDOE School Grade, prior 5 years (Appendix E)</li> <li>• FLDOE Report Card, most recent year (Appendix F)</li> </ul>
	School Improvement Rating (SRI)	The school has been identified as Improving (I) in the areas of Reading and Math.	<ul style="list-style-type: none"> <li>• SIR designation, prior 5 years (Appendix G)</li> </ul>
	Annual Student Gains	Students are making one-year’s worth of growth annually in Mathematics and Reading.	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> <li>• FSA (Appendix B)</li> <li>• EOC (Appendix D)</li> <li>• Progress Monitoring (Appendix H)</li> </ul>
	Annual gains of students achieving in the bottom 25%	Fifty percent (50%) of students make one-year’s worth of growth.	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> <li>• FSA (Appendix B)</li> <li>• EOC (Appendix D)</li> <li>• Progress Monitoring (Appendix H)</li> </ul>
	Percent of Students Tested	The school is appropriately administering applicable state standardized tests to its students.	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> <li>• FSA (Appendix B)</li> <li>• EOC (Appendix D)</li> </ul>
	Relative Performance	The school’s performance meets or exceeds the	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> </ul>

		performance of schools with closely comparable student populations.	<ul style="list-style-type: none"> <li>• FSA (Appendix B)</li> <li>• EOC (Appendix D)</li> </ul>
	Graduation Rate	The school's graduation rate meets or exceeds the school's graduation rate goal	<ul style="list-style-type: none"> <li>• Graduation rate (Appendix I)</li> </ul>

**In the narrative, please explain how the school has met these standards, or reasons and explanations if it has not. Include the school's plan to increase and/or maintain student achievement, school grade, school improvement rating, learning gains, relative performance and graduation rate for the upcoming term of the charter. List any appendices.**

**Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.**

**STATE ACCOUNTABILITY**

**FCAT 2.0 Achievement**

The state assessment for reading that was administered until 2014 was the FCAT 2.0. For first-time testers, the FCAT 2.0 was administered in the spring of each school year. A passing score on the **grade 10** Reading (ELA) test is required for graduation purposes. As indicated in the chart that follows, first time test-takers in grade 10 have demonstrated **steady progress towards achieving proficiency** in reading on the FCAT 2.0 (see data reports located in Appendix A).

**FCAT 2.0 - First-Time Testers  
Percent scoring at or above proficiency**

<b>Year</b>	<b>Grade 10</b>
<b>2011-2012</b>	<b>7%</b>
<b>2012-2013</b>	<b>9%</b>
<b>2013-2014</b>	<b>16%</b>
<b>2014-2015</b>	<b>3% (FSA ELA)</b>

**FSA ELA**

As previously stated, the state transitioned from the FCAT 2.0 Reading to the FSA ELA in 2014-2015. As indicated in the chart above, student performance results indicate that 3% of Mavericks High students who participated in the assessment scored above the 50<sup>th</sup> percentile, which the FLDOE has established as the median percentile rank at this time (see FSA ELA Reports located in Appendix B).

**FCAT 2.0 Reading Retake**

The majority of students who attend Mavericks High of North Broward are “over-age and under-credit.” Many of these students have been unable to pass

the FCAT 2.0 Reading test. As a result, they retake the reading exams until a passing score is achieved. The FCAT 2.0 Reading Retake is administered in the Fall and Spring of each school year.

As shown on the chart below, Mavericks High of North Broward is demonstrating progress towards meeting proficiency in reading. The Fall 2014 retake results indicated that an average of **5.25%** of students passed. Student performance on the Spring 2015 retake showed an average of **6%** of students passed (see data located in Appendix A). The success these students experience after passing the FCAT 2.0 Reading Retake Exam while enrolled at Mavericks High motivates them to continue moving forward with completing all requirements for a standard diploma from the State of Florida.

#### **FCAT 2.0 Reading Retake Results**

<b>2014-2015</b>	<b>FALL 14</b>	<b># of Students</b>	<b>% Passing</b>	<b>SPRING 15</b>	<b># of Students</b>	<b>% Passing</b>
Grade 10		12	0		13	8%
Grade 11		57	12%		37	5%
Grade 12		127	9%		76	11%
Grade 13		7	0		6	0
		<b>Avg. Passing Rate</b>				<b>5.25%</b>
				<b>Avg. Passing Rate:</b>		<b>6 %</b>

#### **ACT Concordant Scores**

A student can also meet the reading requirement for graduation by receiving a score concordant to the FCAT 2.0 Reading passing score on the ACT or SAT. Students at Mavericks of North Broward have been successful in earning passing scores on the ACT during the term of the charter. The chart below shows the number of students who have met the reading requirement for graduation by earning a concordant score on the ACT during the past three years (see report located in Appendix J).

<b>Student Data</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Number Passed (all grades)	25	13	14

#### **EOC - Algebra I (First-Time Test Takers)**

The chart below shows the passing rate of first-time EOC Algebra I test-takers at Mavericks of North Broward (data reports located in Appendix D). School leaders at Mavericks have conducted an analysis of the data to review reasons for the low student performance. One explanation staff noted was that calendar dates for statewide assessments are set in accordance with traditional school calendars under the assumption that all students who test in May of each year have had a full year of instruction in the courses tested.

In the unique educational model at Mavericks, students enroll on an open entry, open exit basis. As a result, school leaders noted that a large portion of the

student population tested had not completed the entire Algebra 1 course when tested. As a result of the low test scores in Algebra 1, Mavericks High of North Broward is currently utilizing strategies and supplementary math programs to increase passing percentages on the Algebra 1 EOC to ensure that students meet the requirements for high school graduation. The school administers a diagnostic math test (Study Island) to each student within the first 10 days of enrollment to develop a baseline. Students are then provided with RtI Tier 2 or Tier 3 interventions in mathematics as needed.

**Algebra I EOC**  
**Percent scoring at or above proficiency**  
**All Grades-Spring Assessments (First-time Testers)**

Year	First-Time Testers
2011-2012	4%
2012-2013	2%
2013-2014	4%
2014-2015	5% (FSA)

**FSA Algebra I EOC**

As previously stated, the state transitioned from the NGSSS Algebra 1 EOC to the FSA Algebra I EOC in 2014-2015. Student performance results indicate that 5% of Mavericks High students who participated in the assessment scored above the 50<sup>th</sup> percentile, which the FLDOE has established as the median percentile rank at this time (see FSA Algebra 1 Reports located in Appendix B).

**EOC - Algebra I (Retakers)**

A review of the 2014-2015 Algebra 1 Retake data indicates that the average passing percentages for all grades remained the same at **8%** in Fall 2014 and **8%** in Spring 2015.

**Algebra 1 EOC Retakers**  
**Percent scoring at or above proficiency**

2014-2015	FALL 14	# of Students	% Passing	SPRING 15	# of Students	% Passing	
All Grades		66	8%		88	8%	
<b>Avg. Passing Rate</b>			<b>8%</b>	<b>Avg. Passing Rate</b>			<b>8%</b>

**PERT Comparative Scores**

Students can also meet the Algebra 1 EOC requirement for graduation by earning a comparative score on the Postsecondary Education Readiness Test (PERT). Students at Mavericks of North Broward have been successful at achieving passing scores on the PERT as shown on the chart below (see report located in Appendix J).

<b>Student Data</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Number Tested (all grades)	27	31	48
Number Passed (all grades)	6	21	28
Percentage Pass	22%	68%	58%

**EOC - Geometry (First-Time Test Takers)**

The chart below shows the passing rate of first-time EOC Geometry test-takers at Mavericks of North Broward (data reports located in Appendix D). There has been an **increase** in test scores on the EOC Geometry test from **Year 1** to **Year 3**. However, test scores are low and Mavericks school leaders have conducted an analysis of the data to review reasons for the low student performance. Similar to the circumstances regarding student achievement in Algebra 1, staff noted that calendar dates for statewide assessments are set in accordance with traditional school calendars under the assumption that all students who test in May of each year have had a full year of instruction in the courses tested. A large portion of the student population tested had not completed the entire Geometry course when tested. As previously stated Mavericks High of North Broward is currently utilizing strategies and supplementary math programs to increase passing percentages on the Geometry EOC.

**Geometry EOC  
Percent scoring at or above proficiency  
(All Grades-Spring Assessments)**

<b>Year</b>	<b>First-Time Testers</b>
2011-2012	Baseline Year - 1%
2012-2013	4%
2013-2014	6%
2014-2015	0% (FSA)

**FSA Geometry EOC**

As previously stated, the state transitioned from the NGSSS Geometry EOC to the FSA Geometry EOC in 2014-2015. Student performance results indicate that 0% of Mavericks High students who participated in the assessment scored above the 50<sup>th</sup> percentile, which the FLDOE has established as the median percentile rank at this time (see FSA ELA Reports located in Appendix B).

**EOC - Geometry (Retakes)**

A review of the 2014-2015 retake data shows that there were a total of 18 students who took the Geometry EOC Retake. No students met the established proficiency criteria.

**Geometry EOC Retakes 2014-2015  
Percent scoring at or above proficiency  
(All Grades)**

<b>2014-2015</b>	<b>FALL 14</b>	<b># of Students</b>	<b>% Passing</b>	<b>SPRING 15</b>	<b># of Students</b>	<b>% Passing</b>	
All Grades		18	0		-	-	
<b>Avg. Passing Rate</b>			<b>0%</b>	<b>Avg. Passing Rate</b>			<b>N/A</b>

-No Results Reported

**FCAT 2.0 - Writing**

The percentage of students scoring at or above proficiency in writing has **increased** significantly since Mavericks High of North Broward opened in 2011-2012. During the next term of the charter, Mavericks High of North Broward will continue striving to increase the percentage of students who score at or above proficiency in writing in order to enhance the literacy skills of the student population it serves in order to prepare students for the Writing Component of the Florida Standards Assessment.

**FCAT 2.0 Writing  
Percent scoring at or above proficiency**

<b>Year</b>	<b>Percent at or above 3.5</b>
2011-2012	11%
2012-2013	25%
2013-2014	22%
2014-2015	*

*\*Transition to FSA-ELA Writing Component*

**EOC – Biology (First-Time Test Takers)**

EOC Biology exam results shown in the chart below indicate that the students at Mavericks High are making **improvements** in their levels of proficiency (see data reports located in Appendix D). The school will continue striving to increase student achievement in biology through increased emphasis on direct instruction, labs, lab write-ups (logs).

**EOC - Biology  
Percent Scoring at or above proficiency  
Spring Assessment**

Year	First-Time Testers
2011-2012	11%
2012-2013	6%
2013-2014	14%
2014-2015	27%

**EOC - Biology (Retakes)**

As shown in the chart below, 1 out of 10 students (10%) passed the biology test in the fall of 2014; however, none of the 5 retakers passed the test in the Spring. As previously stated, the school will continue striving to increase student achievement in biology through increased emphasis on direct instruction, labs, lab write-ups (logs).

**Biology EOC Retakes 2014-2015  
Percent scoring at or above proficiency  
(All Grades)**

2014-2015	FALL 14	# of Students	% Passing	SPRING 15	# of Students	% Passing	
All Grades		10	10%		5	-	
<b>Avg. Passing Rate</b>			<b>10%</b>	<b>Avg. Passing Rate</b>			<b>0%</b>

**School Improvement Ratings**

Since its opening, Mavericks High has elected to receive an annual School Improvement Rating by the FLDOE in lieu of receiving a School Grade (see School Grade/Improvement Rating Form located in Appendix G). The school was unable to obtain School Improvement Ratings from the State during the first two years of the charter due to the insufficient number of eligible students tested. During the 2013-2014 school year, Mavericks tested a sufficient number of students and received a School Improvement Rating of "Declining." The school has taken immediate steps to improve the School Ratings by developing the Assessment and Instructional Model (AIM) program that will ensure that teachers use data throughout the year to determine if students are making progress toward achieving proficiency in ELA and mathematics.

**Annual Student Gains**

- 2014 Reading Gains - 39% (State determined that the school was "Maintaining" Reading performance)
- 2013 Reading Gains - 36%
- 2014 Math Gains - 31% (State determined that the school was "Declining" in math performance)
- 2013 Math Gains - 39%

**Percent Tested**

2013-14: 74% students tested in reading; 76% tested in math, per FLDOE AMO Report (Appendix C).  
 2012-13: 86% students tested in reading; 85% tested in math, per FLDOE AMO Report (Appendix C).

**Annual Gains of Students Achieving in the Bottom 25**

The AMO Reports from the FLDOE website (see Appendix C) show that there is no data available for the Lowest 25%.

**Relative Performance (School Improvement Ratings)**

In reviewing the School Improvement Ratings (Appendix G) of alternative schools in the District with similar student populations, it was noted that these other schools rarely receive ratings from the State due to the fact that they do not test a sufficient number of students. During the 2013-2014 school year, only three of twelve high schools (25%) identified as "alternative schools" or schools that serve at-risk students in the District received a School Improvement Rating from the State. Only one of the three schools demonstrated that it was "Improving." Mavericks of North Broward demonstrated **reading scores** that were Maintaining and **math scores** that were Declining. Therefore, the overall School Improvement Rating for 2013-2014 was Declining.

The chart that follows contains the School Improvement Ratings for charter high schools in Broward with closely comparable student populations.

**School Improvement Ratings for Alternative Charter High Schools in Broward County**

School Number	School Name	2011-2012 Rating	2012-2013 Rating	2013-2014 Rating	2014-2015 Rating
5060/5365	SunEd High School (formerly Life Skills Center)	I	I	I	*
0452	Whiddon Rogers	I	I	I	*
0601	Seagull School	I	I	I	*
3651	Dave Thomas Education Center	I	I	Maintaining	*
5481	Mavericks High of Central Broward	I	I	I	*
5028	Academic Solutions High School	N/A	N/A	I	*

5032	Flagler High School	N/A	N/A	I	*
5323	Melrose High School	N/A	N/A	I	*
5331	Dolphin Park High	I	I	I	*
5341	North University High	I	I	Improving	*
5351	Lauderhill High	I	I	I	*
<b>5009</b>	<b>Mavericks High of North Broward</b>	<b>I</b>	<b>I</b>	<b>Declining</b>	<b>*</b>

I=Incomplete Information \*School Accountability Reporting Results are pending due to transition from FCAT to FSA.

**Relative Performance (Reading and Math)**

The Reading and Math assessment results of the following 12 alternative high schools in Broward County were analyzed by school leaders to compare student performance at these schools (see chart below). Assessment results for first-time test takers indicated that student performance on the FCAT 2.0 Reading at Mavericks of North Broward **exceeded** the performance of **9 out of the 10** schools with closely comparable student populations that were operational in 2012-2013 and 2013-2014. Mathematics performance for Mavericks of North Broward is extremely low. There was improvement from 2013 to 2014 (from 2% to 4%). However, much improvement is necessary and will require the implementation of specific strategies in the direct instruction classrooms, the utilization of research-based, supplementary materials, and the training of mathematics teachers.

**Percentage of First-Time Test Takers Scoring at Level 3 and Above (Spring)  
FCAT 2.0 Reading and NGSSS EOC Algebra 1 (2011-2014)  
FSA ELA and FSA EOC Algebra 1 (2014-2015)**

School	Alternative High School Name	2011-2012		2012-2013		2013-2014		2014-2015**	
		R	M	R	M	R	M	R	M
5060	SunEd High School	N/A	*	6	*	9	*	4	*
5861	SunEd High School of North Broward	N/A	N/A	N/A	N/A	N/A	N/A	6	3
0452	Whiddon Rogers	4	8	7	14	1	8	0	1
0601	Seagull School	13	24	2	*	6	17	0	*
3651	Dave Thomas Education Center	6	11	6	9	4	19	11	12

5481	Mavericks High of Central Broward	4	5	7	25	10	3	5	2
5028	Academic Solutions High School	N/A	*	N/A	*	17	60	18	*
5032	Flagler High School	N/A	*	N/A	*	10	*	3	4
5331	Dolphin Park High School	5	*	9	17	8	15	4	7
	North University High	15	*	12	27	6	9	4	0
5351	Lauderhill High School	8	6	*	6	3	19	0	*
<b>5009</b>	<b>Mavericks High of North Broward</b>	<b>7</b>	<b>4</b>	<b>9</b>	<b>2</b>	<b>16</b>	<b>4</b>	<b>3</b>	<b>5</b>

\* Less than 10 students tested

In 2014-2015, the FLDOE transitioned from the FCAT 2.0 Reading and NGSSS Algebra I EOC to the FSA ELA and FSA Algebra I EOC for first-time test takers. Initial results have been reported as T-Scores and Median Percentile Ranks. Comparative results shown in the chart above indicate that student performance on the FSA ELA for first-time test takers **exceeded or met** the performance of **4 out of 11** schools with closely comparable populations; however, the percent of students that scored at or above the median percentile rank of 50% fell below the performance of **6 out of 11** schools with closely comparable populations. Comparatively, student performance in math was better than student performance in reading in 2014-2015, in contrast to previous years. As indicated above, student performance on the FSA EOC Algebra 1 **exceeded** the performance of **5 out of 7** schools with reported results.

### **Plan to Increase Student Achievement - The Mavericks Assessment and Instructional Model (AIM)**

During the next term of the charter, Mavericks High of North Broward will implement a plan designed to increase student achievement, learning gains, and the school improvement rating for the school. During the 2014-2015 school year, the school worked diligently to develop a comprehensive plan designed to increase the performance of students. The program that was developed is the Mavericks Assessment and Instructional Model (AIM). A description of the program is provided below.

The Mavericks Assessment & Instructional Model (AIM) is an organizational accountability system that accurately measures student performance in a manner that highlights students' learning needs in order to adjust instruction and utilize selected strategies that best meets learners' needs. Mavericks aims to make significant learning progress with at-risk students and address the learning gaps that exist among this group of students. AIM is a systematic process for gathering and analyzing student achievement data in a unique manner to help drive instruction and make school-wide improvements. Through AIM, student performance results become an essential tool for demonstrating evidence of school effectiveness. The unique assessment model used at Mavericks ensures that student performance data is carefully analyzed to make instructional decisions. Mavericks has developed a series of in-house forms which are used to establish a uniform and deliberate system of gathering and disseminating student performance data throughout the year, to improve delivery of instruction, and to meet each student's learning needs.

***Common Measurement System***

A clear understanding of the student populations served by dropout recovery schools is an important first step in the process of establishing criteria to evaluate the performance of these unique educational institutions. Many traditional accountability models do not accurately account for student academic achievement (growth). Due to its non-traditional enrollment process, allowing open entry and exit throughout the year, the Mavericks Assessment & Instructional Model correctly reflects the work it accomplishes with students – an individual student growth model.

Upon entry to the school, students take baseline assessments in reading and mathematics using Reading Plus and Study Island, respectively, during the first 10 days of enrollment. The information is shared with the student's Lead Teacher, who, in turn, provides it to the student's mentor once assigned. If the student attends Direct Instruction (DI) sessions in reading or math, the results are shared with the DI teachers. Reading Plus and Study Island are also used to monitor student performance at mid-year and at the end of the year.

To measure learning gains, students are given the progress monitoring assessments developed by district in reading, writing, science and mathematics in accordance with the district's testing calendar. Additionally, students who have not passed the FCAT 2.0 Reading or FSA ELA will take the FAIR three times per year. In order to determine the effectiveness of the educational program on student learning, Mavericks school uses the growth scores to show the learning gains from one assessment to the next.

***Goals***

Mavericks has identified four primary goals that will be attained as a result of implementing the Mavericks Assessment & Instructional Model:

1. **Measure Individual Student Growth:** Using progress monitoring assessments (District Assessments, FAIR, Reading Plus, and Study Island), 60% of students will demonstrate learning gains in each content area tested (reading, writing, science and mathematics) on each growth assessment, as compared to the previous assessment.
2. **School Performance:** The percentage of students scoring at or above proficiency on state-mandated assessments will increase by 5% each year. As a result of differentiated instruction and extended learning opportunities, student achievement will increase. Results will be measured during the 2015-2016 and the 2016-2017 school years in order to have time to implement AIM and to use new state assessments.
  - There will be an increase of 5 percentage points in the percentage of students identified as “First-Time Test Takers” who score at or above proficiency on the state-mandated assessments in reading and mathematics when comparing the 2016 and 2017 results.
  - There will be an increase of 5 percentage points in the percentage of students identified as “Test Retakers” who score at or above proficiency on state-mandated assessments in reading and mathematics when comparing the 2016 and 2017 results.
3. **Relative Performance:** Student achievement in reading and mathematics at Mavericks will meet or exceed student performance at schools serving similar populations.

4. **Post-Secondary Readiness:** The number of students who fulfill the requirements for a standard high school diploma will increase by 5% each year.

#### ***Data Team***

The Mavericks Assessment & Instructional Model (AIM) facilitates the organized collection of data from multiple sources as measured by state-mandated tests, district tests, and internal progress-monitoring assessments. To ensure that the process takes place, school leaders have identified members of a "Data Team" who are assigned the responsibility of overseeing a comprehensive process of data collection, disaggregation of results, and analysis of student performance in reading, writing, math and science. The School Leader must be an integral part of this team. Other members of the team include the assistant principal and/or the Dean of Academics, the Academic Advisor, the Testing Coordinator, the ESOL Coordinator, the ESE Specialist, and a Lead Teacher.

The Data Team ensures that progress-monitoring assessments are administered in a timely fashion. Additionally, the Data Team incorporates school wide data analysis meetings with administrators and data chat meetings between teachers and students. These meetings result in increased awareness of data processes and the impact that data study and discussion can have on student performance in school. Once the data is collected in alignment with an organized schedule, the Data Team works closely with teachers to support them in the use of data to differentiate instruction for those students who are performing below, at, or above grade-level.

#### ***Student Assessment Schedule***

AIM follows a comprehensive progress monitoring assessment schedule to facilitate the organized collection of data from multiple sources in alignment with the state-mandated testing schedule, district testing calendar, and internal progress-monitoring assessment schedules. The schedule is designed to align with the school district timelines, inclusive of baseline assessments, progress monitoring assessments, and standardized assessments.

#### ***Data Analysis Meetings and Student Data Chats***

In accordance with the progress-monitoring schedule, the school Data Team meets with teachers a minimum of once a quarter to analyze the results of student performance data from multiple sources. Teachers prepare for the data analysis meetings in advance by completing the *Mavericks Data Analysis and Teacher Action Form*. The team examines student performance to determine strengths, identify areas in need of remediation, and analyze trends in order to measure the effectiveness of instruction. The principal and Data Team must prepare in advance of data analysis meetings by analyzing test data for each class and identifying areas of need.

Once the team has analyzed the data at a Data Analysis Meeting, teachers/mentors use the *Mavericks Student Data Chat Form* to communicate results to students and/or parents through individual data chat meetings which are held on a monthly basis. Teachers/mentors work with students to formulate goals for student achievement on future assessments and monitor progress towards achieving the goals in subsequent meetings. The *Student Data Chat Forms* are completed by the teacher/mentor and reviewed and signed by both the teacher and the student during the data chat. In order to monitor compliance with this mandate, each mentor is required to complete the Student Data Chat Verification Form that is signed by each student upon completion of his/her data chat. The administrators maintain a copy of these forms in the Data Binder.

***Professional Development***

The Mavericks Assessment & Instructional Model is founded on the belief that teachers have a significant impact on student learning. Helping teachers develop the knowledge and skills they need to understand data and how data can be used to drive instruction begins with effective professional development. School leaders have created a professional development calendar which includes several workshops which focus on “Data Literacy” and its applications to the classroom. While the Mavericks Instructional Model consists of a blended learning environment that combines computer-based learning and teacher-directed instruction, school leaders are cognizant that face-to-face, teacher-facilitated instruction is critically important for the success of the at-risk population of students served by Mavericks. Mavericks High believes that all teachers need training to ensure that they feel confident in their knowledge and skills in data analysis and data interpretation. They must also be able to deliver effective, targeted instruction, and to track student success toward achieving identified goals and learning outcomes. Mavericks High is committed to providing teachers with the training, support, and resources necessary for achieving the school's academic goals.

Detailed professional development offerings related to the Mavericks Assessment & Instructional Model (AIM) include topics designed to enhance instruction through the use of data that include, but are not limited to, the following:

- Knowing How to Read the Data - Teachers will learn to read three types of data: real-time data, formative data, and summative data. The focus will be on pulling data by group, class and individual student level.
- Utilizing Data to Make Instructional Decisions – Once school or class level trends are identified, teachers select strategies that best address the needs of the students. Strategies include personalized instruction using online supplemental programs, targeted small group instruction in Direct Instruction (DI) classrooms, and/or individual work with students by the teachers and/or academic coach to reinforce instruction.
- Conducting Effective Data Chats with Students – Teachers learn how to utilize the Mavericks Student Data Chat Form to discuss and record student achievement results on state, district, and in-house assessments. Through this process, students are empowered to formulate goals for achievement, take action to achieve their stated objectives, and assume responsibility for monitoring their progress.

***Instructional Practices/Effective Teachers***

Possibly, the single most important factor in providing students with a high-quality educational program is having competent, caring, and qualified teachers. Effective teachers and other instructional personnel are essential for effective programs. Stronge and Tucker (2003) state that “without capable, high quality teachers in America’s classrooms, no educational reform effort can possibly succeed.” They further conclude that “Regardless of how well a program may be designed, the program is only as effective as the people who implement and support it.” A resounding finding in the literature in the accountability movement is that teacher quality improves student learning. Contemporary research has found that an effective teacher:

- Knows the students’ abilities and sets realistic goals.
- Cares about students as individuals and makes them feel valued.
- Facilitates planning units in advance to make intra- and interdisciplinary connections.
- Uses knowledge of available resources to determine what resources he/she needs to acquire or develop.

- Uses research-based strategies to make instruction student-centered.
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.
- Interprets information from teacher-made tests and standardized assessments to guide instruction and to gauge student progress by examining questions missed to determine if the student has trouble with content or the test structure.
- Fosters relationships where respect and learning are central so students feel safe in taking risks that are associated with learning; believes in the students.

### ***Evaluation of Instructional Personnel - Formal and Informal Assessments***

Recruiting highly qualified teachers and working with them, in formative ways, provides teachers with opportunities to grow, develop, and learn. The formal evaluation system, which includes Individual Professional Growth Plans and formal observations, facilitates dialogue between teachers and administrators about strengths and opportunities for improvement related to instruction.

Due to the unique classroom environment at Mavericks, traditional evaluation systems may not capture the essence of the educational program. The educational impact of the teacher-student relationship in the classroom may be overlooked as well. To this end, conducting a series of informal observations and classroom walk-throughs is desirable if leaders are to develop a true picture of what is happening on an instructional level. Classroom visits followed by reflective in-person feedback meetings are a priority as an integral part of the teacher's professional growth.

The Marzano Observation and Evaluation System is used to evaluate personnel at Mavericks. The following three forms are used: Instructional Evaluation Form, FL DOE Instructional Support Member Evaluation Form, and the School Leadership Evaluation Short Form – Florida Model (forms located in Appendix EE). The instructional evaluation system is designed to assist teachers and administrators in reviewing daily instructional practices together and collaborating on best practices. The information gathered by the administrator during classroom walk-throughs provides direction for professional development at the school site, and helps identify specific targeted professional development needed by individual teachers. As a result, teachers are better able to meet the needs of their students through instructional delivery which engages all students.

The Marzano Instructional Evaluation Form allows the observer to select whether or not the observation is a Classroom Walk-through, a Formal Evaluation or an Informal Evaluation. There is also a box to check if the evaluation counts towards the overall final evaluation. Focus is on the instructional practices, teacher roles, student actions, and student level of engagement in the learning activities of which they are engaged. Use of the tool benefits both the administrator and the teacher as it promotes dialogue about improvement in teaching and the learning process. Providing teachers with meaningful feedback on their performance is crucial to improving the quality of instruction at Mavericks. Analyzing and evaluating teacher performance allows School Leaders to provide professional development opportunities which are aligned to teachers' particular needs. The Marzano Instructional Evaluation Form may be used to assess the effectiveness of the instructor in both Direct Instruction Classrooms and Mastery Classrooms.

### ***Mavericks Monthly Report Card***

The Mavericks Monthly Report Card for Teachers and Staff is designed to assist administrators in monitoring the performance of teachers and staff on a

monthly basis with regards to professional responsibilities and school-wide target goals. Teachers and staff will be assessed using a rating scale of **1-4** as follows: **4=** Highly Effective; **3=** Effective; **2=**Needs Improvement; **1=** Unsatisfactory. One-to-one meetings between administrators, teachers, and staff provide opportunities for constructive feedback and self-reflection on best practices and areas in need of improvement.

The Monthly Report Card for Administrators is designed to assist the Support Center Leadership Team in monitoring the performance of school-site administrators on a monthly basis with regards to professional responsibilities and school-wide target goals. School-site administrators will be assessed using a rating scale of **1-4** as follows: **4=** Highly Effective; **3=**Effective; **2=**Needs Improvement; **1=**Unsatisfactory. Monthly meetings between the Support Center Leadership Team and each administrator provide opportunities for self-reflection and constructive dialogue regarding the quality of the school program, compliance with state and federal regulations, and implementation of all Standard Operating Procedures (SOPs).

### ***Direct Instruction Classroom***

AIM complements the Mavericks blended model by providing teachers with data and evidence to support instruction for a specified group of students. After school-wide analysis of student data and formulation of teacher action plans, teachers in the Direct Instruction (DI) Classroom are better able to formulate student groups which allow for prescribed, aligned, and focused instruction of a common objective. Instruction can be broken down into smaller steps. Objectives can be stated in terms of learner performance with assessments determining if students have obtained mastery. The learners benefit through opportunity for repetition that promotes increased independence. Direct instruction teachers at Mavericks use research-based instructional techniques that assist students in mastering skills and developing in-depth understanding of content taught. Some of the key models/techniques used at Mavericks include the following: Gradual Release of Responsibility Model; Explicit Corrective Feedback; Collaborative Learning; Differentiated Instruction; and Extended Thinking Activities (Webb's Depth of Knowledge Levels). Teachers group students within the DI Classroom in order to differentiate instruction based on assessment results. Instruction within each lesson involve a variety of modalities (i.e., whole group; small group teacher-directed instruction; individual instruction; cooperative learning groups; paired learning; computer-based learning, project-based learning activities; etc.)

### ***Mastery Classroom Instruction***

As part of the Mavericks blended learning model, all students are assigned to a Mastery Classroom according to their cohort year. Within the mastery classroom, students are expected to complete lessons each day through the Apex Learning curriculum. Students are required to earn 1/2 credit or more per month in order to stay on track with their graduation plan. Mavericks of North Broward stresses the need for all students to improve their literacy skills. Therefore, all students are required to work on Reading Plus each day. On a weekly basis, every student must complete four "See Readers" and three "Read Arounuds." Teachers are required to monitor implementation of Reading Plus with fidelity. Teachers must monitor the number of assignments each student completes on Reading Plus. Teachers must track student progress by reviewing Reading Plus reports each month and recording students' comprehension and reading levels. Appropriate interventions must be provided to students who demonstrate a lack of progress in reading.

The Mavericks Assessment & Instructional Model (AIM) supplements the computer-mediated activities provided through the Apex curriculum in the Mastery Classroom. Teachers use the assessment data to determine mastery of an instructed skill. Students who achieve mastery move on to a new concept. Students who do not achieve mastery are required to have the skills re-taught until mastery can be achieved. When determining instructional groupings and regroupings of students, collaboration between Mastery Classroom teachers and DI teachers is crucial. There will be a designated area within

each Mastery Classroom that is used by the teacher and/or academic coach to re-teach or remediate skills as needed. Students will be taught to raise their hands when they encounter problems with a lesson and a teacher or coach will address their questions as quickly as possible. Students can also be paired with another student who can assist struggling students. There will be opportunities for small group work or small group instruction within each Mastery Classroom. Students will be continually monitored during the time they are working in the Mastery Classroom and assistance provided as needed to ensure student engagement in the lessons.

### ***Lesson Plans***

An effective teacher adapts teaching to address student learning styles and also develops lesson plans that depict data-driven instruction based on data results of student performance. Incorporating data into the context of the lesson ensures that instructional objectives and activities that are planned promote the cognitive and developmental growth of individual students. DI teachers focus on providing data-driven, differentiated instruction to small groups of students as reflected in their lesson plans which are developed using the Mavericks Lesson Plan Template for DI Classrooms.

### ***Struggling Learners***

As specified in AIM, Mavericks must accurately identify any student who is academically struggling and/or who needs help in developing appropriate behaviors. When evidence, as seen in various forms of real-time data and classroom assessments, suggests a student in Tier 1 is not making progress, the Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI) process begins. Tier 2 instruction in a DI classroom is then provided to students using research-based strategies and programs to supplement the core instruction of Florida Standards in the classroom. When a student continues to struggle at Tier 2, as seen in the data, Tier 3 interventions and instruction are added. Use of appropriate data for all students is the crux of an effective MTSS/RtI model and can be used to inform and guide decisions concerning instruction and interventions appropriate for all students. The school's MTSS/RtI team, referred to as the Problem Solving Team (PST), meets minimally on a monthly basis to monitor progress of Tier 2 and Tier 3 students to make appropriate decisions. The school provides intensive interventions for students (Tier 2 and Tier 3) who are struggling in reading, math, and science (EOC courses) through the use of specific research-based supplementary programs and materials which are provided to students in small groups by a certified teacher. The school also provides Tier 2 and Tier 3 intervention strategies for students experiencing behavioral issues that include such strategies as group counseling, individual counseling and behavioral contracts.

### ***Role of School Leader***

Ensuring that AIM is implemented with fidelity is the role of the School Leader. Each School Leader should visibly model all aspects of the process to include:

- Facilitating school-wide data analysis meetings as scheduled
- Communicating the purpose and desired outcomes
- Defining and communicating expectations connected to data
- Ensuring the teams' utilization of data
- Providing the tools and training necessary to utilize data and make decisions

- Providing immediate intervention to students as needed
- Ensuring that instructional practices are effective and reach all students
- Monitoring student learning throughout the year to ensure academic achievement

School Leaders must also ensure that the data provided to staff members is accurate, timely, and in a format that can inform classroom instruction. School Leaders should work with Support Center Leadership to design and implement systems that allow efficiency in the reporting of raw data. Most importantly, School Leaders must actively help teachers identify key indicators of classroom success, conduct frequent walk-throughs, provide timely feedback in face-to-face meetings, appropriately analyze achievement results in school-level data sessions, and then turn the data into strategic interventions.

### ***Role of Assistant Principal/Dean of Students***

Reinforcing and supporting implementation of AIM with fidelity is one of the key roles of the Assistant Principal and/or Dean of Students. These academic leaders support School Leaders in the establishment of a structured, achievement-oriented, and data-driven school culture. They oversee all aspects of the student assessment process and serve as a liaison between the School Leader, teachers, students and families with regard to data collection and analysis. The Assistant Principal/Dean of Students also assist the School Leader in planning and facilitating meetings to review and analyze internal progress-monitoring assessments (District assessments, FAIR, Reading Plus, Study Island, Edge, Rewards, etc.) and behavioral-related issues; to advise on the effect curriculum changes will have on maintaining a data-driven culture; to provide individual and group feedback to teachers regarding student achievement results by classroom; and to participate in Data Team meetings as scheduled.

### ***Role of Testing Coordinator***

The school's Testing Coordinator is responsible for attending District meetings related to testing procedures and protocols; training staff on testing procedures; scheduling all state, district and progress monitoring assessments in compliance with designated testing window periods; ensuring that all eligible students are tested; and collaborating with the Data Team to collect and analyze student performance data.

### ***Role of Academic Advisor***

The school's Academic Advisor is responsible for reviewing students' academic records to ensure that they are placed in the appropriate cohort and in the correct courses. Additionally, the Academic Advisor works with the student to determine the type of diploma that he/she will pursue (Standard, ACCEL). The Academic Advisor works closely with the ESE and ESOL Specialists to ensure proper placement and delivery of appropriate services. Another important role of the Academic Advisor is to collaborate with the Data Team to collect and analyze student performance data.

### ***Role of Instructional Personnel***

Mavericks High recognizes that data analysis is meaningless if it does not result in meaningful instructional change. AIM requires teachers to use real-time, summative, and formative assessment data to plan and implement strategic, targeted, focused instructional interventions to improve student learning.

These interventions should be aligned with Florida Standards, Next Generation Sunshine State Standards, and the Apex learning curriculum. This requires taking the necessary time to collaboratively analyze and act upon the data they receive. This requires teachers to engage in analysis of root causes to identify and plan appropriate instructional interventions. This includes collecting, organizing, analyzing, and reporting data results to students, parents, administrators, and other teachers.

### ***Role of Academic Coaches***

As student performance data is analyzed throughout the year, School Leaders and classroom teachers may decide that a student needs an academic coach to support student learning. Coaches commonly assist with leading small-group instruction designed by the teacher, gathering materials, providing one-on-one assistance with a lesson concept, assisting students with understanding directions from the teacher, or providing assistance for personal care and other physical needs.

### ***Role of Support Center Leadership Team***

One of the most difficult challenges for an organization of teachers and educators is making the mental paradigm shift from existing practice, which commonly emphasizes process and delivery, to a mindset dedicated to the achievement of results through a comprehensive assessment and data-driven process. Successful data-driven organizations recognize that accepting greater responsibility for student learning can result in improved student learning outcomes. One of the most important actions the Support Center Leadership Team can take to ensure implementation of AIM is to foster a school climate where professionals are comfortable and feel at-ease when examining student performance data. To this end, the Support Center Leadership Team and School Leaders shall engage in Quarterly Data Review Meetings to examine and report on school-level data, as a team, so that administrators and organizational leaders can share best practices and learn effective instructional practices from each other. In an organization where a climate of "data safety" exists, student performance results are used to highlight faculty strengths and structure professional development opportunities rather than to identify weaknesses. Organizational leaders bear the responsibility for modeling and fostering a climate of trust, respect, and teamwork that is geared toward professional growth opportunities and student achievement. It is the role of the Support Center Leadership Team to conduct an annual needs assessment of staff concerns and then work diligently to address those needs in collaboration with the faculty at each school campus.

### **Summary of AIM Framework**

The Mavericks organization is a data-driven school community. It incorporates the Assessment and Instructional Model (AIM) framework in order to increase student achievement in reading, math, writing, and science as summarized below:

- Goal Setting and methods for monitoring achievement toward meeting goals
- Established Procedures for Data Collection, Data Analysis, and Effective Instruction and Interventions
- Progress Monitoring Assessment Schedules - administering all assessments to all eligible students
- Professional Development with follow-up to ensure implementation of new skills and concepts learned
- Baseline and Diagnostic Testing - planned by Test Chair with emphasis on testing all eligible students
- Uniformity of Data Analysis Protocol - overseen and monitored by Data Team (led by the School Leader)

- Data Team Meetings - conducted according to schedule and ensuring utilization of Data Analysis and Teacher Action Plan Form
- Student Data Chats - conducted according to schedule and ensuring utilization of Student Data Chat Forms
- Lesson Plans that depict data-driven instruction - using the Mavericks Lesson Plan Template
- Effective, targeted instruction that reaches all students and immediate interventions as needed
- Evaluation of instructional practices - use of the Marzano Evaluation System and iObservation Tools to observe teaching practices in DI Classrooms and Mastery Classrooms.

**Statutory References:** 1002.33(7)(a)(3); 1002.33(7)(a)(4); 1002.33(16)(a)(2)

Focus Area	Indicator	Standard/Criteria	Sources of Evidence*
Mission-Specific Accountability	Achievement of School/Mission-Specific Goals	The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school’s contract.	Mission Statement <ul style="list-style-type: none"> <li>• As defined in the school’s contract/initial application, your mission statement.</li> <li>• In cases of subsequent renewals, as defined by the current agreement.</li> </ul>

**In the narrative, please begin with the school’s mission statement and identify the specific sections of the charter agreement that support the school’s mission. Identify the school’s mission-specific goals and its achievement of these standards.**

**MISSION-SPECIFIC ACCOUNTABILITY**

**Achievement of Mission-Specific Goals**

The mission of Mavericks High of North Broward County is stated below:

*The mission of Mavericks High is to provide students who have dropped out or are in danger of dropping out an innovative education solution to earn a high school diploma. Our school is committed to providing an individualized rigorous, self-paced, technology-enhanced curriculum that prepares students to earn a high school diploma. Our school is dedicated to helping students successfully transition from high school to post-secondary opportunities such as employment, college, military or vocational/technical school.*

Mavericks High of North Broward County is making significant progress towards achieving the mission, vision, and specific goals which have been established by the Board of Directors. Mavericks High strives to promote academic achievement in a safe and inspiring environment for students who may be challenged by the traditional approach to teaching and learning. Administration and instructional team members are committed to the idea that all students can and will succeed, and that students can achieve high standards in all educational areas.

The team at Mavericks High of North Broward embodies its organizational motto—"MOTIVATE. EDUCATE. GRADUATE."— and strives to cultivate life-long learners in a culture of success and accomplishment that embodies the leadership team and staff. The school's staff is committed to inspiring, mentoring, and guiding students so that they will stay on the path that will lead to graduation and success for a lifetime of achievement. Mavericks High

School of North Broward recognizes that the students it serves require a solid high school education, job preparedness, and readiness for continuing education. To this end, the school offers its students support and resources to help them earn a standard diploma and prepare for post-secondary studies or career paths.

Mavericks High of North Broward County is making significant progress in fulfillment of the mission - to provide students who have dropped out or are in danger of dropping out an innovative education solution to earn a high school diploma. Since the school opened, approximately 289 students have achieved their dream of high school graduation. During the next term of the charter, Mavericks will continue to offer diploma options in compliance with State legislation and the District Student Progression Plan. In addition to the 24-credit program, Mavericks offers an 18-credit program, Academically Challenging Curriculum to Enhance Learning (ACCEL), an option that provides academically challenging curriculum or accelerated instruction to eligible students.

Mavericks High of North Broward County monitors its progress in achieving the goals and objectives which were included in the charter application. The School has made great strides toward attainment of the educational goals identified during the initial term of the charter which are stated below:

- **GOAL 1 - DEVELOP POST SECONDARY PLAN**  
100% of all enrolled students will develop a post-secondary plan.
- **GOAL 2 - CREDIT ACCRUAL**  
50% of the students enrolled in an entire academic year (August - June) will earn at least 4 credits. This goal indicated that students are learning and working to complete their graduation requirements.
- **GOAL 3 - GRADUATION RATE**  
Using the first year as a baseline (December and June) the graduation rate will increase a minimum of 5% annually. This goal demonstrates the success of the school's Mission.
- **GOAL 4 - FCAT TESTING**  
95% of those required to take the FCAT will participate.
- **GOAL 5 - LEARNING GAINS**  
50% of students in attendance for 120 days or more will demonstrate annual learning gains in reading and math.

**ATTAINMENT OF GOALS AS DEFINED IN SCHOOL'S CONTRACT**

- **GOAL 1 - DEVELOP POST SECONDARY PLAN**
  - *Students will have post-secondary goals as reported on postsecondary plan.*
  - *Students will improve attendance.*
  - *Students will demonstrate work skill proficiencies.*

- *Students will demonstrate skills necessary to live independently after graduation*

***Development of Post-Secondary Goals:***

The primary goal of Mavericks High of North Broward is to address the academic needs of students who have dropped out of school or who are at risk of dropping out. For the school to successfully meet the needs of the students it serves, Mavericks has created a mentoring program in which members of the instructional team and support staff serve as mentors to designated students in order to monitor and assist them in complying with graduation requirements. Teachers, administrators, and many support staff members are trained to serve as a mentor to students. Their role is to monitor and support the student's academic progress, behavior, social wellbeing and attendance. Within the first 30 days of a student's enrollment, he/she is assigned a mentor. Mentors are required to meet with their mentees every Friday, or more often if needed. The mentor will create a Mentoring Folder for each student which will contain the Academic Advisement Form, the Mentor-Mentee Meeting Agreement Form, the Student Data Chat Form, and the ***Mavericks Post-Secondary Plan***. The school's Admissions/Family Coordinator and/or Academic Advisor will provide students with opportunities for career and job-seeking explorations and interviewing techniques, conduct employer outreach on behalf of students, and coordinate job and career fairs in support of the student's post-secondary goals. All students at Mavericks High develop a Post-Secondary Plan with post-secondary goals that are monitored by their assigned mentors.

One of the goals of Mavericks of North Broward County is to increase the number of students attending college after graduation. Graduation rates have increased since the School's opening in 2011-2012. Students who enroll at Mavericks High work with the Academic Advisor and teacher/mentor to determine interest and aptitude for post-secondary plans. Mavericks High assists and guides students in completing the required high school curriculum and works closely with all students ensuring they are on track for graduation. Students are encouraged to take dual enrollment courses and to apply for Bright Futures scholarships. The program at Mavericks is designed to help students in building their self-esteem by encouraging each participating student to strive for excellence through education, enhance the learning process through advising and advocacy, provide educational instruments to improve literacy, English, and math skills in students, and sharpen study skills to improve grade point averages and the ability to pass College Entrance Tests.

In realizing the need for our students to have more career opportunities and provide them with post-secondary skills, another goal of Mavericks High of North Broward is to increase the learning opportunities for students through a Career Technical Education (CTE) curriculum. The CTE courses have been developed by Apex Learning and approved by the State. Currently, Mavericks High offers CTE courses in Business/Technology and Health Sciences through Apex Learning. As additional courses are added, the school will offer these courses to students.

Mavericks High of North Broward plans to incorporate an innovative program to include a variety of career cluster areas. Mavericks is currently piloting this program at one of its sister schools. Upon success of the pilot, the program will begin with a Business Cluster and gradually add a Photo Cluster, a Video Cluster, and a Web Design Cluster. Other clusters may be added with the addition of more CTE courses. Each cluster has been aligned to professional online instruction and certificate courses through Lynda.com/Linkedin and other similar providers. In addition, Mavericks is exploring the possibility of expanding the CTE course offerings through another state-approved, online curriculum provider.

By promoting career pathways and programs of study, students will have a better understanding and appreciation of post-secondary opportunities available and will be able to acquire the professional skills necessary to take advantage of those opportunities. During the next term of the charter, Mavericks High of North Broward will seek to establish close ties and partnerships with local businesses, colleges, universities, and vocational/technical schools. These ties may allow students to earn on-the-job experiences, as well as college and post-secondary technical credits while attending high school and provide more opportunities for students to complete two and four year post-secondary degrees. Readiness for post-secondary education will strengthen with integration of

academic courses and the CTE curriculum through a coherent program of studies.

***Attendance:***

The Average Daily Attendance (ADA) rate is defined by the number of days a student is in attendance divided by number of days enrolled. At Mavericks High of North Broward, instruction is guided toward credit recovery and achievement of state standards and benchmarks. Mavericks High recognizes the importance of students' daily school attendance in making academic progress through continuity of instruction. By developing a habit of attending school every day and on time, students will become prepared for the world of work after graduation. Based on the fact that students who enroll at Mavericks have a history of excessive absences and truancy, the school's target goal for attendance for its students is 65% as stated in the charter application. The FLDOE Student Accountability Report shows the ADA for Mavericks for the 2013-2014 school year at 68.1%. The ADA increased slightly in 2014-2015 to 69.3% as indicated by the Attendance Summary Report for the last school year.

***Work Skills:***

Mavericks High of North Broward strives to prepare students for post-secondary careers through a variety of methods. The school's Admissions/Family Coordinator and Academic Advisor work closely with students to provide guidance, direction, and support while providing students with opportunities for career and job-seeking explorations and interviewing techniques, conduct employer outreach on behalf of students, and coordinate job and career fairs in support of student post-secondary goals. Mavericks of North Broward has numerous community partners that participate in community fairs, and that work closely with the school to offer students mentorship, job training, and employment opportunities--as listed below:

- Lutheran Services Florida
- PACE Center for Girls
- Chrysalis Health
- Henderson Behavioral Health
- HANDY
- Unity in the Community
- Dr. Kenya McCloud Chiropractic Services
- Unique Surveillance, LLC
- Susan Clifton Graphic Designer
- Boys Town
- Mizell Funeral Home Services
- Loyalty Enterprise Multimedia Services
- Talk About Wireless
- Josie Tran Yoda Instructor
- Nails Couture
- Pompano Beach Fire Rescue
- American College of Health and Sciences
- Herbal Gardens

- National Voices for Equality, Education, and Enlightenment
- PNC Bank
- Velocity Martial Arts
- Career Source Broward
- Caregivers of Florida Training Institute
- Sunserve
- Auto Nation
- All City Realty
- Wells Fargo
- CVS Health
- Progressive Training Center

***Skills Necessary to Live Independently After Graduation:***

Mavericks High of North Broward endeavors to prepare students to live independently after graduation through its extensive efforts to teach students critical skills necessary to achieve independence. Some of the activities implemented at the school to achieve this goal are stated below:

- Assignment of mentors for every student -- the mentors work with their assigned students every Friday on such areas as financial literacy, budget preparation, dressing for success, interviewing skills, how to save money, and they conduct data chats one Friday per month to ensure that students are on track academically.
- Offering the following courses through Apex Learning: Financial Literacy, Media Literacy, and College and Career Preparation
- Having the school's Admissions/Family Coordinator work with students and serve as a liaison between the school and the family; the Admission/Family Coordinator also serves as a liaison between the school and community partners that teach students work skills and life skills
- Having the Academic Advisor provide students with assistance in pursuing post-secondary opportunities (college admissions, college preparation, career exploration, jobs and internships, etc.)
- Having a Career Center for students to research post-secondary opportunities, scholarships, etc.
- Offering CTE courses in the areas of Business/Technology and Health Sciences....with more courses planned for the next term of the charter

• **GOAL 2 - CREDIT ACCRUAL**

- *Students will acquire a minimum of 1.5 credits per quarter.*
- *50% of students enrolled in an entire academic year will earn at least 4 credits.*

***Credit Accrual:***

Mavericks High carefully monitors students' credit accrual to ensure that they are earning a minimum of 1.5 credits per quarter. The Academic Advisor, Data Processor, and assigned student mentors perform ongoing academic advisement to monitor credits earned per student. Progress is

discussed during individual meetings which are scheduled in conjunction with "Mentoring Fridays." Students record the credits earned each quarter on the Data Chat Form which also contains space for students to formulate written goals for future progress.

A review of the credit accrual history of students at Mavericks High of North Broward during the 2014-2015 school year indicates that students are surpassing the school's goal for credit accrual. Because the school has a large mobility rate, the school examined the credit accrual rate for students who attended school for 130 days or more. It was found that 155 students met the criteria. The analysis conducted revealed that out of these 155 students, 122 students earned 4 or more credits. **Therefore, 78.7% of students attending school for 130 days or more during the 2014-2015 school year earned at least 4 credits while attending Mavericks.**

- **GOAL 3 - GRADUATION RATE**

- *Students will graduate or earn an equivalency diploma.*
- *Using the first year as a baseline (December and June) the graduation rate will increase a minimum of 5% annually. This goal demonstrates the success of the school's Mission.*

***Graduation Rate:***

Mavericks High of North Broward County has made great strides toward achieving its primary mission--to graduate at-risk students who may not have otherwise graduated. School Leaders, teachers, and support staff work closely with all students throughout the year to ensure that they are on track for graduation. The majority of the students at Mavericks arrive to the school already behind their cohort. Therefore, the data provided by the Florida Department of Education (FLDOE) on the graduation rate does not accurately reflect the success achieved by Mavericks in graduating at-risk, over-aged, low-performing students who are way past their cohort year as well as the five year cohort.

The **FLDOE 4-year Graduation Rates** reported for Mavericks High of North Broward County (located in Appendix I) are summarized below.

2011-2012 Federal Graduation Rate: 9.2%  
 2012-2013 Federal Graduation Rate: 11.3%  
 2013-2014 Federal Graduation Rate: 5.2%  
 2014-2015 Federal Graduation Rate: Not posted yet

The **FLDOE 5-year Graduation Rates** reported for Mavericks High of North Broward County (located in Appendix I) are summarized below.

2011-2012 Federal Graduation Rate: No Data Available  
 2012-2013 Federal Graduation Rate: 33.3%  
 2013-2014 Federal Graduation Rate: 20.6%  
 2014-2015 Federal Graduation Rate: Not posted yet

The average student that comes to Mavericks is behind their cohort or in need of credit recovery. At the heart of Mavericks High's philosophy is that, given the option to participate in an innovative learning environment that combines teacher-directed instruction with digital instruction, every student has the

potential to graduate. Mavericks High offers students who have not been successful at the traditional school setting the opportunity to select a smaller, more individualized, self-paced high school learning environment. At Mavericks, the "seniors" at the school are defined as students who have earned a minimum of 18 high school credits. These students are eligible to graduate within that particular school year. Using that formula, Mavericks is able to gauge the progress it is making in increasing the number of students who graduate.

Mavericks High is striving to increase the number of standard diplomas issued to students each year. When taking into consideration that student enrollment decreased significantly from 2012 to 2015 (due to increased number of similar schools in the surrounding community), the percentage of students earning standard diplomas has increased. As shown on the chart below, the percentage of students earning **STANDARD DIPLOMAS increased** for Mavericks High of North Broward County. The school is achieving its primary mission--to graduate at-risk students.

**Number of Graduates at Mavericks High of North Broward County**

Year	Number of Standard Diplomas	Number of Certificates of Completion
2012-2013	50	20
2013-2014	52	62
2014-2015	47	27

- **GOAL 4 - FCAT TESTING**

- *95% of students required to take the FCAT will participate*

As previously mentioned, students who attend Mavericks have a history of excessive absences and truancy. As such, the initial goal of having 95% of eligible students to take the FCAT has been unattainable. Mavericks is taking significant steps toward improving the Average Daily Attendance (ADA). Some of the many strategies implemented by Mavericks to increase daily attendance include the following: utilizing ParentLink, an automated calling, texting, and email tool, that delivers a voice, text, and email message alerting students and guardians of the absence; conducting home visits; providing incentives for students who attend school regularly; providing a flexible schedule of classes for students; finding support agencies to provide assistance with personal problems to allow students to attend school regularly; assigning each student a mentor that will reinforce the message that young people must attend school regularly in order to obtain the necessary credits to graduate. For the next term of the charter, the goal will be revised as follows: A minimum of 80% of eligible students will participate in the ELA Florida Standards Assessments and the EOC Algebra 1 Assessment. As specified in F.S. 1008.341, alternative schools that test 80% of students may receive a School Improvement Rating. Mavericks High of North Broward will continue striving to increase student attendance in order to ensure that a minimum of 80% of the eligible students are tested during the testing window period. In that manner, Mavericks will be able to obtain a School Improvement Rating from the State each year that will assist the school in its efforts to improve student academic achievement.

- **GOAL 5 - LEARNING GAINS**

- Students will demonstrate basic competence in reading, mathematics and writing.
- 50% of students in attendance for 120 days or more will demonstrate annual learning gains in reading and math.

***Measurement of Basic Competence in Reading, Mathematics, and Writing:***

Mavericks High of North Broward monitors student progress in reading, mathematics, and writing through ongoing progress-monitoring assessments as well as state-mandated assessments. The assessments administered to students are described below.

**BAFS/BSA:** During the 2014-2015 school year, the school began administering the Broward Assessments of Florida Standards (BAFS) to assess students in ELA and mathematics. The BAFS were administered three times during the 2014-2015 school year. The results of the BAFS were used by school leaders and teachers to analyze individual student performance during the year. For the 2015-2016 school year, the district has replaced the BAFS with the Broward Standards Assessment (BSA) which will be administered once this year (in January), in accordance with the district's testing calendar. This year, the school's Data Team will analyze the results of the BSA and take appropriate actions to target those students who are demonstrating a need for more intensive instruction to master standards.

**FAIR-FS:** The Florida Assessment for Instruction in Reading-Florida Standards (FAIR-FS) is an assessment tool that provides teachers with screening, progress monitoring, and diagnostic information that is essential in guiding instruction. The FAIR-FS is administered to students who have not passed the FCAT 2.0 Reading or FSA-ELA (depending on cohort). During the 2015-2016 school year, the test will be administered three times in accordance with the district's testing calendar. The results of all administrations will be recorded in the student's Data Chat Form and reviewed with the student after each administration.

The following chart depicts the results from the Fall 2015 administration of the FAIR-FS for all grade levels (9-12). The chart depicts the various "Success Zones" probability scores. The *Green Zone* denotes an 85% chance or better of scoring at or above level 3 at the end of the year on the new Florida Standards Assessment (FSA), the *Yellow Zone* denotes a 16-84% probability of scoring at or above Level 3 at the end of the year on the FSA, and the *Red Zone* denotes a 15% or less probability of scoring at or above Level 3 at the end of the year on the FSA in reading.

**FAIR-FS Results – Fall 2015**

Grade Level	Green Zone	Yellow Zone	Red Zone
9 <sup>th</sup> grade	12%	88%	0%
10 <sup>th</sup> grade	7%	43%	50%
11 <sup>th</sup> grade	20%	53%	27%
12 <sup>th</sup> grade	11%	21%	68%

Mavericks is currently targeting students scoring in the *Red and Yellow Zones* and providing appropriate intervention strategies to address deficiencies identified by the FAIR-FS results, followed by on-going progress monitoring to assess the effectiveness of these strategies in helping students master

reading skills (FAIR-FS reports for 2014 and 2015 are located in Appendix H - Progress Monitoring). A comparison of the three FAIR administrations in 2014-2015 does not demonstrate a reduction in the number of students in the red zone or an increase of students in the green zone. One possible reason is that the same students are not tested from one administration to the next. Also, more intensive interventions need to be provided to students in the red zones and yellow zones. During the 2015-2016 school year, the administrative team is closely monitoring the performance of individual students in these zones.

**Reading – FCAT 2.0:** As previously stated, Spring 2012 FCAT 2.0 Reading data indicates that an average of **8%** of students scored at or above a Level 3; in Spring 2013, an average of **10%** of students scored at or above a Level 3; in Spring 2014, an average of **16%** of students scored at or above a Level 3. The results indicate that there was a steady increase in the percentage of students scoring at or above a Level 3 on the FCAT 2.0 Reading from 2012-2014 (see FCAT data reports located in Appendix A).

**Math - EOC:** The AMO data report indicates that an average of **5%** of students scored at or above a Level 3 in mathematics in 2013-2014; similar scores were achieved in prior years (see AMO data located in Appendix C). During 2014-2015, **5%** of students exceeded the median percentile rank (51% or above) on the FSA Algebra 1 EOC.

**Reading Performance Data Report (school-developed)** – It is difficult to measure learning gains in reading for students who have not achieved a Level 3 on the FCAT 2.0 reading assessment. In order to demonstrate that individual students at Mavericks of North Broward are making gains in reading, the school created a report showing the students' **individual developmental scale scores** on the FCAT 2.0 Reading Assessment (2014) as compared to the students' previous scores (see Appendix H). The results indicate the following:

Out of 129 students who had an FCAT 2.0 reading score reported in 2014, 96 students showed gains when comparing the developmental scale scores for 2014 to their previous development scale score on the FCAT 2.0. Therefore, it was determined that **74.4% of students made learning gains in reading** when comparing their previous individual reading test score to the 2014 reading test score.

### PLAN TO ADDRESS DEFICIENCIES IN READING AND MATHEMATICS

**Reading:** The school is striving to ensure that students continue to demonstrate annual increases of 5% or higher. As such, Mavericks is implementing the following action steps:

- Implementing the *Reading Plus* program with **all** students to supplement the core curriculum and to assist in preparing students for college and career readiness.
- Implementing the *Study Island* program as a test preparation supplement
- Completing practice assignments addressing benchmark weaknesses using *Apex* supplementary materials and Apex tutorials
- Conducting student data chats on a monthly basis
- Providing targeted, data-driven instruction using research-based instructional strategies and best practices
- Addressing literary components through fiction readings
- Reviewing test taking strategies to overcoming test anxiety
- Using the *Edge* reading program as the core curriculum for Intensive Reading classes (Tier 2)
- Using *Rewards* as a supplementary reading program with students in small group direct instruction sessions (Tier 3)
- Providing ongoing professional development to **ALL** teachers in using instructional techniques to improve reading proficiency of students

Intervention for struggling readers will occur for students scoring at Level 1 and 2 on the Florida Standards Assessments. These students will receive intensive instruction in the reading elements of phonemic awareness, phonics, fluency, vocabulary and comprehension. Reading instruction will be provided through the Mavericks Blended-Learning Model which combines teacher directed classroom instruction with a digital, mastery-based curriculum (Apex Learning). Reading assessment data for all students will be analyzed to determine the appropriate level courses and proper placement in intensive reading courses. Individualized, differentiated and small-group direct instruction will be used to provide students the necessary support for reading achievement.

For those students who are unsuccessful with the Apex Learning curriculum in reading, direct instruction will be provided to address students' individual needs. For students who are still struggling, the Problem Solving Team (PST) will review the case and intensive intervention sessions will be provided by certified teachers using research-based supplementary reading programs--*Edge* and *Rewards*. *Edge* (Hampton-Brown) ensures students are exposed to authentic literature and informational texts written at grade-level complexity. *Rewards* (Voyager Sopris Learning) reading and writing intervention materials are specifically designed for struggling readers. The goal of the *Rewards* program is to increase fluency rates, deepen comprehension of informational and content-area texts, and increase precision in sentence writing.

In addition to the *Edge* and *Rewards* reading programs, the *APEX English Foundations* courseware delivers core curriculum for grade levels K–12. The curriculum is aligned with national and state standards allowing educators to meet accountability requirements and personalize a course of study to meet individual student needs. Other educator benefits include: management of teaching resources, customization of curriculum content, assessment against specific standards, and integration of third party teaching resources. The *APEX English Foundations* courseware incorporates a standards-based and self-paced approach to learning. Students are provided with assessment tests, which prescribe lesson plans to fit each student's needs where students can view their own progress at any time. The software is delivered in a consistent format so students learn one interface. With the browser-based version, students can access homework assignments and view their academic progress from their homes, media centers, libraries, or community centers by simply logging onto the Internet. Mavericks High of North Broward will also increase the availability of high interest reading selections and books to assist in increasing student interests and reading abilities.

**Math:** The school's goal is to increase the percentage of students scoring at or above a Level 3 by 5% each year. The barrier that students encounter in achieving proficiency (Level 3) is lack of algebraic thinking and data analysis. In order to reach the 2015 -2016 target, Mavericks is implementing the following action steps:

- Providing professional development for math teachers on instructional techniques
- Planning lessons that ensure application of real-world math problems and appropriate rigor
- Having students complete practice tests using FLDOE resources
- Having students complete practice assignments addressing weaknesses in skill mastery
- Following a formalized plan for analyzing student performance data and using results to guide instruction
- Conducting student data chats on a monthly basis
- Implementing the MTSS/RTI process with fidelity to ensure students' academic needs are met (reading and math)
- Utilizing *Study Island* and *Khan Academy* for Tier 2 students for algebra 1, geometry, algebra 2

- Utilizing *Apex Tutorials* and *Study Island* with small groups of students for Tier 2 instruction in mathematics
- Utilizing *Carnegie Learning Algebra : A Florida standards Program books* as an additional supplementary program for Tier 3 students

Mavericks High will utilize individual student data to determine students' needs in the area of mathematics. Math instruction will be provided through the Mavericks Instructional Model which combines teacher-directed classroom instruction and Apex Learning digital instruction. For those students who are unsuccessful with the Apex Learning curriculum, the Apex Math Foundations courses will be used for mathematics instruction. Students' math assessment data will be analyzed to determine the appropriate level math courses. Individualized, differentiated small-group direct instruction will be used to provide students the necessary support for mathematics achievement. Apex Tutorials will be used to supplement the curriculum. Intervention for struggling students will occur for students scoring at Levels 1 and 2 on the Algebra 1, Geometry, and Algebra 2 EOC and for students identified through the MTSS/RtI process. These students will receive intensive instruction on the state-assessed mathematics benchmarks through a combination of direct instruction and computer-based instruction (Apex Learning Math Foundations curriculum and research-based supplementary programs). Through the RtI process, students will be identified for additional intensive interventions using research-based supplementary programs that include *Study Island*, *Carnegie Learning*, *Khan Academy*, *Apex Tutorials*, and other materials.

**Statutory References:** 1002.33(7)(a)(3)

Focus Area	Indicator	Standard/Criteria	Sources of Evidence*
Educational Program Implementation	Implementation of Mission	The school is implementing its mission as defined in the school's contract.	<ul style="list-style-type: none"> <li>• FCAT 2.0 (Appendix A)</li> <li>• FSA (Appendix B)</li> <li>• Standardized Test Results (Appendix J)</li> <li>• Progress Monitoring Data (Appendix H)</li> <li>• EOC (Appendix D)</li> <li>• On-Site Programmatic Reviews (OSPR) or Desktop Reviews, <b>on file</b></li> <li>• OSPR's Corrective Action Plans, <b>on file</b></li> <li>• School Improvement Plans as per s. 1002.33(9)(n)(1), F.S., <b>on file</b></li> <li>• Implementation of Specific Contractual Corrective Action and Status (Appendix K)</li> <li>• State-issued High Performance Designation Letter (Appendix L)</li> <li>• Approved Comprehensive Reading Plan (if charter school opted out of</li> </ul>
	Implementation of Curriculum and Instructional Techniques	The school is successfully implementing research-based curriculum and instructional strategies as defined in the school's contract.	
	Implementation of Specialized Instruction for Students (particularly of those below grade level)	The school implements demonstrably effective instructional strategies that support struggling students' ability to achieve grade level.	
	Data-Driven Decision-Making	The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.	
	Implementation of Exceptional Education Programs	The school provides effective services for exceptional students (SWD and Gifted) as defined in the school's contract and as required by applicable law. The school provides assurance of school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). May require an On-Site and/or Desktop Programmatic Review.	
	Implementation of ELL Program	The school implements effective programs and services	

		to meet the needs of English Language Learners as defined in the school’s contract and as required by applicable law. May require an On-Site and/or Desktop Programmatic Review.	the District’s K-12 Plan) (Appendix M) <ul style="list-style-type: none"> <li>• ELLevation Reports (Appendix N)</li> </ul>
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**In the narrative, please explain how the school has met these standards or reasons and explanations if they have not. Include the Educational Program Implementation Plan for the upcoming term of your charter. List any appendices.**  
**Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.**

**EDUCATIONAL PROGRAM IMPLEMENTATION**

**Implementation of the Mission**

The Mission of Mavericks High of North Broward County is to provide students who have dropped out or are in danger of dropping out an innovative education solution to earn a high school diploma. The school is committed to providing an individualized, rigorous, self-paced, digital curriculum that prepares students to earn a state-recognized high school diploma. Additionally, the school is dedicated to helping students successfully transition from high school to post-secondary opportunities such as employment, college, military or vocational/technical school.

In order to achieve this mission, Mavericks provides an innovative learning environment where students who have been unsuccessful in the traditional high school are given the opportunity to participate in a self-paced, individualized learning environment, which enables them to receive instruction from a digital curriculum, in addition to direct, face-to-face instruction from a highly qualified teacher. Mavericks High of North Broward County strives to offer its students a rigorous and relevant curriculum that will enable them to achieve their individual goals and attain a state-recognized high school diploma. Mavericks also provide students with flexible scheduling options, which include two instructional sessions—AM and PM. The AM Instructional Session is offered from 7:00 a.m. - 12:00 p.m. and the PM Instructional Session is offered from 12:30 p.m. - 5:30 p.m.

As Mavericks strives to implement its mission, it is presented with the challenge of serving a population consisting of many students who have fallen behind and are missing the necessary credits to graduate. The curriculum framework that the school has implemented enables students to learn at their own pace, allowing them to get back on track with their credits and graduate with a high school diploma. It should be noted that although this unique framework has proven effective, other factors contribute to the school’s success in implementing its mission. During the External Review conducted by AdvancED in 2013 as part of the process for earning SACS-CASI Accreditation, the External Review Team commended Mavericks for its strengths and accomplishments which the team believed were deserving of being highlighted. The Team emphasized in their final report that the school clearly demonstrated a commitment to the school's mission. Some of the specific comments (direct quotes) taken from the Summary Report from AdvancED are as follows:

- *A number of powerful practices were evident in the visit. Particularly noteworthy was the obvious emphasis on the overall purpose of the school. This shared vision is a powerful force that is capable of making it possible for the school to be a virtuous and caring organization that the stakeholders are determined it will be.*
- *Consistent themes that emerged from all stakeholders included the overall nurturing and support of students in every aspect of their lives, the*

*strong computer-based instructional program, and the multiplicity of available informational reports that can guide instruction.*

- *All students have the opportunity to recover credits and earn the high school diploma. Appropriately so, the school's motto is "Motivate. Educate. Graduate."*
- *All stakeholders agreed and supported the school's primary mission..."to challenge each student to reach her or his intellectual and creative potential..." It is the support of the stakeholders that is a major force in making the school a virtuous and caring organization. A solid infrastructure of human resources to meet students' physical, social, and emotional needs is also quality evidence of the school's purpose and direction.*

Mavericks High embodies its organizational motto "**Motivate, Educate, Graduate.**" In essence, Mavericks strives to motivate all students in order to educate them, and, ultimately, graduate them. Recognizing that motivation is paramount in achieving the school's mission, the staff is highly committed to motivating each and every student to reach his or her greatest potential.

The primary goal of Mavericks High of North Broward County is to address the academic needs of students who have dropped out of school or who are at risk of dropping out. For the school to successfully meet the needs of the students it serves and achieve its mission, Mavericks has created a mentoring program in which members of the instructional and/or support staff serve as mentors to designated students in order to monitor and assist them in complying with graduation requirements. The mentor's role is to monitor and support the students' academic progress, behavior, social wellbeing and attendance. The mentor conducts a Student Data Chat once a month with students to review academic progress in all areas. The mentor also assists students with post-graduation studies and careers. Within the first 30 days of a student's enrollment, he/she is assigned a mentor. Mentors are required to meet with their mentees every Friday, or more often if needed. The mentor will create a Mentoring Folder for each student which will contain the Academic Advisement Form, the Mentor-Mentee Meeting Agreement Form, the student Data Chat Form, and the Mavericks Post-Secondary Plan for seniors. The school's Admissions/Family Coordinator and Academic Advisor will provide students with opportunities for career and job-seeking explorations and interviewing techniques, track employment and hours where applicable, conduct employer outreach on behalf of students, and coordinate job and career fairs in support of student post-secondary goals.

### **Implementation of Curriculum and Instructional Techniques**

Mavericks High of North Broward County requires the use of the Direct Instruction Lesson Delivery Model, demonstrating a three-stage, systematic teaching design that is driven by the continuous assessment of learning. The general process includes: an introduction to the new content to be learned, the main presentation of the lesson, and practice with immediate feedback. A lesson plan template has been developed and is used for each Direct Instruction lesson that is taught. All completed lesson plans are submitted to the School Leader every Friday for approval and signature. Student participation is documented using an attendance log in which all students must sign in for attendance purposes. ESE and ESOL students receive appropriate instructional accommodations by both regular, ESOL-endorsed and exceptional student education certified teachers as indicated in the LEP or IEP.

Mavericks High of North Broward County implements a standards-based curriculum and utilizes instructional techniques that yield student achievement. Mavericks High combines traditional face-to-face classroom instructional methods with computer-mediated activities through the Apex Learning System curriculum, which is aligned to the Florida Standards. Students are scheduled for Direct Instruction (DI) in each of the core subject areas. Instruction is provided by highly-qualified teachers, through a traditional, face-to-face approach, in small "DI Classrooms" equipped with desks, a white board, and electronic media to enhance instruction.

As part of the Mavericks Instructional Model, teachers are required to group students for Direct Instruction (DI) by utilizing key data on performance indicators from various sources. DI is utilized to address the needs of students with *common skill deficits*. The teachers are responsible for lesson delivery by grouping students based on assessment data in order to create manageable groupings. The number of students to be served in DI is based on priority groupings and the number of available seats in a classroom. Priority groupings are based on level 1 and 2 statuses or the bottom quartiles of students based on past standardized testing performance, when available, and any other performance indicator assessments administered by the teachers. DI teachers create a roster for their classes which is created based on student needs in their Reading, English, Math, and Science classes. The students are required to sign-in using the roster when they attend DI.

Direct Instruction is required for students who are having difficulties understanding academic course required material and who have been identified by the Problem Solving Team as needing intensive remediation in reading and/or mathematics. Students who score in Levels 1 and 2 on state-mandated assessments are provided with intensive reading and intensive math courses through traditional, teacher-directed courses. These students are monitored by the Problem Solving Team through the MTSS/RtI framework.

### **Apex Learning Digital Curriculum**

When students are not receiving teacher-directed instruction, they are working on completing lessons using the Apex Learning digital curriculum. Students work at their individual computer stations which are located in large "Mastery Classrooms." To maximize student achievement, Mavericks utilizes the Apex Learning System curriculum to fulfill the following requirements:

- ✓ *Fully engage students in their learning* - courses use multimedia to capture and maintain students' attention by engaging all learning modalities.
- ✓ *Help students build 21<sup>st</sup> century skills* - courses provide a range of activities and assignments that help students develop exceptional communication, team-building, and problem-solving skills.
- ✓ *Use proven teaching methods* –courses set expectations for learning, provide regular progress assessment, and utilize various teaching strategies including guided inquiry and direct instruction.
- ✓ *Support individualized instruction* - As students progress through courses, they receive personalized instruction in the form of embedded support, the ability to review or move forward more quickly, and one-to-one teacher interaction.
- ✓ *Cover comprehensive, standards-based content* - The scope and sequence of each accredited course meets national and state content standards.

At the very core of Mavericks High's educational foundation is a research-based, digital curriculum--Apex Learning--consisting of four Learning Levels (listed below) which accommodate the varied instructional needs of students. These levels are defined below:

- Learning Level 1 - Essentials
  - Online, offline curriculum
  - Begin with instruction
  - Accelerate over remediation
  - Direct instruction
  - Building basic skills in core subjects
  - Work to HS level

- Intensive intervention for ELL, ESE, and slow learners
- Learning Level 2 - Foundation
  - Online, offline instruction
  - Begin with strengths
  - Build upon basic skills in core subjects
  - Direct instruction
  - Work at HS level
  - Remediate individual subject deficiency
  - FCAT prep/testing, based on cohort
  - FSA prep/testing, 2013-2014 cohort and beyond
  - Career preparation and assistance
- Learning Level 3 - Completion
  - Online, offline instruction
  - Pursue major graduation options
  - Defined path to graduation
  - Work at HS senior level
  - Complete FCAT requirements, when appropriate
  - Complete FSA requirements, 2013-2014 cohort and beyond
  - Career preparation and assistance
- Learning Level 4 - Advanced
  - Online, offline instruction
  - Direct instruction
  - Pursue major graduation options (18 or 24 credits)
  - Post-secondary prep and selection
  - Dual enrollment
  - Employment, internships, community service
  - Mentoring/tutoring

Through the implementation of the Apex Learning System standards-based curriculum and data-driven instruction appropriately aligned to the student's current level of performance (Learning Level), Mavericks High of North Broward County has created a successful dropout retrieval and prevention model.

The following chart illustrates how the **Mavericks Instructional Model** is structured and implemented.

**Mavericks Instructional Model**

<b>Type of Model</b>	Dropout Prevention and Credit Recovery
<b>Grade Levels</b>	9-12
<b>Primary Goal</b>	Provide high school completion options and post-secondary opportunities for high school dropouts and improve academic achievement for at-risk students ages 15-21.
<b>Main Features</b>	<p>Comprehensive educational and support model which employs a personalized environment focusing on student achievement. Core components include:</p> <ul style="list-style-type: none"> <li>● Mastery-based, self-paced, teacher supported instruction</li> <li>● Technology enhanced instruction</li> <li>● Direct instruction to support core activities</li> <li>● Continuous assessment with real time data</li> <li>● Individualized learning levels</li> <li>● Instructional team mentors</li> </ul>
<b>Impact on Instruction</b>	Raise academic performance of students to levels required for post-secondary education and quality employment. Improve self-esteem with credit achievement and regular attendance.
<b>Impact on Organization/Structure</b>	Small learning communities with qualified faculty and staff. Ongoing instructional professional development.
<b>Impact on Schedule</b>	Flexible day schedule to allow employment, child care, and life style preferences.
<b>Parental Involvement</b>	Online portal accessible to researchers, administrators, teachers, students, and parents to review student progress. Parent communications that provide families with effective strategies aimed at improving their child’s self-esteem and academic performance.
<b>Technology</b>	Secure online portal for student learning and student information management. Online access to curriculum based on the Florida Standards. Integrated text messaging for attendance and credit achievement communications. Security enhancements providing a safe school environment for learning.

For those students who are unsuccessful with the Apex Learning curriculum, the English and Math Foundations courses within the Apex Learning system will be used. The Foundations courseware delivers core curriculum for grade levels K–12. The curriculum is aligned with national and state standards allowing educators to meet accountability requirements and personalize a course of study to meet individual student needs. Other educator benefits include: management of teaching resources, customization of curriculum content, assessment against specific standards, and integration of third party teaching resources. The Foundations courseware incorporates a standards-based and self-paced approach to learning. Students are provided with assessment tests, which prescribe lesson plans to fit each student's needs where students can view their own progress at any time. The software is delivered in a consistent

format so students learn one interface. With the browser-based version, students can access homework assignments and view their academic progress from their homes, media centers, libraries, or community centers by simply logging onto the Internet.

### **Implementation of Specialized Instruction for Students, with an Emphasis on Those Performing Below Grade Level**

Students at Mavericks High of North Broward County often require extensive remediation to achieve high school success. Therefore, Mavericks implements specialized instruction and a curriculum framework that address a variety of learning styles, interests, and abilities. The Apex Learning digital curriculum's continuous integrated assessments identify student deficiencies which are, in turn, remediated through the program's English and Math Foundations courses coupled with direct instruction provided by the instructor. Extensive guided practice in building academic skills necessary for success on state and national standardized tests is embedded in the curriculum and instruction.

Mavericks High acknowledges that one curriculum program does not meet the needs of all students and, therefore, will provide additional curriculum resources including Reading Plus, Edge, Rewards, and Study Island to provide opportunities for remediation. Mavericks High implements the District's Comprehensive Research-Based Reading Plan (CRRP) with fidelity. The District's CRRP consists of various, research-based frameworks needed for developing a highly effective reading program, including, but not limited to the following: incorporating data driven instruction; adequate training for all teachers in literacy instruction; explicit reading instruction in vocabulary development; reading fluency, comprehension, and writing in all subjects, teacher coaching and ongoing classroom support from knowledgeable leaders, appropriate student placement, student-teacher ratios, and scheduling; differentiated instruction; appropriate use of technology; and frequent and continuous professional development.

Students who have been identified as deficient in the areas of reading and/or math are assigned the English and/or Math Foundations courses. The English Foundations course supports literacy development at the critical stage between decoding and extracting meaning from text. Students are provided intensive reading and writing instruction, deep practice sets, and consistent formative feedback. The Math Foundations course in Apex effectively remediates computational skills and conceptual understanding needed to undertake high school-level math courses with confidence. However, for those students who are unsuccessful with the Apex Learning curriculum, the English and Math Foundations courses will be used. As previously detailed throughout this document, Mavericks will be implementing additional supplementary research-based programs to complement the Apex curriculum. Additionally, Mavericks counsels students in regards to social issues that might be prohibiting them from learning and teaches students valuable life management skills, both of which have been found to be effective in boosting student achievement.

In addition to the curriculum implemented, Mavericks employs specific methodologies designed to meet the needs of students performing below grade level. Methodologies such as student-centered learning, hands-on learning, and cooperative learning engage struggling students to become more involved in the learning process. Mavericks will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities as follows:

- Daily *Reading Plus* lessons
- Differentiated instruction provided by certified teachers in small-group sessions
- MTSS/RtI reading interventions for Tier 2 and Tier 3 students - *Edge* and *Rewards*
- MTSS/RtI math interventions for Tier 2 and Tier 3 students - *Study Island*, Apex supplementary tutorials, Carnegie Learning Algebra, Khan

**Academy**

- Before School and/after School programs (ability for students to attend additional sessions)
- Saturday Academy: *Study Island* intensive test preparation support and/or credit recovery work (available close to testing times)
- Summer School: Intensive remediation in reading and math and/or credit recovery work

**Data-Driven Decision Making**

Mavericks High of North Broward County has established a data-driven culture, through the Assessment and Instructional Model (AIM) that relies heavily upon student academic performance results and behavior measurements to make decisions that impact instruction. From the admissions process to graduation, student data informs placement into the appropriate learning level and progression to the next level. In order to ensure optimal placement based on a broad range of student information, step one of the admissions process is to evaluate existing data and to conduct baseline assessments using Reading Plus and Study Island. The school will monitor student progress using the FAIR and the Broward Standards Assessment (BSA).

Although collection of student data begins at the admissions process, ongoing monitoring through multiple indicators including needs driven diagnostic measures, literacy benchmarks, and FSA preparation assessments will be combined to create a picture of student learning progression. On a daily basis, teachers utilize Apex Learning assessments and data to gauge student growth, differentiate instruction, and remediate deficiencies with direct instruction. In conjunction with available assessment results, teachers analyze key data on performance indicators from various sources (i.e. BSA, *Reading Plus*, *Study Island*, *Edge* assessments, *Rewards* assessments, FAIR, FSA, and EOCs) in order to group students with common skill deficits together for small-group direct instruction and to identify students who may need interventions through the MTSS/RtI process. When analyzing the student data, teachers should answer the following questions:

- Who are the students who are not achieving and why not?
- What are the contributing causes of their lack of proficiency?
- Which students may not pass the reading state assessments?
- Which strategies and programs are most effective for students?
- What intervention strategies and programs will be utilized with struggling students?
- How will student progress be monitored and measured?

During leadership and teacher meetings, data analyses are conducted on an ongoing basis in order to effect positive change in teaching and learning. Such analyses help to identify strengths and weaknesses of individual students or groups of students, effectiveness of programs and school-wide initiatives being implemented, and gaps in the curriculum that must be addressed through interventions and remediation. Mavericks High of North Broward County uses several methods of tracking student progress throughout the year in order to ensure that the students are achieving the skills necessary to achieve proficiency levels on the FSA and EOC exams, and to track whether students are making academic achievement in order to earn the required credits and meet the requirements for graduation. In addition to monitoring students' academic progress through their performance on Apex Learning System assessments, Mavericks also tracks students' reading levels on *Reading Plus* at specific intervals during the year. Additionally, Maverick administers the district's progress monitoring assessments--the BSA--as well as the FAIR-FS three times a year. Teachers and administrators meet on a regular basis to review student data and gauge students' progress. The Data Team meets on a quarterly basis and student data chats are conducted on a monthly basis.

Data-driven decision-making will drive the instructional processes at the School. Differentiated instruction is embedded in the philosophy of blended learning through digital courses and Direct Instruction (DI). Direct Instruction lessons are taught by certified teachers, and consist of learning opportunities, additional assignments, individual and group projects, and other student-centered activities. The Direct Instruction lessons offer students additional curriculum support. Another form of Direct Instruction is provided for students who need intensive interventions. Certified teachers determine the correct differentiated learning level of the students, specified groupings, or focus area that is appropriate for the individual student or a group of students for remediation of a deficit skill. Direct Instruction is a model that focuses on a specified group of students. To summarize, the Mavericks Model of Instruction consists of a blended approach that consists of two methods for delivering differentiated instruction:

- Apex Learning Direct Instruction, which provides differentiated instruction for all students who need teacher-led instruction to master core and elective subjects;
- Skill Building Direct Instruction, which provides intensive interventions in math or reading for students identified through the MTSS/RtI process.

The goals of Direct Instruction include the following:

- Increase student achievement in all academic areas
- Increase student retention
- Increase credit completion
- Increase graduation rate
- Increase scores on statewide tests, including ACT, SAT and PERT

Students that regularly participate in Direct Instruction lessons will benefit from the following:

- Standards based, focused instruction of common objectives
- Small group sessions
- Slower pace to address needs of struggling students
- Instruction that is broken down into small steps
- Explicit, corrective feedback from certified teachers
- Supplementary, research-based programs and instructional practices
- Objectives that are clearly stated in terms of learner outcomes or performance
- Opportunities to connect previous knowledge with new knowledge
- Opportunities for repetition that promote increasing independence
- Feedback after each practice opportunity
- Frequent, ongoing assessments to see if students have mastered skills

### **Implementation of Exceptional Education Programs**

Mavericks High of North Broward County provides exceptional students a quality education and complies with federal, state, and local policies and

procedures and the Individuals with Disabilities Education Act (IDEA). Mavericks High is providing effective services for exceptional students as defined in the school's contract and as required by applicable law. The most recent On-Site Programmatic Review noted minor deficiencies in ESE that have been corrected.

Mavericks High of North Broward ensures optimal learning conditions for all students who may need additional academic support. The Mavericks Problem Solving Team (PST) ensures that those students with an Individualized Education Plan (IEP) receive the appropriate support services. To this end, Mavericks High ensures that all instructors teaching core content to ESE students hold ESE certification. The PST and ESE Specialist perform the following functions:

- Reviews all assessment results and reports from teachers and parents
- Discusses the needs and strengths of the student
- Writes goals, benchmarks, and modifications that will benefit student learning
- Decides the most appropriate setting for students
- Reviews placement decisions annually
- Reviews eligibility status to receive special education services of those students new to the school

The staff of Mavericks High works with the School District (LEA) to ensure the needs of ESE students is met in the most appropriate setting. All students attending Mavericks that have specific disabilities are educated in the least restrictive environment. Academic and behavioral accommodations/modifications are established by the IEP team. As exceptional learners range from students with disabilities, to gifted learners who can move at an accelerated pace, Mavericks is able to individualize learning with the English and Math Foundations courses within the Apex Learning digital curriculum allowing for a diverse range of student needs to achieve academic success. The instructional service delivery model used includes digital curriculum and other research-based programs such as *Edge*, *Rewards*, *Reading Plus*, and *Study Island* that use many principles of instructional design and learning theory which incorporates teaching techniques for students with learning disabilities. Teachers provide students with self-paced structure, immediate feedback, and extensive practice that are particularly useful for students with learning disabilities.

The school has a certified ESE teacher who works as the ESE Specialist in order to coordinate all aspects of the ESE program. The ESE Specialist ensures that students with an IEP receive services to which they are entitled, and that all documentation required by the local, state and federal government is properly maintained.

At Mavericks of North Broward, ESE students who need more instructional support may work directly with the ESE teacher and/or classroom teacher in an individual or small group setting. Alternative materials and teaching strategies are utilized so that each student has the opportunity to successfully access the regular curriculum. For students with needs beyond the traditional classroom setting and standard curriculum, the following services may be provided to serve the needs of this student population:

- Academic pullouts for those students requiring extra services or instructional assistance by a certified ESE teacher. The amount of pull-out and the specific content area to be provided will be determined by the IEP.
- Consultation and collaboration for students who do not require "pull-out" service but require some assistance as per the student's IEP will receive

extensive monitoring.

- Any required therapy will be contracted out and services provided according to each student's IEP.
- Enriched curriculum for gifted students (Gifted students are offered Honors courses in Apex)

The school provides accommodations and modifications as necessary to permit access to technology-based learning and the related service provided on the student's IEP. The modifications/accommodations shall include, but are not limited to:

- Adaptive curriculum assignments
- Test modifications
- Computer pacing and remediation
- Headphones

Each course's curriculum is developed to include regular assessments to determine student mastery. If a student does not exhibit mastery, the ESE teacher will work with the classroom teacher to provide remedial instruction as needed.

### **Multi-Tiered System of Supports (MTSS) to Monitor Student Progress**

Mavericks High of North Broward County uses the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) framework to monitor progress of all students in academics and behavior. This framework and process is facilitated by a Problem-Solving Team (PST). The team directs and guides school policy by meeting on a monthly basis to discuss ways of implementing teaching and intervention practices throughout the school curriculum, taking into account student needs and interdisciplinary considerations. The Team collaborates regularly to problem solve, share effective practices, evaluate implementation, make decisions, and implement new processes and strategies. The team also facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation. Students who are at risk for not meeting benchmarks are identified using progress monitoring data. The Team also reviews information on students who have been referred for behavioral and emotional issues. The group analyzes trends and data for these students and reviews intervention programs that are in place to determine their effectiveness. As a result of this analysis, information gathered is used to develop the goals and objectives for school-wide implementation. Intervention strategies and programs determined to be effective in increasing student achievement will be utilized across the school to meet the objectives stated in the ongoing school improvement plan. Some students will need additional support and intervention to meet the high expectations of state standards.

All students receive Tier 1 (universal) instruction which includes the Apex curriculum, *Reading Plus* every day, and direct instruction in small groups (as needed). At the Tier 2 Level, students who are struggling in reading as evidenced by Level 1 and 2 scores on state-mandated reading assessments receive 90 minutes of instruction in reading (Intensive Reading class) in which a certified teacher provides instruction using *Edge* as the core curriculum. Students who continue to struggle in Tier 2 will receive Tier 3 intensive interventions. In addition to Tier 1 instruction, students at Tier 3 will receive Intensive reading for 90 minutes using *Rewards*. The students at this level will be placed in much smaller groups and receive small group instruction as well as one-on-one assistance. After Tier III implementation, students who continue to display limited progress may then be considered for further evaluation and services. Students who struggle in mathematics or science will also receive Tier 2 or Tier 3 interventions. Similar to interventions in reading, interventions in math and science will vary in intensity from Tier 2 to Tier 3. Groups will be smaller at Tier 3 and supplementary materials will be differentiated from

one intensity level to another. Students at Tier 2 will utilize Study Island and Apex Tutorials; students at Tier 3 will utilize Carnegie Learning, Khan Academy, and other research-based math and science materials.

### **Implementation of ELL Program**

Mavericks High of North Broward County complies with state and federal requirements for serving English Language Learners, including the procedures that are utilized for identifying such students and providing support services. A number of deficiencies were noted on the most recent On-Site Programmatic Review in the area of ESOL. Due to these deficiencies, the School Leader has appointed a new ESOL Coordinator and corrections are being made in their respective areas.

The purpose of the ESOL program is to ensure that English Language Learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards that all students are expected to meet. Mavericks High is providing effective services for students identified as English Language Learners (ELL) defined in the school's contract and as required by applicable law. School staff members, with the participation of the parents of English Language Learners (ELLs), plan the program of instruction for the ELLs and/or specific modifications or accommodations most appropriate for English instruction. All students who are classified as ELL are provided with appropriate services to meet their academic and linguistic needs. The school has a designated ESOL Coordinator who is responsible for maintaining and updating all students' ELL plans, keeping a record of parental contact, and maintaining ELL program record folders. Students in the ESOL program are required to meet the same curriculum standards as other students in English/Language Arts and content area instruction. The school provides ESOL strategies, supplementary materials, and native language assistance to ensure that comprehensible instruction is being provided to every student. The school follows established state and federal guidelines and procedures for identification, placement, screening, and classification of English Language Learners. These procedures are aligned to the Florida Department of Education ESOL guidelines and agreements under the terms of the META Consent Decree. The Comprehensive English Language Learning Assessment (CELLA) was administered annually to all ELLs to measure the progress of these students, as well as their English proficiency. The CELLA was replaced with ACCESS in 2015. The Apex Learning digital curriculum used by Mavericks High addresses the needs of English Language Learners by providing features such as audio with replay, a dictionary, and Vocabulary Builder. Other web-based programs provide the ELLs with a multitude of multimedia activities, monolingual/bilingual dictionary, grammar tools, audio support, and supplementary print coursework. For those students who are unsuccessful with the Apex Learning curriculum, the English Foundations courses and supplementary resources will be used.

**Statutory References:** 1002.33(7)(a)(1); 1002.33(7)(a)(2); 1002.33(7)(a)(4); 1002.33(16)(a)(3); 1003.56;

**State Board Rules:** 6A-6.0902 - 6A-6.0909 (ELL); 6A-603011 – 6A-60361 (ESE)

**FINANCIAL PERFORMANCE**

Focus Area	Indicator	Standard	Sources of Evidence*
Financial Management	Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.	<ul style="list-style-type: none"> <li>• Annual Budgets, <b>on file</b></li> <li>• Financial Reports, <b>on file</b></li> <li>• Annual Financial Audits, <b>on file</b></li> <li>• Cost Reports, <b>on file</b></li> <li>• Fixed Assets Report Reconciled with General Ledger (Appendix O)</li> <li>• Financial Corrective Action Plans (Appendix P)</li> <li>• Evidence of Resolution of any Financial Deficiencies (Appendix Q)</li> <li>• Compliance of Financial Reports with District Deadlines will be considered (Appendix R)</li> </ul>
	Adherence to Generally Accepted Accounting Principles	The school adheres to generally-accepted accounting principles.	
	Financial Reporting Requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school’s contract.	

**In the narrative, please explain how these standards have been met, or reasons and explanations if it they have not. Include the school’s plan to improve/maintain its financial performance for the upcoming term of the charter. List any appendices.**

**FINANCIAL MANAGEMENT**

**Demonstration of Professional Competence and Sound Systems in Managing the School's Financial Operations**

Mavericks High of North Broward County ("the School") operates under a charter between the School Board of Broward County (the "School Board") and New Alternative Education High School of Broward County, Inc. The Governing Board of the school ("the Board"), which was established by New Alternative Education High School of Broward County, Inc., is the ultimate policy-making body responsible for the academic, financial, and operational performance of the school. Policies and procedures have been established to ensure proper accountability and internal controls. The Board has effectively managed the School’s operations and accountability of public funds since the School’s inception in July 2011. The Board contracted the services of an Educational Service Provider (“ESP”), Mavericks in Education Florida, LLC (“Mavericks”).

An effective system of internal controls over revenues, expenditures, and fixed assets has been implemented at the School, along with good, sound business practices. The fixed assets report reconciled with general ledger is contained in Appendix O. A comprehensive list of checks and balances, approved by the Board and in accordance with charter school finance policies, procedures, and internal controls, has been implemented to ensure that the financial resources are properly managed. On an annual basis, the Board contracts with a certified public accountant to perform the annual financial audit which is submitted to the Broward County Public School District and the State Auditor General. Included as part of the audit report is the auditor’s letter to management suggesting improvements to internal controls. For school years ending in 2012, 2013, and 2014, and 2015 no items of improvements to internal controls were reported. The annual financial audits are on file at the District office.

**Adherence to Generally Accepted Accounting Principles / Financial Reporting Requirements**

In addition to annual audit reports, monthly financial reports are prepared by Mavericks, the ESP and management company for the School, and submitted to the Board. Monthly and quarterly financial reports are submitted to the District. The annual financial statements audit, and the monthly and quarterly financial reports are prepared in accordance with generally accepted accounting principles and Governmental accounting standards which provides the Board and the District an opportunity to review and monitor the School's finances and projected enrollment trends. At the close of the school year, as required by the charter, Mavericks prepares the School's annual financial report which reflects the fiscal year's financial activities and year-end balances, which are included in the School Board's Annual Financial Report (CAFR) submitted to the District.

**Statutory References:** 1002.33(7)(a)(9); 1002.33(7)(a)(10); 1002.33(7)(a)(11); 1002.33(9)(g); 1002.33(9)(h)

Focus Area	Indicator	Standard	Sources of Evidence*
Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	<ul style="list-style-type: none"> <li>• Annual Budgets, <b>on file</b></li> <li>• Projected 5-year Budget is requested (2016-2021) (Appendix S)</li> <li>• Financial Reports, <b>on file</b></li> <li>• Annual Financial Audits, <b>on file</b></li> <li>• Financial Corrective Action Plan (Appendix T)</li> <li>• Evidence of Resolution of any Financial Deficiencies (Appendix U)</li> </ul>
	Financial Obligations	The school's financial obligations are in good standing.	
	Long-Term Financial Planning	The school has a sound and sustainable long-term financial plan.	

**In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school's plan to improve/maintain its financial performance for the upcoming term of the charter. List any appendices including the projected 5-year budget (2016-2021).**

**FINANCIAL VIABILITY**

**Budgeting and Financial Obligations**

Each year, the School creates and maintains a budget, which is approved by the Board and reviewed and monitored against actual results on a monthly basis to ascertain that the School is meeting its financial goals. The annual budget is on file at the District office. Actual financial results and enrollments are used to project future revenues, expenditures, enrollments, net assets and fund balances. Specific control measures are implemented to monitor these projections.

During the initial year of the charter (2011-2012), Mavericks High of North Broward County experienced a positive change in net assets on a government-wide basis of \$652,850. On a fund basis, the School generated a positive change in fund balance of \$239,111. Both the government-wide basis and fund basis included Implementation Grant funds received of \$375,000.

In the second year of operations (2012-2013), the School experienced a decrease in the change in net assets of \$(244,649) on a government-wide basis, due

primarily to a forgiveness of a receivable of approximately \$300,000 from Mavericks High of Central Broward County, which is a division of New Alternative High School of Broward County, Inc., and governed under the same Board of Directors as the School, and an increase in the net change in fund balance of \$1,512. Total net assets on a government-wide basis decreased from \$652,850 in the initial year, to \$408,201 as a result of the negative change in net position for the year. The fund balance on a governmental basis increased from \$239,111 to \$240,623 for the year. To make up for the forgiveness of debt, and to provide some additional cash flow, the School entered into a short-term financing arrangement with Charter School Capital. Funds were advanced based upon FTE revenues and paid back out of future FTE payments. The net of the borrowings and paybacks during the year was a balance owed to Charter School Capital of \$325,532. The School successfully completed an external review and became accredited by the Southern Association of Colleges and Schools Counsel on Accreditation and School Improvement (SACS Accreditation) for the 2012-2013 school year.

During the second year, the Auditor General for the State of Florida conducted an audit of the FEFP revenues for the 2011-2012 fiscal year. The audit resulted in two initial conclusions: 1) the bell schedule followed did not support a full FTE for purposes of calculating the FEFP payment, and 2) the attendance records for a sample of students were missing. The Auditor General proposed a reduction of the reported FTE's for the year. In July 2014, the School appealed the findings, and in the same month, the District requested an informal conference with the Florida Department of Education (FDOE) to discuss the findings. Restoration of hours for the issue related to the bell schedule was recommended by the panel based upon the actions of the Commissioner of Education in a similar case. With regards to the missing student records, the FLDOE calculated a reduction of \$122,673 to FEFP revenues for the year. It was determined by the District that this reduction be taken against FEFP revenues during the 2015-2016 school year (see below).

In the third year of operations (2013-2014), the School experienced an increase in net position of \$23,350 on a government-wide basis, which increased the accumulated net position to \$431,551 as of the end of the year. On a fund basis, the net change in fund balance was a positive \$16,816, bringing the fund balance to \$257,439 as of the end of the year. It should be noted that the School experienced a positive net change in fund balance, despite a lower FTE average for the year (approximately 408 FTE's compared to 484 FTE's in 2012-2013), and a \$202,486 net pay down of the loan with Charter School Capital. Mavericks advanced the School approximately \$120,000 for additional working capital.

In the fourth year of operations (2014-2015) the School experienced a positive change in net position on a government-wide basis of \$9,500, which increased the net position to \$441,051, and an increase in the change in fund balance of \$572 which increased the fund balance to \$258,011. The increase in both net position and fund balance was obtained despite a much lower FTE level than the previous year (approximately 311 FTE's compared to 408 in 2013-2014), through a reduction of expenses. The School also paid down the remaining debt of \$123,046 to Charter School Capital.

For the fifth year of operations, FTE levels are anticipated to come in lower than the 2014-2015 level. Additionally, FEFP revenues will be reduced by the 2011-2012 Auditor General adjustment of \$122,673, as mentioned previously. Through various expense reductions, it is anticipated to end the year with a slight increase in fund balance. The change in net position on a government-wide basis is anticipated to result in a loss for the year, approximately equal to the amount of depreciation for the year.

### **Long-Term Financial Plan**

In spite of the payback of the Auditor General adjustment and the lower than anticipated FTE levels during the 2015-2016 school year, the projections for the five years beginning with the 2016-2017 school year, the first year of the charter renewal, shows a strong, positive performance on both a government-

Name of Charter School Seeking Renewal: Mavericks High of North Broward

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wide basis and on a fund basis (Appendix S). Additional increases in net position and the net change in fund balance can be expected should FTE levels increase in future years above the projected amounts shown.

**Statutory References:** 1002.33(7)(a)(10); 1002.33(7)(a)(11)

**ORGANIZATIONAL PERFORMANCE**

<b>Focus Area</b>	<b>Indicator</b>	<b>Standard</b>	<b>Sources of Evidence*</b>
Student Enrollment and Conduct	Student Enrollment Trends	The school’s actual enrollment is consistent with its projections.	<ul style="list-style-type: none"> <li>• Student Enrollment reports (Appendix V)</li> <li>• Copy of Registration Forms in Parent’s Primary Language (top 3, plus English) (Appendix W)</li> </ul>
	Racial/Ethnic Composition of the Student Body	The racial/ethnic composition of the school’s student body is reflective of the community it serves or other public schools in the same school district that the charter school is located in.	
	Enrollment Procedures	The school implements enrollment procedures as defined in the school’s contract and in compliance with applicable law.	
	School Environment	The school maintains a safe and secure environment.	<ul style="list-style-type: none"> <li>• Discipline Reporting (in each category for the last five years) (Appendix X)</li> </ul>

**In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school’s plan to meet this Focus Area for the upcoming term of the charter. List any appendices.**

**Note: As this document can be requested as part of a public records request, please remove any student specific identifiers.**

**STUDENT ENROLLMENT AND CONDUCT**

**Student Enrollment Trends**

As of Survey 2 in October 2015, Mavericks High of North Broward County has a total of **253** students enrolled in its educational program. The administration is implementing recruitment strategies to increase enrollment. The chart below contains student projected enrollment as well as the actual enrollment for the term of the charter. The number of students enrolled at Mavericks of North Broward has decreased significantly from Year 1 to Year 5 (see FLDOE Student Enrollment Reports located in Appendix V). A summary of the annual student enrollment for Mavericks High of North Broward County is provided in the chart that follows. The reason for the decline in enrollment is that there are new schools in the surrounding area that offer similar programs.

**Student Enrollment 2010-2014**

<b>School Year</b>	<b>Projected Enrollment</b>	<b>Enrollment (Survey 2)</b>
2011-2012	400	495
2012-2013	500	488
2013-2014	550	406
2014-2015	550	347
2015-2016	550	253

**Racial/Ethnic Composition of the Student Body**

The racial and ethnic composition of the student body at Mavericks High of North Broward County is reflective of the community it serves. Mavericks has a similar minority student population, in terms of race and Hispanic ethnicity, as the District. The demographic information for Mavericks (from TERMS) and the demographic information for Broward County Public Schools (from the School District website) as of August 2015 is shown in the chart below:

**Demographics of Student Population (August 2015) - Mavericks and Broward School District**

School	White	Black	Indian	Native Am.	Native Hawaiian Pacific Islander	Asian	Multi
Mavericks High of North Broward*	41.7*	53.04	2.43	-	-	.40	2.43
Broward School District**	50.8*	40.7	-	1.3	.2	3.7	3.4

\*Hispanic Population at Mavericks of North Broward: 29.96%

\*\*Hispanic Population for Broward County School District: 30.5%

**Demographics of Student Population (August 2015) - Mavericks North Broward and Other Schools in Surrounding Community**

School	White	Black	Hispanic	Native Am or Indian	Native Hawaiian Pacific Islander	Asian	Multi
Mavericks High of North Broward*	11.74	53.04	29.96	2.43	0	.40	2.43
Blanche Ely High**	4.89	82.1	10.8	.28	0	1.24	.62
Deerfield Beach High**	22.1	48.6	22.5	.29	.08	3.27	2.94
Coconut Creek High**	8.88	71.7	13.6	.35	.07	3.12	1.84

\* TERMS

\*\*District Website

**Enrollment Procedures**

Mavericks High of North Broward County implements enrollment procedures in compliance with applicable law and as defined in the school’s contract. Mavericks High School enrollment operates on a “first come, first served” basis to any student residing within the District. There is no specific requirement for admission other than age appropriateness to enter the school and completion of grade 8. Mavericks High School is open to students from age 15 to 21. Students seeking to enroll may complete an online application or visit the school and meet with an admissions coordinator to complete an application (see the Student Registration Form in three languages located in Appendix W). Upon enrollment, students are required to undertake a series of assessments and provide responses to questions that will be used to determine their academic requirements for graduation.

**School Environment**

School leaders at Mavericks High of North Broward are committed to providing a school environment where students and staff feel safe and secure. Students who attend Mavericks typically have a history of excessive behavioral problems that have resulted in numerous suspensions throughout the years. School leaders have analyzed the “Discipline Incidents Detail” report for Mavericks High of North Broward from Broward County Schools. Over the initial term of

the charter, administrators noted a significant decrease in disruptive behavior among students. The Student Discipline Report detailed by category is located in Appendix X.

**Discipline Incidents Detail Summary**

<b>Incident</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-2016**</b>
Disobedience/Insubordination					1
Insulting/Profane/Obscene Language		3			
Assault/Threat (Major)					1
Assault/Threat (Minor)					
Unruly Disruptive Behavior		2	2		
Petty Theft					
Tobacco Possession					
Inciting Disturbance					
Fighting					
Disruption on Campus		6	6		
Technology-Inappropriate Use			1		
Possession – Use of Prohibited Items				1	
Cheating-Major					
Cheating-Minor					
Class/School Rules Violation		8	8		
Leaving Campus w/o Permission					
Out of Assigned Area		1	1		
Defiance of Authority	1				
Profanity to Staff Member			3		
Cell Phone Violation		3	3		
Trespassing			6		
Dress Code Violation			1		
<b>TOTALS</b>	<b>1</b>	<b>23</b>	<b>31</b>	<b>1</b>	<b>2</b>

\*\*To Date

The number of students serving an out-of school suspension while enrolled at Mavericks decreased from **9 students** in 2013-2014 to **1 student** in 2014-2015. Currently, for the 2015-2016 school year, no students have been suspended to date (as shown in the chart below). The Student Discipline Report detailing discipline incidents during the term of the charter is located in Appendix X.

**Student Suspensions and Expulsions**

School Year	Number of Students Suspended	Number of Student Expulsions
2013 – 2014	9	0
2014 - 2015	1	0
2015- 2016*	0	0

*\*To date*

All schools will commit to the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes and other Federal and/or State statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability.

**Statutory References:** 1002.33(7)(a)(7); 1002.33(7)(a)(8); 1002.33(7)(a)(11); 1002.33(9)(e); 1002.33(10); 1002.33(16)(a)(4); 1002.33(16)(a)(5); 1006.147

Focus Area	Indicator	Standard	Sources of Evidence*
Facilities	Facilities Compliance	The school’s facilities comply with applicable laws and codes.	<ul style="list-style-type: none"> <li>Valid Certificates of Occupancy, <b>on file</b></li> <li>Health, Safety and Fire Reports by District and/or Municipality, <b>on file</b></li> </ul>
	Health and Safety	The school complies with applicable health and safety laws.	<ul style="list-style-type: none"> <li>Fire and Health Inspections (District and/or Local), <b>on file</b></li> <li>Fire Drill Reports (10) and Tornado Drills (2), <b>on file</b></li> <li>Comprehensive Emergency/Evacuation Plans (Appendix Y)</li> </ul>

**In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school’s plan to improve/maintain its facilities for the upcoming term of the charter. List any appendices.**

**FACILITIES**

**Facility Compliance**

The school facilities at Mavericks High comply with applicable laws and codes. Mavericks High complies with applicable health and safety laws as well. The facility has an adequate number of classrooms designed to meet or exceed all pertinent classroom designs set forth by the governing agencies. The school facility complies with applicable health codes, inspection and safety requirements. The facility and related property has been properly maintained according to the Florida Building Code pursuant to Chapter 553 during the course of its charter as verified by valid Certificates of Occupancy and all

applicable health, safety and fire reports conducted by the District and Municipality are on file.

**Health and Safety**

Mavericks High School of North Broward County maintains a safe and secure learning environment. The *Mavericks High Safety Procedures Manual* is provided to all employees and reviewed at the Opening of Schools Meeting each year. Comprehensive Emergency and Evacuation plans are posted in each classroom and throughout the school building. Mavericks High implements policies and procedures related to severe weather emergencies, crisis events and school-wide safety. Security cameras are positioned throughout the facility, and are constantly monitored by on-site security personnel and administration. All visitors are required to sign-in at the reception area upon entering the school, provide a photo ID, and continue through a routine check-in process. All classrooms are equipped with two-way PA systems and panic buttons to further enhance communication and safety. Fire drills are conducted on a monthly basis and tornado drills are conducted semi-annually. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school in the event of an emergency (see Appendix Y). All emergency drills are conducted in compliance with District requirements.

**Statutory References:** 1002.33(7)(a)(11); 1002.33(7)(a)(13); 1002.33(9)(e); 1002.33(16)(a)(5); 1002.33(18)(a); 1002.33(18)(b)

Focus Area	Indicator	Standard	Sources of Evidence*
Governance, Staff and Parents	Governance Structure	The school implements the governance structure as defined in the school’s contract.	<ul style="list-style-type: none"> <li>● Governing Board Meeting Agendas and Minutes, <b>on file</b></li> </ul>
	Compliance with Sunshine Laws	The school complies with state Sunshine Laws and laws governing public records.	<ul style="list-style-type: none"> <li>● Certificates of Governing Board Training Current Governing Board Members (Appendix Z)</li> <li>● Screen Shots of Website as per s. 1002.33(9)(p), F.S. (Appendix AA)</li> </ul>
	Instructional Staff	<p>The school employs instructional staff that meets state and federal qualifications.</p> <p>The school uses an approved teacher and administrator evaluation system.</p> <p>The school has approved and adopted pay for performance plan and salary schedule.</p>	<ul style="list-style-type: none"> <li>● Staffing Reports (Appendix BB)</li> <li>● Certification Self-Audits (Appendix CC)</li> <li>● Employee Handbook (Appendix DD)</li> <li>● Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan (Appendix EE)</li> <li>● Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan (Appendix FF)</li> </ul>
	Parental Involvement	The school is effectively involving parents in its programs as defined in the school’s contract.	<ul style="list-style-type: none"> <li>● Parental Surveys (Appendix GG)</li> <li>● Screen Shot of Parent Liaison Information in</li> </ul>

			Website as per s. 1002.33(7)(d)(1), F.S. (Appendix HH) <ul style="list-style-type: none"> <li>• Student/Parent Contract (Appendix II)</li> <li>• Parent Handbook (Appendix JJ)</li> <li>• Sample of School Newsletters (requesting parental involvement) (Appendix KK)</li> </ul>
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**In the narrative, please explain how these standards have been met, or reasons and explanations if they have not. Include the school’s plan to improve/maintain this Focus Area for the upcoming term of the charter. List any appendices.**

**GOVERNANCE, STAFF, AND PARENTS**

**Governance Structure**

The school falls under a system providing governance and leadership that promotes student performance and system effectiveness. The school is governed by a Governing Board which sets all policies, assumes responsibility for compliance with the charter contract and applicable laws and regulations, and sets the tone for ensuring adherence to the mission and vision of the school. The Governing Board is accountable for the academic, financial, and operational performance of the school. The Governing Board governs all operations of the school, delegating day-to-day management to the administrative staff and establishing the reporting relationship between the Governing Board and the administrative staff. The Governing Board approves budgets, sets policies, establishes procedures, concurs in the selection of a Principal, and ensures that the financial and administrative management of the school meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

The policies and procedures used by the Governing Board will be promulgated in its contract with the school district, its bylaws, applicable administrative, faculty, and student handbooks and manual. Throughout the duration of the charter, the Board has continually assessed the school, the educational program’s success, and areas in need of improvement. The Board has been directly involved in analyzing alternatives and additions to the program by reviewing student and school performance data. By incorporating such scrutiny, the Board has ensured that the school will continue to consistently and effectively serve the student population.

The Governing Board Bylaws require the Board to meet on a regular basis throughout the year. Mavericks High has complied with this requirement each year as evidenced by the Governing Board minutes maintained by the Board Chair and on file at both the District Office and the Mavericks Support Center, and posted on the school's website (see screenshot of website located in Appendix AA). Board meetings are held on a quarterly basis. The first meeting for the 2015-2016 school year was held on September 17, 2015, at the Mavericks Support Center. The second meeting of the year was held on December 7, 2015. Other meetings will be scheduled at future board meetings.

The Governing Board of Mavericks High of North Broward County consists of a group of dedicated members of the community. All members have completed the required governing board training and have consistently fulfilled their roles as Board members (see Certificates of Governing Board Training located in Appendix Z).

**Compliance with Sunshine Laws**

Throughout the duration of its charter, Mavericks High of North Broward County has complied with state Sunshine Laws and laws governing public records and public meetings. All meetings of the Governing Board are open to the public and sufficient and proper advance notice of the meeting is posted in appropriate languages at the school office and on the school's website. The Board of Directors functions under the State of Florida Sunshine Laws. Meeting minutes are kept on file at the District Office and at the Mavericks Support Center. The minutes are accessible to the public on the school's website located at <http://maverickshigh.com/schools/ft-lauderdale/> (see a screen shot of the Mavericks High website located in Appendix AA). Mavericks High complies with all laws regarding the maintenance of public records. In the event a public records request is received by Mavericks, the school complies in a timely manner and provides the records in accordance with applicable laws.

**Qualifications of Instructional Staff**

The school employs professional educators who meet state and federal requirements. All instructional staff members are required to hold a Bachelor's degree or higher in education and/or the area of specialization in which he/she is teaching. All teachers employed by Mavericks hold valid Florida Educator's Certificates. Teachers are certified in the areas in which they teach. However, in the event that a teacher is assigned to a class that requires a specific certificate or endorsement, Mavericks classifies this educator as out-of-field and his/her name is placed on an official out-of-field report. The school complies with state mandates and timelines, requiring teachers to complete annual coursework necessary for attainment of endorsement or specific certificate. A Staffing Summary Report is located in Appendix BB.

The School Leader at Mavericks High of North Broward County is required to hold a Master's degree or equivalent, or 10-12 years of related experience and/or training, or equivalent combination of education and experience. He/she must have a proven track record in organizational leadership and supervision. The Assistant School Leader is required to hold a Bachelor's Degree in Education, state certification, and a minimum of three years in a supervisory role.

To ensure that instructional staff maintains appropriate certification and endorsements, the School Leader conducts a certification self-audit at the beginning of each school year. During this time, he/she meets with each staff member in a face-to-face meeting to ensure that certification and/or endorsements remain active and up-to-date. Currently, there are eight teachers at Mavericks High of North Broward County; three teachers have earned advanced degrees. Additionally, there is a guidance counselor and an ESE specialist--both have advanced degrees. There is one teacher is on an out-of-field waiver for mathematics (see Certification Self-Audit Reports in Appendix CC) and several teachers that need to complete their courses for ESOL endorsement. In addition to the certification self-audits, Mavericks High of North Broward County utilizes a variety of effective practices and implements specific policies and procedures to retain highly-qualified and effective teachers and administrators in order to ensure continuity of the instructional program at the school (see the Employee Handbook located in Appendix DD).

**Retention of Highly Qualified Administration and Staff**

Mavericks High of North Broward County is achieving and continues to make significant progress toward increasing the quality and stability of school administration and staff. Mavericks High of North Broward County has had several School Leaders during the term of the charter. Fortunately, in its fourth year of operation, the school found an excellent School Leader, Ms. DeAnna Allen, who is currently serving as the leader of Mavericks High of North

Broward County. Ms. Allen previously served as the Assistant Principal at Mavericks and was promoted to the School Leader position in 2014.

Mavericks High of North Broward County seeks to employ only those individuals who are highly-qualified according to the requirements of the No Child Left Behind Act of 2001 and, specifically, the requirement that schools employ Highly Qualified Teachers. The professional staff at Mavericks High is extremely competent and dedicated. These instructors are passionate about their profession as evidenced by the manner in which they consistently go above and beyond the call of duty in working with their students. The school employs instructional staff that meets state and federal requirements. All staff is required to hold a Bachelor's degree or higher in education and/or the area of specialization in which he/she is teaching. Since reading is at the core of all subjects taught and of immense concern to the success of our students, Mavericks High of North Broward County is dedicated to increasing the number of teachers who are reading endorsed.

Mavericks High provides monetary incentives to teachers for obtaining reading endorsement and/or dual-certification in subject areas as part of their new contract. Staff members who are new to Mavericks High must submit two personal and professional reference letters; a positive recommendation from a previous supervisor or school system, exemplary personal presentation and interpersonal skills, computer literacy, a commitment to high student achievement, and demonstrate the ability to work effectively with parents, students, resource personnel and other stakeholders as a part of the application process.

Mavericks High provides each new employee with the Mavericks Employee Handbook which contains information about payroll, privileges, benefits and procedures, along with general rules and policies (see Appendix DD). The handbook is updated every year. Employees who demonstrate an inability to comply with their professional duties and responsibilities are provided with assistance and support in order to help them improve their professional skills. Failure to demonstrate improvement by the employee may result in termination or non-renewal of annual contract.

Mavericks High School continues to grow as an organization; therefore, Mavericks recognizes that a significant contributor to student achievement and the success of the school is a highly qualified and stable instructional staff. In order to attract and maintain quality instructional staff, the following processes are employed:

- Provide competitive salaries
- Provide health benefits
- Provide opportunities for growth within the schools
- Provide staff development opportunities within the school and through the District
- Pair new teachers with highly-qualified and experienced teachers that will provide guidance, direction, and support. (Mentor teachers are identified by the School Leaders based on the teachers' performance on formal observations, success of their students on state and district assessments, and knowledge and expertise in their specific fields)
- Provide a 60-day, 90-day, and 120-day Retention Staff Survey that is used to gather feedback from new employees; the feedback provided by employees is used to make positive changes for the school, staff, and students
- Reimburse teachers for courses taken to obtain reading endorsements or additional relevant certifications and provide stipends

Mavericks High continuously seeks to recruit and retain quality applicants. The recruitment process includes advertisements in the local newspaper and at local universities; recruitment through Teachers-Teachers.com; referrals from the District; employee referrals; and job fairs organized by Mavericks.

Interested applicants undergo an extensive interview/screening process. This comprehensive process increases the probability that personnel hired will be successful at Mavericks High.

### ***Teacher and Administrator Evaluation System***

Mavericks High of North Broward carefully monitors and evaluates the performance of its employees to ensure that staff is highly qualified and performs capably. The leadership at Mavericks oversees the performance of all teachers using the Learning Sciences Marzano iObservation evaluation tool. The evaluation system for both instructional and administrative personnel at Mavericks is an ongoing process that takes place over the course of a year. It begins with the development of Individual Professional Growth Plans (IPGP) for teachers and Deliberate Practice goals for administrators. There is a mid-year review to monitor progress and provide support as needed. The End-of-Year meeting between the evaluator and the employee addresses the Professional Growth Plans/Deliberate Practice, Evaluation scores, and Student Growth Measures (see copies of evaluation tools located in Appendix EE).

### **Parental Involvement**

Throughout the duration of its charter, Mavericks High of North Broward County has effectively involved parents in its programs as defined in the school's contract. Mavericks recognizes the correlation between parent involvement and student success. As such, the school has initiated various programs that are designed to encourage parents to become involved in their children's education. One of these initiatives is the school's open door policy. Parents are encouraged to come to the school at any time to check on their child's progress with regards to academics and/or social needs. Additional support is provided to assist with issues related to employment, family, and literacy needs in order to benefit the student and his/her family.

Mavericks High hosts open houses several times per year to foster school spirit, share success stories, respond to parental concerns and questions, and to seek parental involvement. Information is provide to parents regarding their students' progress; parents are able to meet with school administrators, teachers, and support staff; parents are able to observe the overall school improvements; and the school is able to introduce community resources to parents.

Staff members are expected to frequently initiate written and verbal communication with parents, including parent/teacher conferences. Additionally, the school utilizes the ParentLink multilingual communication system which provides frequent communications and updates to parents and community members with information on how to become more involved in the school. Additionally, the school invites parents to participate in school events through the school's website and has a parent liaison (see screenshot of website located in Appendix HH), as well as via the school's monthly newsletter which encourages parents to become involved in school matters (see samples of the school's newsletter located in Appendix KK). Other efforts to get parents actively involved at Mavericks include the following:

- Volunteering: Parents can become a part of events to include a Thanksgiving Feast, Holiday Dinner, and Graduate Luncheon where they donate their time, food and money to ensure that these events are successful.
- School Advisory Council (SAC) and Governing Board Meetings: All SAC meetings and Governing Board Meetings are open to the public. Parents are always encouraged to attend.
- Mentoring Fridays: As a component to the Mavericks Mentoring Program, the School organizes Cultural Activities/Family Activities to celebrate Hispanic Heritage Month, Flag Day, Black History Month, and Women's History Month, and MALES (Men Achieving Leadership Excellence and Success). Parents are invited to share their culture, history and personal experiences with school staff and students.

Mavericks requires parents and students to sign a contract indicating that students will follow the policies and guidelines of the school as well as abide by the Code of Student Conduct (see contract located in Appendix II). Mavericks provides parents with comprehensive information about the school, including behavioral guidelines, policies and procedures, and academic expectations for students through the Student/Parent Handbook (located in Appendix JJ). Additionally, parents receive notification of each board meeting through the school's website and via announcements posted in the school office. They are encouraged to attend, participate, and contribute to the overall well-being of the school. The School Advisory Council, which is comprised of parents, teachers, administration, select students, and local community members, works collaboratively with the Governing Board and school administration to offer recommendations for continual school improvement, fundraising, and safety.

The commitment of the parents to ensuring the success of the school was very evident during the SACS Accreditation School Review at Mavericks High which took place during the school year 2012-2013. Parents were involved in providing input and feedback during the process of completing the requirements of the AdvancED accrediting organization. Furthermore, numerous parents came out to the school during the site visit to be interviewed by the Accreditation Review Team and also attended the SACS Accreditation Dinner Event. The positive feedback provided to the SACS Review Team by the parents was instrumental in achieving the numerous commendations provided by the Review Team, as well as in meeting the standards set forth by AdvancED.

#### *Student, Parent, and Staff Satisfaction*

Parents have been extremely vocal about the significant impact that Mavericks High has had in the lives of their families. Letters have been written by parents at Mavericks expressing their appreciation for the positive impact that Mavericks has had in their lives and the potential for future success that it has afforded to the students. Members of the community surrounding Mavericks High of North Broward County have also expressed their appreciation to Mavericks for the work the school has done to improve the lives of at-risk students. Finally, the students of Mavericks High of North Broward County have provided the school with the "loudest" and most compelling stories as to how Mavericks High has been so critically important in their lives.

There is ample evidence that the students, parents, and staff at Mavericks High of North Broward are extremely satisfied and grateful for the opportunities offered to students at Mavericks. Testimonies of parents, students, and staff, and numerous letters have been received by the School Leaders that express positive feedback regarding the program at Mavericks High.

**Statutory References:** 1002.33(7)(a)(14); 1002.33(7)(a)(15); 1002.33(12)(f); 1002.33(12)(g); 1002.33(16)(b); 1012.55(1); 1012.39(1)(a); 1012.39(1)(b); 1012.39(1)(c); 6A-1.0502(10); 6A-1.0502(11); 6A-1.0503(1); 6A-1.0503(2); 6A-1.0503(3); 6A-1.0503(4)

**Appendices – Educational Performance, Financial Performance and Organizational Performance**

*Please check and attach an electronic copy of all appendices\* referred to in the Educational Performance, Financial Performance and Organizational Performance sections of your charter renewal document. Compliance with District’s deadlines will be considered.*

**Educational Performance**

- Appendix A: FCAT 2.0
- Appendix B: FSA
- Appendix C: State AMO Standards
- Appendix D: EOC
- Appendix E: FLDOE School Grade (prior 5 years) N/A
- Appendix F: FLDOE Report Card N/A
- Appendix G: SIR designation
- Appendix H: Progress Monitoring
- Appendix I: Graduation Rate
- Appendix J: Standardized Test Results (PERT and ACT)
- Appendix K: Implementation of Specific Contractual Corrective Action and Status N/A
- Appendix L: State-issued High Performance Designation Letter N/A
- Appendix M: Approved Comprehensive Reading Plan (charter schools opting out of the District’s K-12 Plan) N/A
- Appendix N: Ellevation Reports

**Financial Performance**

- Appendix O: Fixed Assets Report Reconciled with General Ledger
- Appendix P: Financial Corrective Action Plans N/A
- Appendix Q: Evidence of Resolution of any Financial Deficiencies N/A
- Appendix R: Compliance of Financial Reports with District Deadlines (will be considered) On-File
- Appendix S: Projected 5-year Budget is Requested (2016-2021)
- Appendix T: Financial Corrective Action Plan (Appendix T) N/A
- Appendix U: Evidence of Resolution of any Financial Deficiencies (Appendix U) N/A

### Organizational Performance

- Appendix V: Student Enrollment Reports
- Appendix W: Copy of Registration Forms in Parent's Primary Language (Top 3, plus English)
- Appendix X: Discipline Reporting (in each category for the last five years)
- Appendix Y: Comprehensive Emergency/Evacuation Plans
- Appendix Z: Certificates of Governing Board Training for Current Governing Board Members
  
- Appendix AA: Screen Shots of Website as per s. 1002.33(9)(p), F.S. (*Clearly indicating the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings*)
- Appendix BB: Staffing Reports
- Appendix CC: Certification Self-Audits
- Appendix DD: Employee Handbook
- Appendix EE: Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan
- Appendix FF: Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan
- Appendix GG: Parental Surveys NA
- Appendix HH: Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)(1), F.S.
- Appendix II: Student/Parent Contract
- Appendix JJ: Parent Handbook
- Appendix KK: Samples of School Newsletter Requesting Parental Involvement

### DOCUMENTS ON FILE (DO NOT RESUBMIT UNLESS THERE HAS BEEN A SUBSTANTIAL CHANGE SINCE PRIOR SUBMISSION:

- On-Site Programmatic Reviews (OSPR) or Desktop Reviews
- OSPR's Corrective Action Plans
- School Improvement Plans as per s. 1002.33(9)(n)(1), F.S.

Name of Charter School Seeking Renewal: Mavericks High of North Broward

Location Number: 5009

- Annual Budgets
- Financial Reports
- Annual Financial Audits
- Cost Reports
- Valid Certificates of Occupancy
- Health, Safety and Fire Reports by District and/or Municipality
- Fire and Health Inspections (District and/or Local)
- Fire drill Reports (10) and Tornado Drills (2)
- Governing Board Meeting Agendas and Minutes

# **Appendix A**

## **FCAT 2.0**

On December 19, 2011, the State Board of Education established new Achievement Level standards for FCAT 2.0 Reading. Spring 2012 is the first time results are being reported according to these new standards. Because the FCAT 2.0 is based on more demanding content standards and the achievement standards are more rigorous, scores may appear lower on the new scale than on the previous scale for certain grades and subjects.

**2012 FLORIDA COMPREHENSIVE ASSESSMENT TEST® 2.0 (FCAT 2.0)  
 NEXT GENERATION SUNSHINE STATE STANDARDS  
 State Report of School Results  
 Grade 10  
 READING**

Grade	District Number	District Name	School Number	School Name	Total Test Scores						Percentage in Achievement Levels 3 and Above	Mean Points Earned By Content					
					Number of Students	Mean Developmental Scale Score	Percentage Passing (% 245 or above)	% in each Achievement Level					Vocabulary	Reading Application	Literacy Analysis: Fiction and Nonfiction	Informational Text and Research Process	
								1	2	3		4					5
10	06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COU	97	218	7	66	27	6	1	0	7	4	5	3	5

Note: \* No data are reported when fewer than ten students tested or if any Achievement Level percentage equals 100. Percentages may not add to 100 due to rounding.  
 05/18/2012 Florida Department of Education

Note: To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category (i.e., all in the same Achievement Level). An asterisk (\*) appears when data are suppressed. Percentages are rounded to the nearest whole number. Achievement level percentages may not add to 100 due to rounding.

**2013 FLORIDA COMPREHENSIVE ASSESSMENT TEST® 2.0 (FCAT 2.0)**  
**NEXT GENERATION SUNSHINE STATE STANDARDS**  
**State Report of School Results**  
**Grade 10**  
**READING**

Grade	District Number	District Name	School Number	School Name	Total Test Scores					Percentage in Achievement Levels 3 and Above	Mean Points Earned By Content						
					Number of Students	Mean Developmental Scale Score	Percentage Passing (% 245 or above)	% in each Achievement Level					Vocabulary	Reading Application	Literacy Analysis: Fiction and Nonfiction	Informational Text and Research Process	
								1	2	3	4	5					
10	06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COU	90	220	9	69	22	8	1	0	9	3	5	4	5

On January 21, 2014, the State Board of Education established passing scores for all FCAT 2.0 assessments, as required by Section 1008.22(3), Florida Statutes. State law requires grade 10 students to pass FCAT 2.0 Reading as part of their graduation requirements. The State Board has established the minimum score in Achievement Level 3 as the passing score for FCAT 2.0 Reading assessments. This means that students must achieve a score of 245 or higher on the Grade 10 FCAT 2.0 Reading assessment to satisfy the graduation requirement.

Note: To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category (i.e., all in the same Achievement Level). An asterisk (\*) appears when data are suppressed. Percentages are rounded to the nearest whole number. Achievement level percentages may not add to 100 due to rounding.

**2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST® 2.0 (FCAT 2.0)  
NEXT GENERATION SUNSHINE STATE STANDARDS  
State Report of School Results  
Grade 10  
READING**

Grade	District Number	District Name	School Number	School Name	Total Test Scores					Percentage Passing (Achievement Levels 3 and Above)	Mean Points Earned By Content Area						
					Number of Students	Mean Developmental Scale Score	Percentage Passing (% 245 or above)	% in each Achievement Level					Vocabulary	Reading Application	Literacy Analysis: Fiction and Nonfiction	Informational Text and Research Process	
								1	2		3	4					5
10	06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COU	63	218	16	68	16	14	2	0	16	4	7	8	8

Number of Students	Mean FCAT 2.0 Developmental Scale Score (188-302)	Percentage Passing (Level 3 or Above)*	Percentage in Each Achievement Level						Mean Points Earned by Content Area				
			Level 1 (188-227)	Level 2 (228-244)	Level 3 (245-255)	Level 4 (256-270)	Level 5 (271-302)	Levels 3-5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	
									Points Possible	9	11	14	11
<b>5007 – SOMERSET ACADEMY CHARTER HIGH SCHOOL</b>													
Grade 11	30	238	23	20	57	17	3	3	23	5	6	7	7
Grade 12	18	238	17	11	72	17	0	0	17	5	6	7	7
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU</b>													
Grade 10	12	—	—	—	—	—	—	—	—	—	—	—	—
Grade 11	57	223	12	61	26	7	5	0	12	4	4	6	5
Grade 12	127	222	9	61	31	6	2	1	9	4	4	6	4
Grade 13	7	—	—	—	—	—	—	—	—	—	—	—	—
<b>5028 – ACADEMIC SOLUTIONS HIGH SCHOOL</b>													
Grade 10	5	—	—	—	—	—	—	—	—	—	—	—	—
Grade 11	18	230	22	56	22	11	11	0	22	5	5	6	5
Grade 12	34	231	15	41	44	12	3	0	15	4	5	6	6
<b>5032 – FLAGLER HIGH</b>													
Grade 10	3	—	—	—	—	—	—	—	—	—	—	—	—
Grade 11	44	223	9	59	32	7	0	2	9	4	4	6	5
Grade 12	129	229	12	44	43	7	5	0	12	4	5	6	5
Grade 13	2	—	—	—	—	—	—	—	—	—	—	—	—
<b>5060 – SUNED HIGH SCHOOL</b>													
Grade 11	47	218	9	72	19	9	0	0	9	4	4	5	4
Grade 12	93	221	4	70	28	2	0	0	2	4	4	6	4
<b>5091 – CITY OF CORAL SPRINGS CHARTER</b>													
Grade 11	58	245	62	7	31	45	17	0	62	5	7	8	7
Grade 12	19	240	37	26	37	32	0	5	37	5	6	8	7
Grade AD	0	—	—	—	—	—	—	—	—	—	—	—	—
<b>5121 – CITY/PEMBROKE PINES CHARTER HS</b>													
Grade 11	87	246	59	7	34	39	18	1	59	5	7	9	7
Grade 12	19	241	42	26	32	26	11	5	42	5	6	8	7
Grade 13	1	—	—	—	—	—	—	—	—	—	—	—	—

\* Percentage also includes the passing rate of students eligible to use an alternative passing score of 241 or above, which is equivalent to a Grade 10 FCAT Reading Score of 300.

- To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.
- Percentages may not add to 100 due to rounding.
- Points earned by content area should not be compared across administrations.

Number of Students	Mean FCAT 2.0 Developmental Scale Score (188-302)	Percentage Passing (Level 3 or Above)*	Percentage in Each Achievement Level							Mean Points Earned by Content Area				
			Level 1 (188-227)	Level 2 (228-244)	Level 3 (245-255)	Level 4 (256-270)	Level 5 (271-302)	Levels 3-5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process		
										Points Possible	7	14	11	13
<b>3651 – DAVE THOMAS EDUCATION CENTER</b>														
Grade 10	1	—	—	—	—	—	—	—	—	—	—	—	—	—
Grade 11	72	226	10	43	47	8	1	0	10	4	6	4	6	
Grade 12	125	226	9	50	41	7	2	0	9	3	6	4	6	
Grade AD	13	222	8	46	46	8	0	0	8	3	6	4	6	
<b>3731 – EVERGLADES HIGH SCHOOL</b>														
Grade 11	169	231	17	36	47	15	1	1	17	4	6	4	7	
Grade 12	107	232	20	33	48	18	2	0	20	4	7	4	7	
Grade AD	3	—	—	—	—	—	—	—	—	—	—	—	—	
<b>3861 – CORAL GLADES HIGH SCHOOL</b>														
Grade 11	145	234	29	29	42	24	4	1	29	4	7	5	7	
Grade 12	50	233	24	38	38	10	14	0	24	4	7	5	7	
<b>3971 – WEST BROWARD HIGH SCHOOL</b>														
Grade 11	96	237	26	18	56	17	9	0	26	4	8	5	7	
Grade 12	38	235	29	21	50	24	5	0	29	3	7	5	7	
<b>5005 – BEN GAMLA CHARTER HIGH SCHOOL</b>														
Grade 10	0	—	—	—	—	—	—	—	—	—	—	—	—	
Grade 11	11	235	27	18	55	27	0	0	27	4	7	4	8	
Grade 12	2	—	—	—	—	—	—	—	—	—	—	—	—	
<b>5006 – SOMERSET PREP ACADEMY HIGH AT N LAU</b>														
Grade 11	13	238	31	23	46	23	8	0	31	4	7	6	8	
Grade 12	13	239	46	15	38	31	15	0	46	3	8	6	8	
<b>5007 – SOMERSET ACADEMY CHARTER HIGH SCHOOL</b>														
Grade 11	22	233	14	41	45	5	9	0	14	4	7	5	7	
Grade 12	13	232	8	31	62	8	0	0	8	4	7	5	5	
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU</b>														
Grade 10	13	219	8	62	31	8	0	0	8	3	5	4	5	
Grade 11	37	224	5	46	49	3	3	0	5	3	6	4	6	
Grade 12	76	225	11	58	32	9	1	0	11	3	6	4	6	

\* Percentage also includes the passing rate of students eligible to use an alternative passing score of 241 or above, which is equivalent to a Grade 10 FCAT Reading Score of 300.

- To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.
- Percentages may not add to 100 due to rounding.
- Points earned by content area should not be compared across administrations.

Number of Students	Mean FCAT 2.0 Developmental Scale Score (188-302)	Percentage Passing (Level 3 or Above)*	Percentage in Each Achievement Level							Mean Points Earned by Content Area				
			Level 1 (188-227)	Level 2 (228-244)	Level 3 (245-255)	Level 4 (256-270)	Level 5 (271-302)	Levels 3-5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process		
										Points Possible	7	14	11	13
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU (continued)</b>														
Grade 13	6	—	—	—	—	—	—	—	—	—	—	—	—	—
<b>5028 – ACADEMIC SOLUTIONS HIGH SCHOOL</b>														
Grade 10	5	—	—	—	—	—	—	—	—	—	—	—	—	—
Grade 11	20	226	10	45	45	5	5	0	10	4	6	4	6	6
Grade 12	35	230	17	46	37	9	9	0	17	3	7	4	6	6
<b>5032 – FLAGLER HIGH</b>														
Grade 10	11	—	—	—	—	—	—	—	—	—	—	—	—	—
Grade 11	38	225	18	53	29	18	0	0	18	4	6	4	5	5
Grade 12	79	224	8	57	35	6	1	0	8	3	6	4	6	6
<b>5060 – SUNED HIGH SCHOOL</b>														
Grade 10	8	—	—	—	—	—	—	—	—	—	—	—	—	—
Grade 11	43	218	2	67	30	2	0	0	2	3	5	4	4	4
Grade 12	77	220	3	70	27	1	1	0	3	3	5	4	5	5
<b>5091 – CITY OF CORAL SPRINGS CHARTER</b>														
Grade 11	17	239	47	18	35	35	12	0	47	4	8	5	8	8
Grade 12	10	237	30	10	60	30	0	0	30	3	8	3	8	8
<b>5121 – CITY/PEMBROKE PINES CHARTER HS</b>														
Grade 11	34	241	41	6	53	41	0	0	41	4	8	6	9	9
Grade 12	9	—	—	—	—	—	—	—	—	—	—	—	—	—
Grade AD	1	—	—	—	—	—	—	—	—	—	—	—	—	—
<b>5221 – SOMERSET ACADEMY CHARTER HIGH</b>														
Grade 11	45	239	27	16	58	20	7	0	27	4	7	5	8	8
Grade 12	15	240	33	20	47	27	7	0	33	4	8	5	8	8
Grade 13	2	—	—	—	—	—	—	—	—	—	—	—	—	—
<b>5322 – PIVOT CHARTER SCHOOL</b>														
Grade 11	17	227	18	35	47	18	0	0	18	4	6	4	6	6
Grade 12	17	231	18	35	47	12	6	0	18	4	7	5	6	6

\* Percentage also includes the passing rate of students eligible to use an alternative passing score of 241 or above, which is equivalent to a Grade 10 FCAT Reading Score of 300.

- To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.
- Percentages may not add to 100 due to rounding.
- Points earned by content area should not be compared across administrations.

On December 19, 2011, the State Board of Education established new Achievement Level standards for FCAT 2.0 Reading. Spring 2012 is the first time results are being reported according to these new standards. Because the FCAT 2.0 is based on more demanding content standards and the achievement standards are more rigorous, scores may appear lower on the new scale than on the previous scale for certain grades and subjects.

**2012 FLORIDA COMPREHENSIVE ASSESSMENT TEST® 2.0 (FCAT 2.0)  
 NEXT GENERATION SUNSHINE STATE STANDARDS  
 State Report of School Results  
 Grade 09  
 READING**

Grade	District Number	District Name	School Number	School Name	Total Test Scores					Percentage in Achievement Levels 3 and Above	Mean Points Earned By Content Area					
					Number of Students	Mean Developmental Scale Score	1	2	3		4	5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
09	06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COU	29	214	59	31	3	3	3	10	4	5	5	6

Note: \*No data are reported when fewer than ten students tested or if any Achievement Level percentage equals 100.  
 Percentages may not add to 100 due to rounding.  
 05/18/2012 Florida Department of Education

In 2012, in addition to the elements of focus, organization, support, and conventions described in the rubrics, the scoring decisions for FCAT Writing included expanded expectations regarding the following: (1) increased attention to the correct use of standard English conventions and (2) increased attention to the quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities.

**2012 FLORIDA COMPREHENSIVE ASSESSMENT TEST® (FCAT)  
SUNSHINE STATE STANDARDS  
State Report of School Results  
Grade 10  
WRITING**

Grade	District Number	District Name	School Number	School Name	Number of Students	Mean Score	Unscorable Percentage	Percentage Earning Each Score Point											Percentage Scoring 3.0 and Above	Percentage Scoring 3.5 and Above	Percentage Scoring 4.0 and Above
								1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0			
10	06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COU	70	2.5	0	10	9	20	11	39	9	3	0	0	0	0	50	11	3

Note: \*No data are reported when fewer than ten students tested or all students received the same score.  
Percentages may not add to 100 due to rounding.  
05/18/2012 Florida Department of Education

Note: To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category (i.e., all the same score point). An asterisk (\*) appears when data are suppressed. Percentages are rounded to the nearest whole number. Percentages may not add to 100 due to rounding.

**2013 FLORIDA COMPREHENSIVE ASSESSMENT TEST® (FCAT 2.0)**  
**NEXT GENERATION SUNSHINE STATE STANDARDS**  
**State Report of School Results**  
**Grade 10**  
**WRITING**

Grade	District Number	District Name	School Number	School Name	Number of Students	Mean Score	Unscorable Percentage	Percentage Earning Each Score Point											Percentage Scoring 3.0 and Above	Percentage Scoring 3.5 and Above	Percentage Scoring 4.0 and Above
								1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0			
10	06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COU	89	2.7	0	8	8	11	15	34	18	6	1	0	0	0	58	25	7

On January 21, 2014, the State Board of Education established passing scores for all FCAT 2.0 assessments, as required by Section 1008.22(3), Florida Statutes. Although state law does not require students to pass FCAT 2.0 Writing for student progression or graduation purposes, the State Board has established a score of 3.5 as the passing score for the writing assessment.

Note: To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category (i.e., all the same score point). An asterisk (\*) appears when data are suppressed. Percentages are rounded to the nearest whole number. Percentages may not add to 100 due to rounding.

**2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST® 2.0 (FCAT 2.0)**  
**NEXT GENERATION SUNSHINE STATE STANDARDS**  
**State Report of School Results**  
**Grade 10**  
**WRITING**

Grade	District Number	District Name	School Number	School Name	Number of Students	Mean Score	Unscorable Percentage	Percentage Earning Each Score Point										Percentage Passing (3.5 and Above)	
								1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5		6.0
10	06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COU	45	2.6	2	7	9	22	9	29	9	7	4	2	0	0	22

# **Appendix B**

## **FSA**

**2015 Florida Standards Assessment  
English Language Arts  
School Results - 3-10**

Note: Percentages may not add to 100 due to rounding.

District Number	District Name	School Number	School Name	% in the Statewide Bottom Quartile (Bottom 25%)	% in the Statewide Second Quartile (26th to 50th Percentile)	% in the Statewide Third Quartile (51st to 75th Percentile)	% in the Statewide Top Quartile (Top 25%)
06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COUNTY	78%	19%	0%	3%

**2015 Florida Standards Assessment  
Algebra 1  
School Results - All Grades**

Note: Percentages may not add to 100 due to rounding.

District Number	District Name	School Number	School Name	% in the Statewide Bottom Quartile (Bottom 25%)	% in the Statewide Second Quartile (26th to 50th Percentile)	% in the Statewide Third Quartile (51st to 75th Percentile)	% in the Statewide Top Quartile (Top 25%)
06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COUNTY	79%	16%	5%	0%

**2015 Florida Standards Assessment  
Geometry  
School Results - All Grades**

Note: Percentages may not add to 100 due to rounding.

District Number	District Name	School Number	School Name	% in the Statewide Bottom Quartile (Bottom 25%)	% in the Statewide Second Quartile (26th to 50th Percentile)	% in the Statewide Third Quartile (51st to 75th Percentile)	% in the Statewide Top Quartile (Top 25%)
06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COUNTY	92%	8%	0%	0%

# **Appendix C**

## **State AMO Standards**



Annual Measurable Objectives (AMOs) for Florida's Schools, Districts and the State, 2013-14

Notes: (1) Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation. (2) For percent scoring satisfactory or higher in reading and mathematics, subgroup data are suppressed (\*\*\*) when results are less than 5%. (3) AMOs for 2018 are calculated only for subgroups that did not have baseline data for 2010-11. (4) AMOs for 2019 are calculated only for subgroups that did not have baseline data for 2010-11 or 2011-2012.

(4) AMOs for 2019 are calculated only for subgroups that did not have baseline data for 2010-11 or 2011-2012.																															
School Number	School Name	Subgroup	Percent Tested Reading	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	High Performing Qualifying in Reading	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading	Declining, Reading	Percent Tested Math	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Math % Scoring Satisfactory 2014	High Performing Qualifying in Math	Target AMO Math	Met Target Math	Safe Harbor, Math	Improving, Math	Maintaining or Declining, Math	Declining, Math	Graduation Rate, 2012	Graduation Rate, 2013	Graduation Rate Target Met? (>85% or >2% Improvement)	Writing % Satisfactory 2013	Writing Target Met? (>90% Satisfactory or > 1% Improvement)		
06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COUNTY	74	8	10	14	N	23	N	NA	Y	N	N	76	5	***	5	N	21	N	NA	Y	N	N	9	11	Y	18	14	N
06	BROWARD	5009	INDIAN					NA		NA	NA	NA	NA					NA		NA	NA	NA	NA	NA			NA			NA	
06	BROWARD	5009	ASIAN					NA		NA	NA	NA	NA					NA		NA	NA	NA	NA	NA			NA			NA	
06	BROWARD	5009	AMERICAN	72	***	***	6	N	17	N	NA	Y	N	N	77	***	***	***	N	19	N	NA	N	Y	Y	8	9	N	14	7	N
06	BROWARD	5009	HISPANIC	74	***	***		NA	17	NA	NA	NA	NA	89		***		NA	8	NA	NA	NA	NA	NA	14	16	Y			NA	
06	BROWARD	5009	WHITE	80	50			NA	58	NA	NA	NA	NA	67				NA		NA	NA	NA	NA	NA	8	12	Y			NA	
06	BROWARD	5009	LANGUAGE					NA		NA	NA	NA	NA	86				NA		NA	NA	NA	NA	NA	7	29	Y			NA	
06	BROWARD	5009	DISABILITIES	71	***	***		NA	17	NA	NA	NA	NA	71	***	10	***	N	17	N	NA	N	Y	Y	7		NA			NA	
06	BROWARD	5009	DISADVANTAGED	76	8	6	15	N	23	N	NA	Y	N	N	74	6	5	5	N	22	N	NA	N	Y	N	12	12	N	15	11	N

**Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2012-13**

Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.

mathematics, subgroup data are suppressed (\*\*\*) when results are less than 5%.

AMOs for 2018 are calculated only for subgroups that did not have baseline data for 2010-11.

School Name	School Type	Charter School Status	Title 1 Status	Alternative School Status	Region	Subgroup	Percent Tested Reading
<b>MAVERICKS HIGH OF NORTH BROWARD COUNTY</b>	<b>03</b>	<b>YES</b>	<b>NO</b>	<b>A</b>	<b>5</b>	<b>ALL STUDENTS</b>	<b>86</b>
MAVERICKS HIGH OF NORTH BROWARD COUNTY						AMERICAN INDIAN	
MAVERICKS HIGH OF NORTH BROWARD COUNTY						ASIAN	
MAVERICKS HIGH OF NORTH BROWARD COUNTY						BLACK/AFRICAN AMERICAN	85
MAVERICKS HIGH OF NORTH BROWARD COUNTY						HISPANIC	86
MAVERICKS HIGH OF NORTH BROWARD COUNTY						WHITE	93
MAVERICKS HIGH OF NORTH BROWARD COUNTY						ENGLISH LANGUAGE LEARNERS	
MAVERICKS HIGH OF NORTH BROWARD COUNTY						STUDENTS WITH DISABILITIES	78
MAVERICKS HIGH OF NORTH BROWARD COUNTY						ECONOMICALLY DISADVANTAGED	88

**Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2012-13**

Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.

mathematics, subgroup data are suppressed (\*\*\*) when results are less than 5%.

AMOs for 2018 are calculated only for subgroups that did not have baseline data for 2010-11.

School Name	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	High Performing Qualifying in Reading	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading	Declining, Reading
<b>MAVERICKS HIGH OF NORTH BROWARD COUNTY</b>	<b>8</b>	<b>10</b>	<b>N</b>	<b>16</b>	<b>N</b>	<b>NA</b>	<b>Y</b>	<b>N</b>	<b>N</b>
MAVERICKS HIGH OF NORTH BROWARD COUNTY			NA		NA	NA	NA	NA	NA
MAVERICKS HIGH OF NORTH BROWARD COUNTY			NA		NA	NA	NA	NA	NA
MAVERICKS HIGH OF NORTH BROWARD COUNTY	***	***	N	8	N	NA	N	Y	N
MAVERICKS HIGH OF NORTH BROWARD COUNTY	***	***	N	8	N	NA	N	Y	N
MAVERICKS HIGH OF NORTH BROWARD COUNTY	50		NA	54	NA	NA	NA	NA	NA
MAVERICKS HIGH OF NORTH BROWARD COUNTY			NA		NA	NA	NA	NA	NA
MAVERICKS HIGH OF NORTH BROWARD COUNTY	***	***	N	8	N	NA	N	Y	N
MAVERICKS HIGH OF NORTH BROWARD COUNTY	8	6	N	16	N	NA	N	Y	Y

**Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2012-13**

Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.

mathematics, subgroup data are suppressed (\*\*\*) when results are less than 5%.

AMOs for 2018 are calculated only for subgroups that did not have baseline data for 2010-11.

School Name	Percent Tested Math	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	High Performing Qualifying in Math	Target AMO Math	Met Target Math	Safe Harbor, Math	Improving, Math
<b>MAVERICKS HIGH OF NORTH BROWARD COUNTY</b>	<b>85</b>		<b>5</b>	<b>***</b>	<b>N</b>	<b>13</b>	<b>N</b>	<b>NA</b>	<b>N</b>
MAVERICKS HIGH OF NORTH BROWARD COUNTY					NA		NA	NA	NA
MAVERICKS HIGH OF NORTH BROWARD COUNTY					NA		NA	NA	NA
MAVERICKS HIGH OF NORTH BROWARD COUNTY	87		***	***	N	11	N	NA	Y
MAVERICKS HIGH OF NORTH BROWARD COUNTY	89			***	N		NA	NA	NA
MAVERICKS HIGH OF NORTH BROWARD COUNTY	70				NA		NA	NA	NA
MAVERICKS HIGH OF NORTH BROWARD COUNTY	71				NA		NA	NA	NA
MAVERICKS HIGH OF NORTH BROWARD COUNTY	85		***	10	N	8	Y	NA	NA
MAVERICKS HIGH OF NORTH BROWARD COUNTY	88		6	5	N	14	N	NA	N

**Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2012-13**

Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.

mathematics, subgroup data are suppressed (\*\*\*) when results are less than 5%.

AMOs for 2018 are calculated only for subgroups that did not have baseline data for 2010-11.

School Name	Maintaining or Declining, Math	Declining, Math	Learning Gains Points for Low 25% Reading 2011-12, (School & District)	Learning Gains Points for Low 25% Reading, 2012-13 (School & District)	Learning Gains Progress Met for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math, 2011- & District)	Learning Gains Points for Low 25% Math, 2012- 13 (School & District)	Learning Gains Progress Met for Low 25% Math (School & District)	Graduation Rate, 2011
<b>MAVERICKS HIGH OF NORTH BROWARD COUNTY</b>	Y	Y							
MAVERICKS HIGH OF NORTH BROWARD COUNTY	NA	NA							
MAVERICKS HIGH OF NORTH BROWARD COUNTY	NA	NA							
MAVERICKS HIGH OF NORTH BROWARD COUNTY	N	N							
MAVERICKS HIGH OF NORTH BROWARD COUNTY	NA	NA							
MAVERICKS HIGH OF NORTH BROWARD COUNTY	NA	NA							
MAVERICKS HIGH OF NORTH BROWARD COUNTY	NA	NA							
MAVERICKS HIGH OF NORTH BROWARD COUNTY	NA	NA							
MAVERICKS HIGH OF NORTH BROWARD COUNTY	Y	Y							

**Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2012-13**

Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.

mathematics, subgroup data are suppressed (\*\*\*) when results are less than 5%.

AMOs for 2018 are calculated only for subgroups that did not have baseline data for 2010-11.

School Name	Graduation Rate, 2012	Graduation Rate Target Met? (≥85%, or ≥2% Improvement)	Writing % Satisfactory 2012 (Using Standards)	Writing % Satisfactory 2013	Writing Target Met? (≥ 90% Satisfactory, or ≥ 1% Improvement)	Target AMO Reading, 2014	Target AMO Reading, 2015	Target AMO Reading, 2016
<b>MAVERICKS HIGH OF NORTH BROWARD COUNTY</b>	<b>9</b>	<b>NA</b>	<b>11</b>	<b>18</b>	<b>Y</b>	<b>23</b>	<b>31</b>	<b>39</b>
MAVERICKS HIGH OF NORTH BROWARD COUNTY		NA			NA			
MAVERICKS HIGH OF NORTH BROWARD COUNTY		NA			NA			
MAVERICKS HIGH OF NORTH BROWARD COUNTY	8	NA	8	14	Y	17	25	33
MAVERICKS HIGH OF NORTH BROWARD COUNTY	14	NA	23		NA	17	25	33
MAVERICKS HIGH OF NORTH BROWARD COUNTY	8	NA	8		NA	58	63	67
MAVERICKS HIGH OF NORTH BROWARD COUNTY	7	NA			NA			
MAVERICKS HIGH OF NORTH BROWARD COUNTY		NA	6		NA	17	25	33
MAVERICKS HIGH OF NORTH BROWARD COUNTY	12	NA	13	15	Y	23	31	39

**Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2012-13**

Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.

mathematics, subgroup data are suppressed (\*\*\*) when results are less than 5%.

AMOs for 2018 are calculated only for subgroups that did not have baseline data for 2010-11.

School Name	Target AMO Reading, 2017	Target AMO Reading, 2018 (if applicable)	Target AMO Math, 2014	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017	Target AMO Math, 2018
<b>MAVERICKS HIGH OF NORTH BROWARD COUNTY</b>	<b>46</b>	<b>54</b>	<b>21</b>	<b>29</b>	<b>37</b>	<b>45</b>	<b>53</b>
MAVERICKS HIGH OF NORTH BROWARD COUNTY							
MAVERICKS HIGH OF NORTH BROWARD COUNTY							
MAVERICKS HIGH OF NORTH BROWARD COUNTY	42	50	19	27	35	43	52
MAVERICKS HIGH OF NORTH BROWARD COUNTY	42	50					
MAVERICKS HIGH OF NORTH BROWARD COUNTY	71	75					
MAVERICKS HIGH OF NORTH BROWARD COUNTY							
MAVERICKS HIGH OF NORTH BROWARD COUNTY	42	50	17	25	33	42	50
MAVERICKS HIGH OF NORTH BROWARD COUNTY	46	54	22	30	37	45	53

# **Appendix D**

**EOC**

	Number of Students	Mean Scale Score (325 - 475)	Percentage Passing (Level 3 or above)	Percentage in Each Achievement Level				
				Level 1 (325 - 374)	Level 2 (375 - 398)	Level 3 (399 - 424)	Level 4 (425 - 436)	Level 5 (437 - 475)
<b>5007 – SOMERSET ACADEMY CHARTER HIGH SCHOOL (continued)</b>								
<b>School Total</b>								
All Grades	100	393	45	17	38	40	4	1
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU</b>								
<b>School Totals for First-Time Testers</b>								
Grade 9	23	351	4	74	22	4	0	0
Grade 10	48	346	4	81	15	2	0	2
Grade 11	36	357	3	69	28	3	0	0
Grade 12	11	351	9	73	18	9	0	0
All Grades	118	351	4	75	20	3	0	1
<b>School Total</b>								
All Grades	118	351	4	75	20	3	0	1
<b>5010 – FRANKLIN ACADEMY B</b>								
<b>School Totals for First-Time Testers</b>								
Grade 8	22	431	100	0	0	36	27	36
All Grades	22	431	100	0	0	36	27	36
<b>School Total</b>								
All Grades	22	431	100	0	0	36	27	36
<b>5012 – FRANKLIN ACADEMY A</b>								
<b>School Totals for First-Time Testers</b>								
Grade 7	11	435	100	0	0	18	45	36
All Grades	11	435	100	0	0	18	45	36
<b>School Total</b>								
All Grades	11	435	100	0	0	18	45	36
<b>5020 – RENAISSANCE CHARTER SCHOOL OF CORAL</b>								
<b>School Totals for First-Time Testers</b>								
Grade 7	1	—	—	—	—	—	—	—
All Grades	1	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	1	—	—	—	—	—	—	—

• To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10 and when the performance of individuals is not disclosed. A dash (—) appears when data are suppressed.

• Percentages are rounded to the nearest whole number.  
• Achievement level percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (325 - 475)	Percentage Passing (Level 3 or above)	Percentage in Each Achievement Level				
				Level 1 (325 - 374)	Level 2 (375 - 398)	Level 3 (399 - 424)	Level 4 (425 - 436)	Level 5 (437 - 475)
<b>5005 – BEN GAMLA CHARTER HIGH SCHOOL (continued)</b>								
<b>School Total for Retakers</b>								
All Grades	6	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	58	396	53	21	26	40	10	3
<b>5006 – SOMERSET PREP ACADEMY HIGH AT N LAU</b>								
<b>School Totals for First-Time Testers</b>								
Grade 9	31	398	45	6	48	42	0	3
Grade 10	4	—	—	—	—	—	—	—
All Grades	35	398	46	6	49	43	0	3
<b>School Total for Retakers</b>								
All Grades	18	390	33	22	44	28	6	0
<b>School Total</b>								
All Grades	53	395	42	11	47	38	2	2
<b>5007 – SOMERSET ACADEMY CHARTER HIGH SCHOOL</b>								
<b>School Totals for First-Time Testers</b>								
Grade 9	76	395	55	18	26	45	5	5
Grade 10	1	—	—	—	—	—	—	—
All Grades	77	395	55	18	27	44	5	5
<b>School Total for Retakers</b>								
All Grades	25	377	20	28	52	20	0	0
<b>School Total</b>								
All Grades	102	391	46	21	33	38	4	4
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU</b>								
<b>School Totals for First-Time Testers</b>								
Grade 9	21	—	—	—	—	—	—	—
Grade 10	42	352	5	81	14	5	0	0
Grade 11	10	—	—	—	—	—	—	—
Grade 12	10	—	—	—	—	—	—	—
All Grades	83	353	2	75	23	2	0	0
<b>School Total for Retakers</b>								
All Grades	59	365	7	56	37	7	0	0

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• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (325-475)	Percentage Passing (Level 3 or Above)	Percentage in Each Achievement Level						
				Level 1 (325-374)	Level 2 (375-398)	Level 3 (399-424)	Level 4 (425-436)	Level 5 (437-475)		
<b>5006 – SOMERSET PREP ACADEMY HIGH AT N LAU (continued)</b>										
<b>School Total</b>										
All Grades	67	380	24	39	37	22	0	1		
<b>5007 – SOMERSET ACADEMY CHARTER HIGH SCHOOL</b>										
<b>School Totals for First-Time Testers</b>										
Grade 9	60	403	60	7	33	47	12	2		
All Grades	60	403	60	7	33	47	12	2		
<b>School Total for Retakers</b>										
All Grades	19	376	16	32	53	16	0	0		
<b>School Total</b>										
All Grades	79	396	49	13	38	39	9	1		
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU</b>										
<b>School Totals for First-Time Testers</b>										
Grade 9	8	—	—	—	—	—	—	—		
Grade 10	19	371	5	47	47	5	0	0		
Grade 11	5	—	—	—	—	—	—	—		
Grade 12	14	—	—	—	—	—	—	—		
All Grades	46	366	4	54	41	4	0	0		
<b>School Total for Retakers</b>										
All Grades	120	361	8	63	29	8	0	0		
<b>School Total</b>										
All Grades	166	362	7	61	33	7	0	0		
<b>5010 – FRANKLIN ACADEMY B</b>										
<b>School Totals for First-Time Testers</b>										
Grade 8	54	424	98	0	2	46	31	20		
All Grades	54	424	98	0	2	46	31	20		
<b>School Total</b>										
All Grades	54	424	98	0	2	46	31	20		
<b>5012 – FRANKLIN ACADEMY A</b>										
<b>School Totals for First-Time Testers</b>										
Grade 7	24	—	—	—	—	—	—	—		
All Grades	24	—	—	—	—	—	—	—		

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• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (325-475)	Percentage Passing (Level 3 or Above)	Percentage in Each Achievement Level				
				Level 1 (325-374)	Level 2 (375-398)	Level 3 (399-424)	Level 4 (425-436)	Level 5 (437-475)
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU</b>								
<b>School Totals for First-Time Testers</b>								
Grade 10	2	—	—	—	—	—	—	—
Grade 11	1	—	—	—	—	—	—	—
Grade 12	5	—	—	—	—	—	—	—
All Grades	8	—	—	—	—	—	—	—
<b>School Total for Retakers</b>								
All Grades	66	371	8	48	44	8	0	0
<b>School Total</b>								
All Grades	74	370	7	51	42	7	0	0
<b>5028 – ACADEMIC SOLUTIONS HIGH SCHOOL</b>								
<b>School Total for Retakers</b>								
All Grades	21	374	5	43	52	5	0	0
<b>School Total</b>								
All Grades	21	374	5	43	52	5	0	0
<b>5032 – FLAGLER HIGH</b>								
<b>School Totals for First-Time Testers</b>								
Grade 11	2	—	—	—	—	—	—	—
Grade 12	5	—	—	—	—	—	—	—
All Grades	7	—	—	—	—	—	—	—
<b>School Total for Retakers</b>								
All Grades	125	365	6	59	34	6	0	0
<b>School Total</b>								
All Grades	132	366	8	58	35	8	0	0
<b>5060 – SUNED HIGH SCHOOL</b>								
<b>School Total for Retakers</b>								
All Grades	70	364	1	64	34	1	0	0
<b>School Total</b>								
All Grades	70	364	1	64	34	1	0	0
<b>5091 – CITY OF CORAL SPRINGS CHARTER</b>								
<b>School Totals for First-Time Testers</b>								
Grade 10	1	—	—	—	—	—	—	—

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• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (325-475)	Percentage Passing (Level 3 or Above)	Percentage in Each Achievement Level				
				Level 1 (325-374)	Level 2 (375-398)	Level 3 (399-424)	Level 4 (425-436)	Level 5 (437-475)
<b>5006 – SOMERSET PREP ACADEMY HIGH AT N LAU (continued)</b>								
Grade 10	24	382	25	17	58	25	0	0
Grade 11	4	—	—	—	—	—	—	—
Grade 12	2	—	—	—	—	—	—	—
All Grades	34	382	24	21	56	24	0	0
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU</b>								
Grade 9	2	—	—	—	—	—	—	—
Grade 10	15	365	7	60	33	7	0	0
Grade 11	32	367	6	59	34	6	0	0
Grade 12	39	371	10	51	38	10	0	0
All Grades	88	369	8	56	36	8	0	0
<b>5028 – ACADEMIC SOLUTIONS HIGH SCHOOL</b>								
Grade 9	1	—	—	—	—	—	—	—
Grade 10	9	—	—	—	—	—	—	—
Grade 11	14	—	—	—	—	—	—	—
Grade 12	18	373	11	50	39	11	0	0
All Grades	42	371	5	45	50	5	0	0
<b>5032 – FLAGLER HIGH</b>								
Grade 9	2	—	—	—	—	—	—	—
Grade 10	23	364	4	74	22	4	0	0
Grade 11	25	363	4	52	44	4	0	0
Grade 12	32	—	—	—	—	—	—	—
All Grades	82	364	2	63	34	2	0	0
<b>5060 – SUNED HIGH SCHOOL</b>								
Grade 9	2	—	—	—	—	—	—	—
Grade 10	24	364	4	67	29	4	0	0
Grade 11	31	364	3	68	29	0	0	3
Grade 12	29	366	3	62	34	0	3	0
All Grades	86	365	5	65	30	2	1	1
<b>5091 – CITY OF CORAL SPRINGS CHARTER</b>								
Grade 10	10	383	20	30	50	20	0	0
Grade 11	8	—	—	—	—	—	—	—

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• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (20 - 80)	Percentage in Each Third		
			1	2	3
<b>3931 – GULFSTREAM MIDDLE SCHOOL (continued)</b>					
All Grades	2	—	—	—	—
<b>3971 – WEST BROWARD HIGH SCHOOL</b>					
Grade 9	141	63	1	9	90
Grade 10	323	53	17	35	48
Grade 11	100	45	46	36	18
Grade 12	9	—	—	—	—
All Grades	573	54	19	28	53
<b>4702 – ARTHUR ROBERT ASHE JUNIOR MIDDLE SC</b>					
Grade 8	1	—	—	—	—
All Grades	1	—	—	—	—
<b>4772 – MILLENNIUM MIDDLE SCHOOL</b>					
Grade 8	38	64	3	8	89
All Grades	38	64	3	8	89
<b>5005 – BEN GAMLA CHARTER HIGH SCHOOL</b>					
Grade 9	5	—	—	—	—
Grade 10	1	—	—	—	—
All Grades	6	—	—	—	—
<b>5006 – SOMERSET PREP ACADEMY HIGH AT N LAU</b>					
Grade 9	3	—	—	—	—
Grade 10	38	44	53	39	8
All Grades	41	45	51	41	7
<b>5007 – SOMERSET ACADEMY CHARTER HIGH SCHOO</b>					
Grade 9	15	58	7	7	87
Grade 10	36	45	39	53	8
All Grades	51	49	29	39	31
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU</b>					
Grade 9	2	—	—	—	—
Grade 10	28	35	89	7	4
Grade 11	27	34	81	19	0
Grade 12	25	33	88	12	0
All Grades	82	34	87	12	1

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• Percentages are rounded to the nearest whole number.  
• Thirds percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (325 - 475)	Percentage Passing (Level 3 or above)	Percentage in Each Achievement Level				
				Level 1 (325 - 369)	Level 2 (370 - 395)	Level 3 (396 - 417)	Level 4 (418 - 433)	Level 5 (434 - 475)
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU (continued)</b>								
Grade 12	30	370	7	40	53	7	0	0
All Grades	53	367	4	45	51	4	0	0
<b>School Total for Retakers</b>								
All Grades	14	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	67	368	3	40	57	3	0	0
<b>5010 – FRANKLIN ACADEMY B</b>								
<b>School Totals for First-Time Testers</b>								
Grade 8	10	—	—	—	—	—	—	—
All Grades	10	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	10	—	—	—	—	—	—	—
<b>5020 – RENAISSANCE CHARTER SCHOOL OF CORAL</b>								
<b>School Totals for First-Time Testers</b>								
Grade 8	1	—	—	—	—	—	—	—
All Grades	1	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	1	—	—	—	—	—	—	—
<b>5024 – IMAGINE MIDDLE SCHOOL AT BROWARD</b>								
<b>School Totals for First-Time Testers</b>								
Grade 8	13	—	—	—	—	—	—	—
All Grades	13	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	13	—	—	—	—	—	—	—
<b>5060 – SUNED HIGH SCHOOL</b>								
<b>School Totals for First-Time Testers</b>								
Grade 10	13	355	8	62	31	8	0	0
Grade 11	8	—	—	—	—	—	—	—
Grade 12	4	—	—	—	—	—	—	—
All Grades	25	361	4	48	48	4	0	0

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• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (325 - 475)	Percentage Passing (Level 3 or above)	Percentage in Each Achievement Level				
				Level 1 (325 - 369)	Level 2 (370 - 395)	Level 3 (396 - 417)	Level 4 (418 - 433)	Level 5 (434 - 475)
<b>5060 – SUNED HIGH SCHOOL (continued)</b>								
<b>School Total for Retakers</b>								
All Grades	5	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	30	363	7	50	43	7	0	0
<b>5081 – CITY/PEMBROKE PINES CHARTER MIDDLE</b>								
<b>School Totals for First-Time Testers</b>								
Grade 8	62	—	—	—	—	—	—	—
All Grades	62	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	62	—	—	—	—	—	—	—
<b>5091 – CITY OF CORAL SPRINGS CHARTER</b>								
<b>School Totals for First-Time Testers</b>								
Grade 8	39	—	—	—	—	—	—	—
Grade 9	108	417	95	1	4	44	41	10
Grade 10	101	395	52	8	40	39	13	1
Grade 11	2	—	—	—	—	—	—	—
All Grades	250	411	78	4	18	36	27	15
<b>School Total for Retakers</b>								
All Grades	1	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	251	411	78	4	18	35	27	15
<b>5121 – CITY/PEMBROKE PINES CHARTER HS</b>								
<b>School Totals for First-Time Testers</b>								
Grade 9	86	435	97	0	3	9	29	58
Grade 10	251	413	83	2	16	41	27	15
Grade 11	27	380	41	26	33	37	4	0
All Grades	364	416	83	3	14	34	26	24
<b>School Total for Retakers</b>								
All Grades	4	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	368	416	83	3	14	33	26	24

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• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (325-475)	Percentage Level 3 or Above	Percentage in Each Achievement Level				
				Level 1 (325-369)	Level 2 (370-395)	Level 3 (396-417)	Level 4 (418-433)	Level 5 (434-475)
<b>5006 – SOMERSET PREP ACADEMY HIGH AT N LAU (continued)</b>								
Grade 11	3	—	—	—	—	—	—	—
Grade 12	1	—	—	—	—	—	—	—
All Grades	47	387	43	19	38	30	11	2
<b>School Total for Retakers</b>								
All Grades	6	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	53	384	40	25	36	28	9	2
<b>5007 – SOMERSET ACADEMY CHARTER HIGH SCHOOL</b>								
<b>School Totals for First-Time Testers</b>								
Grade 9	17	418	88	0	12	47	12	29
Grade 10	66	394	56	12	32	44	9	3
All Grades	83	399	63	10	28	45	10	8
<b>School Total for Retakers</b>								
All Grades	1	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	84	399	62	10	29	44	10	8
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU</b>								
<b>School Totals for First-Time Testers</b>								
Grade 10	7	—	—	—	—	—	—	—
Grade 11	16	—	—	—	—	—	—	—
Grade 12	13	349	8	77	15	8	0	0
All Grades	36	354	6	69	25	6	0	0
<b>School Total for Retakers</b>								
All Grades	19	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	55	355	4	71	25	4	0	0
<b>5010 – FRANKLIN ACADEMY B</b>								
<b>School Totals for First-Time Testers</b>								
Grade 8	24	—	—	—	—	—	—	—
All Grades	24	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	24	—	—	—	—	—	—	—

• To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.

• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (325-475)	Percentage Level 3 or Above	Percentage in Each Achievement Level							
				Level 1 (325-369)	Level 2 (370-395)	Level 3 (396-417)	Level 4 (418-433)	Level 5 (434-475)			
<b>5005 – BEN GAMLA CHARTER HIGH SCHOOL</b>											
<b>School Total for Retakers</b>											
All Grades	8	—	—	—	—	—	—	—	—		
<b>School Total</b>											
All Grades	8	—	—	—	—	—	—	—	—		
<b>5006 – SOMERSET PREP ACADEMY HIGH AT N LAU</b>											
<b>School Total for Retakers</b>											
All Grades	1	—	—	—	—	—	—	—	—		
<b>School Total</b>											
All Grades	1	—	—	—	—	—	—	—	—		
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU</b>											
<b>School Totals for First-Time Testers</b>											
Grade 11	1	—	—	—	—	—	—	—	—		
Grade 12	5	—	—	—	—	—	—	—	—		
All Grades	6	—	—	—	—	—	—	—	—		
<b>School Total for Retakers</b>											
All Grades	18	—	—	—	—	—	—	—	—		
<b>School Total</b>											
All Grades	24	—	—	—	—	—	—	—	—		
<b>5028 – ACADEMIC SOLUTIONS HIGH SCHOOL</b>											
<b>School Total for Retakers</b>											
All Grades	3	—	—	—	—	—	—	—	—		
<b>School Total</b>											
All Grades	3	—	—	—	—	—	—	—	—		
<b>5032 – FLAGLER HIGH</b>											
<b>School Totals for First-Time Testers</b>											
Grade 10	1	—	—	—	—	—	—	—	—		
Grade 11	2	—	—	—	—	—	—	—	—		
Grade 12	8	—	—	—	—	—	—	—	—		
All Grades	11	361	9	55	36	9	0	0			
<b>School Total for Retakers</b>											
All Grades	34	360	3	53	44	3	0	0			

• To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.

• Percentages may not add to 100 due to rounding.



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[2014-2015 Florida End-of-Course \(EOC\) Assessments](#)

## EOC Assessment Results for BROWARD

**You selected:**

**Districts:** BROWARD, **Years:** 2011-2012, 2012-2013, 2013-2014, 2014-2015

**Grades:** all, 05, 06, 07, 08, 09, 10, 11, 12, 13, AD, **Subject:** Biology 1

**Select another type of report:**

### School Level - Percentage Passing (Level 3 or Above)

The table below provides School performance data for the Biology 1 EOC Assessment for the percentage passing (Achievement Level 3 or above). Achievement Levels describe the success a student has achieved with the content assessed. Achievement Levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. Level 3 indicates satisfactory performance.

**Sort by:** School Name School Number

School Percentage Passing (Level 3 or Above) - First-Time Testers											
Grade Level	Biology 1 EOC Assessment										
	2011-2012		2012-2013		2013-2014			2014-2015			
	Spring	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring
<b>Broward</b>											
<b>MAVERICKS HIGH OF NORTH BROWARD COUNTY (5009)</b>											
09	*	*	*	*	*	*	*	*	*	*	*
10	12	*	8	*	*	*	*	*	*	*	*
11	11	*	*	*	*	*	*	*	*	*	*
12	7	7	8	*	*	*	*	*	*	*	*
All Grades	11	10	6	*	*	*	14	*	*	*	27

+ Indicates data are not available at this time.

\* To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all students in a group are in the same category (i.e., all in the same Achievement Level or all earning "Level 3 and Above"). An asterisk (\*) appears when data are suppressed.

Note: NA indicates the EOC assessment was not given that school year or test administration.

Note: Summer 2012-2013 data initially reported on August 23, 2013, were updated to remove private school student results from summary reports. All individual student reports were accurate.

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	Number of Students	Mean Scale Score (325-475)	Percentage Level 3 or Above	Percentage in Each Achievement Level				
				Level 1 (325-368)	Level 2 (369-394)	Level 3 (395-420)	Level 4 (421-430)	Level 5 (431-475)
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU</b>								
<b>School Totals for First-Time Testers</b>								
Grade 11	1	—	—	—	—	—	—	—
Grade 12	5	—	—	—	—	—	—	—
All Grades	6	—	—	—	—	—	—	—
<b>School Total for Retakers</b>								
All Grades	10	360	10	50	40	10	0	0
<b>School Total</b>								
All Grades	16	355	6	63	31	6	0	0
<b>5028 – ACADEMIC SOLUTIONS HIGH SCHOOL</b>								
<b>School Total for Retakers</b>								
All Grades	10	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	10	—	—	—	—	—	—	—
<b>5032 – FLAGLER HIGH</b>								
<b>School Totals for First-Time Testers</b>								
Grade 10	1	—	—	—	—	—	—	—
All Grades	1	—	—	—	—	—	—	—
<b>School Total for Retakers</b>								
All Grades	1	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	2	—	—	—	—	—	—	—
<b>5060 – SUNED HIGH SCHOOL</b>								
<b>School Totals for First-Time Testers</b>								
Grade 10	1	—	—	—	—	—	—	—
Grade 12	1	—	—	—	—	—	—	—
All Grades	2	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	2	—	—	—	—	—	—	—
<b>5121 – CITY/PEMBROKE PINES CHARTER HS</b>								
<b>School Totals for First-Time Testers</b>								
Grade 11	4	—	—	—	—	—	—	—

• To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.

• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (325-475)	Percentage Level 3 or Above	Percentage in Each Achievement Level				
				Level 1 (325-368)	Level 2 (369-394)	Level 3 (395-420)	Level 4 (421-430)	Level 5 (431-475)
<b>5006 – SOMERSET PREP ACADEMY HIGH AT N LAU</b>								
<b>School Totals for First-Time Testers</b>								
Grade 9	20	412	90	0	10	65	15	10
Grade 10	34	389	41	18	41	29	9	3
Grade 11	3	—	—	—	—	—	—	—
Grade 12	1	—	—	—	—	—	—	—
All Grades	58	396	57	12	31	41	10	5
<b>School Total</b>								
All Grades	58	396	57	12	31	41	10	5
<b>5007 – SOMERSET ACADEMY CHARTER HIGH SCHOOL</b>								
<b>School Totals for First-Time Testers</b>								
Grade 9	5	—	—	—	—	—	—	—
Grade 10	52	391	48	13	38	46	2	0
Grade 11	1	—	—	—	—	—	—	—
All Grades	58	392	52	12	36	50	2	0
<b>School Total</b>								
All Grades	58	392	52	12	36	50	2	0
<b>5009 – MAVERICKS HIGH OF NORTH BROWARD COU</b>								
<b>School Totals for First-Time Testers</b>								
Grade 9	1	—	—	—	—	—	—	—
Grade 11	7	—	—	—	—	—	—	—
Grade 12	7	—	—	—	—	—	—	—
All Grades	15	378	27	27	47	27	0	0
<b>School Total for Retakers</b>								
All Grades	5	—	—	—	—	—	—	—
<b>School Total</b>								
All Grades	20	378	25	30	45	25	0	0
<b>5020 – RENAISSANCE CHARTER SCHOOL OF CORAL</b>								
<b>School Totals for First-Time Testers</b>								
Grade 8	24	419	88	0	13	42	21	25
All Grades	24	419	88	0	13	42	21	25
<b>School Total</b>								
All Grades	24	419	88	0	13	42	21	25

• To provide meaningful results and to protect the privacy of individual students, no data are reported if the number of students is less than ten or if all students would be reported in the same category (e.g., the same Achievement Level). A dash (—) appears when data are suppressed.

• Percentages may not add to 100 due to rounding.

# **Appendix E**

**N/A**

# **Appendix F**

**N/A**

# **Appendix G**

## **SIR Designation**



**2013-2014 Alternative School  
Improvement Rating**

Legend for School Types: 01=Elementary; 02=Middle;  
03=High; 04=Combination

District + School Number	District Number	District Name	School Number	School Name	% Making Reading Gains in 2014	% Making Reading Gains in 2013	Difference in Reading Gains Between 2014 and 2013	Improving, Maintaining, or Declining in Reading	% Making Math Gains in 2014	% Making Math Gains in 2013	Difference in Math Gains Between 2014 and 2013	Improving, Maintaining, or Declining in Math	Percent Tested	Improvement Rating 2014	Improvement Rating 2013	Improvement Rating 2012	Improvement Rating 2011	Improvement Rating 2010	Improvement Rating 2009	Improvement Rating 2008	G r a d e	G r a d e	
065009	06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COUNTY	36	39	-3	MAINTAINING	31	39	-8	DECLINING	83	DECLINING								2013	2012



**2013-2014 Alternative School  
Improvement Rating**

Legend for School Types: 01=Elementary; 02=Middle;  
03=High; 04=Combination

District + School Number	District Number	District Name	School Number	School Name	G r a d e	G r a d e	G r a d e	G r a d e	G r a d e	G r a d e	G r a d e	G r a d e	G r a d e	C h a r t e r	S c h o o l T y p e	M i n o r i t y R a	F r e e o r R e d	R e g i o n	E S E C e n t e r
065009	06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COUNTY	2011	2010	2009	2008	2007	2006	2005	2004	2003	YES	03	84	85	5	NO



## School Accountability Reports

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**You selected:**

District: BROWARD

Years: 2013-2014, 2012-2013, 2011-2012, 2010-2011, 2009-2010, 2008-2009, 2007-2008

Report Type: School Improvement Rating

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**School Accountability Report**  
Click on the column header to re-sort by that column.

			School Year (Click on year to see detailed report)	<a href="#">more info</a>	% Making Learning Gains in Reading Current Year	% Making Learning Gains in Reading Prior Year	% Making Learning Gains in Math Current Year	% Making Learning Gains in Math Prior Year	Percent Tested		
<b>Broward</b>											
5028	<b>ACADEMIC SOLUTIONS HIGH SCHOOL</b>	High	2013-14	I						69	88
5331	<b>DOLPHIN PARK HIGH</b>	High	2008-09	I						35	91
		High	2009-10	I						40	89
		High	2010-11	I						44	88
		High	2013-14	I						59	92
5032	<b>FLAGLER HIGH</b>	High	2013-14	I						65	80
5351	<b>LAUDERHILL HIGH</b>	High	2008-09	I						55	96
		High	2009-10	I						64	97
		High	2010-11	I						72	98
		High		MAINTAINING	53	53	58	34	94	88	99
5481	<b>MAVERICKS HIGH OF CENTRAL BROWARD COUNTY</b>	High	2010-11	I						71	94
		High	2013-14	I						88	93
5009	<b>MAVERICKS HIGH OF NORTH BROWARD COUNTY</b>	High	2012-13	I						85	87
		High		DECLINING	36	39	31	39	83	85	84
5323	<b>MELROSE HIGH</b>	High	2013-14	I						64	85

5341	<b>NORTH UNIVERSITY HIGH</b>	High	2008-09	I						36	80
		High	2009-10	I						40	80
		High	2010-11	I						52	79
		High		IMPROVING	47	29	51	26	98	61	88
5365	<b>SUCCESS LEADERSHIP ACADEMY</b>	High	2007-08	I						43	90
		High	2008-09	I						48	89
		High	2009-10	I						56	89
		High		DECLINING	12	24	21	57	97	61	85
5060	<b>SUNED HIGH SCHOOL</b>	High	2013-14	I						86	97

#### Guides to Calculations

- [2014 School Grades Guide Sheet \(PDF\)](#)
- [School Grades Guide to Calculations, 2013-14 \(PDF\)](#)
- [School Improvement Ratings Guide to Calculations, 2013-14 \(PDF\)](#)
- [Annual Measurable Objectives \(AMOs\) Guide to Calculations 2013-14 \(PDF\)](#)

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# **Appendix H**

## **Progress Monitoring**

FAIR-FS PMRN: Reports

WAM School Report

12-01-2015 10:31 AM

District: <input type="text" value="Broward"/>	School: <input type="text" value="Mavericks High C"/>	School Year: <input type="text" value="2015 - 2016"/>
Calendar: <input type="text" value="District-Wide"/>	AP: <input type="text" value="1"/>	Grade Range: <input type="text" value="All"/>
Teacher: <input type="text" value="All"/>	Class-Section: <input type="text" value="All"/>	Student(s): <input type="text" value="All"/>

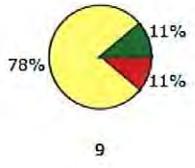
[Click to Print](#)      [Show Report](#)      [Show Legend](#)

**Probability of Literacy Success**

**Median Percentile Rank**

**Mean Ability Score**

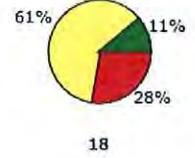
⊕ 9th Grade Summary



WRT	VKT	RCT	SKT
30 <sup>th</sup>	23 <sup>rd</sup>	5 <sup>th</sup>	45 <sup>th</sup>
10	10	9	9

WRT	VKT	RCT	SKT
654 (641)	515 (592)	418 (604)	529 (641)
10	10	9	9

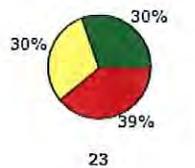
⊕ 10th Grade Summary



WRT	VKT	RCT	SKT
28 <sup>th</sup>	4 <sup>th</sup>	9 <sup>th</sup>	1 <sup>st</sup>
26	23	18	17

WRT	VKT	RCT	SKT
615 (663)	471 (650)	462 (640)	528 (695)
26	23	18	17

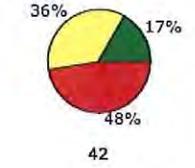
⊕ 11th Grade Summary



WRT	VKT	RCT	SKT
81 <sup>st</sup>	17 <sup>th</sup>	12 <sup>th</sup>	12 <sup>th</sup>
26	25	23	19

WRT	VKT	RCT	SKT
722 (663)	521 (650)	475 (640)	593 (695)
26	25	23	19

⊕ 12th Grade Summary



WRT	VKT	RCT	SKT
26 <sup>th</sup>	8 <sup>th</sup>	2 <sup>nd</sup>	9 <sup>th</sup>
50	48	42	39

WRT	VKT	RCT	SKT
650 (663)	484 (650)	427 (640)	583 (695)
50	48	42	39

**School Report Key**

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

FAIR-FS PMRN: Reports

WAM School Report

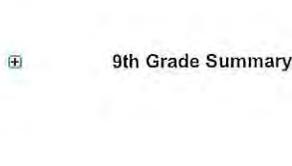
12-01-2015 10:31 AM

District: <input type="text" value="Broward"/>	School: <input type="text" value="Mavericks High C"/>	School Year: <input type="text" value="2014 - 2015"/>
Calendar: <input type="text" value="District-Wide"/>	AP: <input type="text" value="1"/>	Grade Range: <input type="text" value="All"/>
Teacher: <input type="text" value="All"/>	Class-Section: <input type="text" value="All"/>	Student(s): <input type="text" value="All"/>
<a href="#">Click to Print</a>	Show Report	<a href="#">Show Legend</a>

**Probability of Literacy Success**

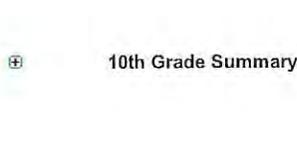
**Median Percentile Rank**

**Mean Ability Score**



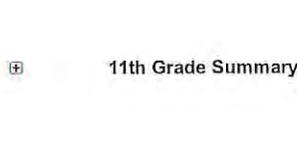
WRT	VKT	RCT	SKT
26 <sup>th</sup>	28 <sup>th</sup>	6 <sup>th</sup>	16 <sup>th</sup>
18	16	11	6

WRT	VKT	RCT	SKT
600 (641)	509 (592)	416 (604)	576 (641)
18	16	11	6



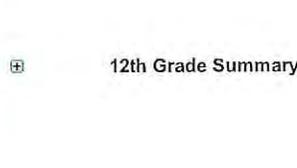
WRT	VKT	RCT	SKT
50 <sup>th</sup>	13 <sup>th</sup>	4 <sup>th</sup>	12 <sup>th</sup>
37	35	24	15

WRT	VKT	RCT	SKT
684 (663)	536 (650)	456 (640)	614 (695)
37	35	24	15



WRT	VKT	RCT	SKT
93 <sup>rd</sup>	10 <sup>th</sup>	3 <sup>rd</sup>	6 <sup>th</sup>
17	15	9	4

WRT	VKT	RCT	SKT
725 (663)	529 (650)	471 (640)	598 (695)
17	15	9	4



WRT	VKT	RCT	SKT
29 <sup>th</sup>	10 <sup>th</sup>	5 <sup>th</sup>	8 <sup>th</sup>
54	49	35	16

WRT	VKT	RCT	SKT
668 (663)	523 (650)	464 (640)	604 (695)
54	49	35	16

**School Report Key**

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

FAIR-FS PMRN: Reports

WAM School Report

12-01-2015 10:32 AM

District: <input type="text" value="Broward"/>	School: <input type="text" value="Mavericks High C"/>	School Year: <input type="text" value="2014 - 2015"/>
Calendar: <input type="text" value="District-Wide"/>	AP: <input type="text" value="2"/>	Grade Range: <input type="text" value="All"/>
Teacher: <input type="text" value="All"/>	Class-Section: <input type="text" value="All"/>	Student(s): <input type="text" value="All"/>

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**Probability of Literacy Success**

**Median Percentile Rank**

**Mean Ability Score**

			WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
⊕	9th Grade Summary	<p>90% 10%</p> <p>10</p>	14 <sup>th</sup>	27 <sup>th</sup>	6 <sup>th</sup>	47 <sup>th</sup>	562 (641)	527 (592)	428 (604)	618 (641)
			14	13	10	8	14	13	10	8
⊕	10th Grade Summary	<p>39% 18% 43%</p> <p>28</p>	14 <sup>th</sup>	6 <sup>th</sup>	5 <sup>th</sup>	2 <sup>nd</sup>	600 (663)	519 (650)	446 (640)	590 (695)
			32	32	28	21	32	32	28	21
⊕	11th Grade Summary	<p>35% 30% 35%</p> <p>23</p>	31 <sup>st</sup>	13 <sup>th</sup>	10 <sup>th</sup>	1 <sup>st</sup>	672 (663)	545 (650)	482 (640)	590 (695)
			25	23	23	17	25	23	23	17
⊕	12th Grade Summary	<p>41% 10% 49%</p> <p>39</p>	55 <sup>th</sup>	8 <sup>th</sup>	2 <sup>nd</sup>	8 <sup>th</sup>	675 (663)	513 (650)	415 (640)	614 (695)
			50	47	39	30	50	47	39	30

**School Report Key**

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

FAIR-FS PMRN: Reports

WAM School Report

12-01-2015 10:32 AM

District: <input type="text" value="Broward"/>	School: <input type="text" value="Mavericks High C"/>	School Year: <input type="text" value="2014 - 2015"/>
Calendar: <input type="text" value="District-Wide"/>	AP: <input type="text" value="3"/>	Grade Range: <input type="text" value="All"/>
Teacher: <input type="text" value="All"/>	Class-Section: <input type="text" value="All"/>	Student(s): <input type="text" value="All"/>

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**Probability of Literacy Success**

**Median Percentile Rank**

**Mean Ability Score**

			WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
⊕	9th Grade Summary	<p>88% 12%</p> <p>8</p>	59 <sup>th</sup>	27 <sup>th</sup>	7 <sup>th</sup>	10 <sup>th</sup>	663 (641)	493 (592)	435 (604)	533 (641)
			8	8	8	7	8	8	8	7
⊕	10th Grade Summary	<p>43% 7% 50%</p> <p>14</p>	61 <sup>st</sup>	7 <sup>th</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>	664 (663)	513 (650)	408 (640)	582 (695)
			14	14	14	13	14	14	14	13
⊕	11th Grade Summary	<p>53% 20% 27%</p> <p>15</p>	68 <sup>th</sup>	15 <sup>th</sup>	11 <sup>th</sup>	4 <sup>th</sup>	695 (663)	552 (650)	479 (640)	592 (695)
			15	15	15	12	15	15	15	12
⊕	12th Grade Summary	<p>21% 11% 68%</p> <p>19</p>	24 <sup>th</sup>	3 <sup>rd</sup>	2 <sup>nd</sup>	4 <sup>th</sup>	568 (663)	483 (650)	406 (640)	597 (695)
			19	19	19	17	19	19	19	17

**School Report Key**

- WRT Word Recognition Task
- VKT Vocabulary Knowledge Task
- RCT Reading Comprehension Task
- SKT Syntactic Knowledge Task

Entry Date	Withdraw Date	Recent Rdg Score	Test Date	Previous Score	Test Date	Variance	Entry Grade	Current Grade	Current GPA	Graduation Cohort	Graduation Year	Entry GPA
08/18/14		Unable to access data					9	10	0.3	2016-17	2016-17	0.3
09/05/14		Unable to access data					10	10	0.3	2016-17	2016-17	0.2
08/21/14		Unable to access data					12	12	2.8	2013-14	2014-15	1.7
08/28/14		No Test Scores					11	11	1.7	2014-15	2016-17	1.5
08/18/14		No Student Information					12	12	2.5	2010-11	2014-15	1.8
08/20/14		No Student Info					12	12	1.6	2014-15	2015-16	1.1
08/18/14		No 10th Grade Scores					9	10	1.5	2016-17	2016-17	0.5
08/21/14		229	4/7/2014	239	4/8/2013	-10	12	12	2.1	2013-14	2014-15	1.9
09/21/14		223	4/22/2014	225	4/15/2013	-2	9	9	2.5	2014-15	2017-18	0
08/21/14		358	10/10/2011	292	4/11/2011	64	11	12	2.1	2012-13	2015-16	1.6
08/19/14		333	4/11/2011				11	12	2.6	2012-13	2015-16	1.8
08/18/14		324	10/10/2011	292	4/11/2011	32	12	12	1.8	2012-13	2015-16	1.6
09/03/14		318	4/11/2011	323	3/9/2010	-5	10	11	0.1	2014-15	2015-16	0.1
09/22/14		265	4/1/2015	240	4/16/2012	25	12	12	2.9	2012-13	2015-16	2.7
08/18/14		264	4/7/2014				12	12	2.6	2012-13	2014-15	1.8
08/18/14		261	10/6/2014	234	4/22/2014	27	9	11	3.1	2015-16	2016-17	0
08/18/14		259	4/15/2013	231	4/16/2012	28	11	12	2.0	2014-15	2015-16	1.3
08/18/14		257	10/6/2014	226	4/15/2013	31	11	11	1.9	2015-16	2015-16	1.4
08/21/14		257	10/6/2014	223	4/7/2014	24	9	12	3.1	2015-16	2016-17	0.1
08/25/14		257	10/6/2014	227	4/22/2014	30	11	11	1.3	2015-16	2016-17	0.4
08/18/14		256	4/15/2013	235	4/16/2012	21	11	12	1.3	2014-15	2016-17	1.1
08/18/14		255	4/15/2013				12	12	2.2	2014-15	2014-15	2
08/19/14		254	10/6/2014	225	4/22/2014	29	10	11	2.1	2015-16	2015-16	1.2
12/01/14	03/13/15	253	10/8/2012	242	4/16/2012	11	11	11	1.9	2013-14	2015-16	1.5
08/18/14		253	4/15/2013	243	4/16/2012	10	12	12	1.2	2014-15	2015-16	1.1
08/19/14		251	10/7/2013	232	4/15/2013	19	12	12	1.6	2014-15	2015-16	1.7
08/18/14		251	4/15/2013				10	12	1.7	2014-15	2016-17	0.5
08/18/14		251	4/22/2014	236	4/15/2013	15	10	11	2.5	2015-16	2016-17	1.6
08/18/14		251	4/22/2014	259	4/15/2013	-8	9	11	2.8	2016-17	2016-17	0
08/18/14		251	4/1/2015	213	10/6/2014	36	10	11	1.5	2015-16	2016-17	1.4
08/08/14		250	10/6/2014	229	4/22/2014	21	10	11	1.9	2015-16	2015-16	1.3
08/18/14		250	4/22/2014	238	4/15/2013	12	9	11	1.0	2015-16	2016-17	0.8
08/20/14		250	10/8/2012	233	4/16/2012	17	11	12	2.1	2013-14	2015-16	1.4
08/18/14		250	4/1/2015	234	10/6/2014	16	10	12	2.6	2014-15	2015-16	1.4
08/21/14		250	10/6/2014	212	4/7/2014	38	10	12	2.0	2014-15	2016-17	0.9
09/11/14		249	4/15/2013	236	4/16/2012	13	11	12	2.4	2014-15	2014-15	1.7
01/05/15		249	10/6/2014	239	4/7/2014	10	10	12	2.4	2013-14	2014-15	1.4
08/18/14		249	10/7/2013	230	4/15/2013	19	11	12	1.3	2014-15	2015-16	1
08/18/14		249	4/7/2014	236	10/7/2013	13	11	12	2.6	2013-14	2015-16	2.4
08/21/14		249	10/6/2014	239	4/7/2014	10	12	12	2.0	2014-15	2015-16	1.4
08/18/14		249	4/7/2014	228	10/7/2013	21	11	12	1.6	2014-15	2015-16	1.3
08/19/14		249	4/1/2015	238	10/6/2014	11	12	12	2.1	2014-15	2015-16	1.7
08/18/14		249	10/6/2014	236	4/7/2014	13	11	12	2.4	2014-15	2015-16	1.8
08/18/14		249	10/6/2014	228	4/22/2014	21	10	11	1.3	2015-16	2016-17	0.8
08/18/14	04/15/15	248	4/22/2014	240	4/15/2013	8	10	11	2.7	2015-16	2015-16	2.8
08/18/14		248	4/1/2015	234	10/6/2014	14	10	10	1.7	2015-16	2015-16	0.1
08/18/14		248	4/1/2015				12	12	1.2	2012-13	2015-16	0.7
08/18/14		248	10/7/2013	239	4/16/2012	9	11	12	1.9	2013-14	2015-16	0.7
08/18/14		247	4/16/2012				12	12	1.6	2013-14	2015-16	1.3
08/18/14		247	4/15/2013				9	12	3.0	2014-15	2016-17	0
08/18/14		247	10/8/2012	243	4/16/2012	4	12	12	2.2	2013-14	2014-15	1.7
08/18/14		247	4/1/2015	237	10/6/2014	10	12	12	1.5	2014-15	2016-17	0.6
08/18/14		247	4/22/2014				10	11	2.0	2015-16	2015-16	1.6
08/19/14		246	4/15/2013				11	12	2.1	2014-15	2015-16	0.8
08/18/14		246	4/15/2013	239	4/16/2012	7	11	12	0.9	2014-15	2016-17	0.5
08/18/14		246	4/7/2014	215	10/7/2013	31	11	12	2.1	2014-15	2014-15	1.5
08/18/14		246	10/7/2013	243	4/15/2013	3	10	12	2.4	2014-15	2015-16	0
08/18/14		245	4/7/2014	230	4/8/2013	15	12	12	2.4	2012-13	2014-15	1.9
08/18/14		244	4/1/2015	228	10/6/2014	16	9	11	3.3	2015-16	2016-17	0
08/21/14		244	4/1/2015	239	10/6/2014	5	12	12	2.4	2012-13	2014-15	1.8

08/19/14		243	4/7/2014	224	10/7/2013	19	11	11	2.7	2014-15	2014-15	1.6
08/28/14		243	4/15/2013	233	4/16/2012	10	10	10	0.8	2016-17	2017-18	0.4
08/18/14		242	4/1/2015	227	10/6/2014	15	12	12	1.9	2014-15	2015-16	0.1
08/18/14		242	4/1/2015	239	10/6/2014	3	10	11	2.8	2015-16	2016-17	2.1
08/18/14		242	4/1/2015	242	10/6/2014	0	11	12	2.3	2014-15	2015-16	1.6
08/19/14		241	4/1/2015	228	10/6/2014	12	12	12	2.0	2012-13	2015-16	1.1
08/18/14		241	4/1/2015	235	10/6/2014	6	10	11	1.8	2015-16	2015-16	0.9
08/21/14		241	4/1/2015	234	10/6/2014	7	12	12	1.2	2014-15	2015-16	1.1
08/18/14		241	4/15/2013				10	12	1.9	2014-15	2015-16	0.9
08/18/14		241	4/22/2014				9	9	2.8	2017-18	2017-18	3
08/18/14		240	4/1/2015	234	10/6/2014	6	11	11	0.9	2014-15	2016-17	0.9
08/18/14		239	4/1/2015	230	10/6/2014	9	12	12	1.8	2013-14	2015-16	1.6
08/18/14		239	4/1/2015				11	12	1.9	2014-15	2015-16	1.5
08/18/14		239	4/1/2015	232	10/6/2014	6	11	12	2.9	2013-14	2014-15	1.7
08/18/14		238	4/22/2014	216	4/15/2013	22	10	10	0.2	2016-17	2016-17	0.3
09/12/14		238	4/1/2015	220	10/6/2014	18	10	11	1.2	2015-16	2016-17	1.1
08/18/14		238	4/1/2015	222	10/6/2014	16	10	11	3.6	2015-16	2016-17	0
08/18/14		237	4/1/2015	228	10/6/2014	9	10	10	1.3	2015-16	2015-16	1
08/18/14		237	4/1/2015	235	10/6/2014	2	10	11	1.4	2015-16	2016-17	0.7
08/28/14		237	4/1/2015	222	10/6/2014	15	12	12	2.0	2013-14	2015-16	2
09/29/14		236	4/1/2015				12	12	2.5	2014-15	2014-15	2.2
08/18/14		236	4/1/2015	233	10/6/2014	3	10	11	1.1	2015-16	2016-17	1
08/18/14		236	4/1/2015	217	10/6/2014	19	10	12	1.8	2014-15	2015-16	0.7
08/18/14		234	4/1/2015	233	10/6/2014	1	11	11	1.8	2015-16	2016-17	1.4
08/18/14		234	4/1/2015	225	10/6/2014	9	11	12	1.8	2014-15	2015-16	1.8
08/18/14		233	4/1/2015				10	11	2.8	2015-16	2015-16	1.2
08/18/14		233	4/1/2015	231	10/6/2014	2	11	12	1.9	2013-14	2015-16	1.6
08/18/14		233	4/1/2015	217	10/6/2014	16	12	12	1.2	2014-15	2015-16	1.1
08/18/14		232	4/1/2015	238	10/6/2014	-6	11	11	2.8	2015-16	2015-16	2.7
08/18/14	105/22/14	232	4/1/2015	235	10/6/2014	-3	10	12	0.6	2015-16	2016-17	0.6
08/18/14		231	4/1/2015	240	10/6/2014	-9	11	12	2.0	2014-15	2015-16	1.4
01/15/15	02/23/15	231	10/6/2014	197	4/16/2012	34	10	12	1.1	2013-14	2016-17	1
08/21/14		231	4/1/2015	209	10/6/2014	22	9	11	2.7	2015-16	2016-17	0
08/18/14		230	4/1/2015	228	10/6/2014	2	10	11	1.9	2015-16	2016-17	1.2
08/26/14		230	4/1/2015	220	10/6/2014	10	11	11	1.0	2015-16	2016-17	0.5
08/18/14		228	4/1/2015	232	10/6/2014	-4	11	12	2.2	2013-14	2015-16	0.8
08/18/14		228	4/1/2015	210	10/6/2014	18	10	11	1.5	2015-16	2016-17	0.7
08/21/14		228	4/1/2015	192	10/6/2014	36	10	10	0.7	2015-16	2016-17	0.2
08/18/14		227	4/1/2015	221	10/6/2014	6	11	12	1.4	2014-15	2015-16	1.4
08/18/14		227	4/1/2015	208	10/6/2014	19	9	11	2.1	2015-16	2016-17	0.8
08/18/14		227	10/6/2014	210	4/22/2014	17	10	11	0.3	2015-16	2016-17	1.2
08/27/14		226	4/1/2015	231	10/6/2014	-5	12	12	1.5	2014-15	2015-16	1.5
08/18/14		226	4/1/2015	231	10/6/2014	-5	11	12	2.6	2014-15	2014-15	2.2
08/18/14		226	4/1/2015	223	10/6/2014	3	11	12	2.2	2013-14	2014-15	0.3
08/18/14		225	4/1/2015	217	10/6/2014	8	10	12	3.0	2014-15	2016-17	0
08/18/14		224	4/1/2015	211	10/6/2014	13	12	12	1.9	2014-15	2015-16	1.3
03/16/15		224	10/6/2014	214	4/22/2014	10	10	10	1.0	2016-17	2016-17	1
08/19/14		224	4/1/2015	239	10/6/2014	-15	10	11	0.7	2015-16	2016-17	0
08/18/14		224	4/1/2015	224	10/6/2014	0	12	12	1.4	2012-13	2015-16	1.3
08/18/14		223	4/1/2015	218	10/6/2014	5	12	12	1.6	2014-15	2015-16	1.6
08/19/14		223	4/1/2015	200	10/6/2014	23	10	10	0.7	2015-16	2015-16	0.6
08/24/14		222	10/6/2014	224	4/7/2014	-2	10	12	2.9	2014-15	2014-15	2.3
08/21/14		220	4/1/2015	227	10/6/2014	-7	10	11	1.1	2015-16	2016-17	0.4
08/21/14		220	4/1/2015	227	10/6/2014	-7	11	12	1.5	2014-15	2016-17	1.2
08/18/14		220	4/1/2015	225	10/6/2014	5	10	12	2.7	2013-14	2015-16	0.4
08/18/14		220	4/1/2015	201	10/6/2014	19	11	12	1.3	2013-14	2015-16	1.3
08/18/14		220	4/15/2013	235	4/16/2012	-15	9	9	2.7	2017-18	2017-18	2
12/12/14		220	10/6/2014	188	4/22/2014	38	10	11	0.0	2014-15	2017-18	0
08/18/14		219	4/1/2015	204	10/6/2014	15	10	11	1.3	2015-16	2016-17	1.3
08/21/14		219	4/1/2015				10	12	2.2	2014-15	2015-16	2.3
01/30/15		218	10/6/2014	216	10/7/2013	2	12	12	1.5	2014-15	2015-16	1.5



# **Appendix I**

## **Graduation Rate**

Category	Placed	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
	2013-14						
<b>ECHOS Ready</b>	N/A	N/A	N/A	88	88	91	91
<b>ECHOS Not Ready</b>	N/A	N/A	N/A	12	12	9	9
<b>Total ECHOS</b>	N/A						
<b>FAIR Ready</b>	N/A	N/A	N/A	76	75	73	72
<b>FAIR Not Ready</b>	N/A	N/A	N/A	24	25	27	28
<b>Total FAIR</b>	N/A						

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10. Percentages are rounded to the nearest whole integer after individual categories are tabulated; therefore totals may not equal 100%.

## GRADUATION RATE AND DROPOUT RATE

### Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade. These results are used in the calculation of schools' Annual Measurable Objectives (AMOs). The AMO graduation rate target for all subgroups and all students is 85 percent or, if below 85 percent, an annual improvement of at least 2 percent.

	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS	11.3	9.2	75.3	76.4	75.6	74.5
WHITE	12.1	7.7	83.0	83.6	80.5	79.4
BLACK OR AFRICAN AMERICAN	9.1	8.5	66.2	68.2	64.6	63.7
HISPANIC/LATINO	15.6	14.3	78.3	78.4	74.9	72.9
ASIAN	#	N/A	87.6	89.5	88.4	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	#	#	88.2	62.5
AM.INDIAN OR ALASKA NATIVE	#	N/A	72.5	66.7	76.8	69.7
TWO OR MORE RACES	#	#	86.8	80.4	79.7	78.6
DISABLED	7.4	#	52.8	51.6	52.3	47.7
ECONOMICALLY DISADVANTAGED	12.4	11.9	68.2	68.0	67.0	65.0
ELL	28.6	7.1	63.1	63.9	57.5	56.6
MIGRANT	#	N/A	#	33.3	65.4	64.8
AT-RISK (Low 25)*	4.2	7.5	50.2	54.2	51.6	50.1
FEMALE	14.1	13.5	79.6	81.3	79.7	78.9
MALE	9.2	6.0	71.1	71.7	71.6	70.2

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

\* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

### Five-Year Graduation Rate

The five-year graduation rate shows the percentage of students who graduated with a standard high school diploma within five years of initial entry into ninth grade.

	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS	33.3		79.2	74.4	76.4	72.6
WHITE	30.8		85.0	82.0	80.9	77.8

BLACK OR AFRICAN AMERICAN	33.9	72.3	65.2	66.5	61.5
HISPANIC/LATINO	35.7	81.1	77.2	75.0	71.4
ASIAN	N/A	91.0	93.6	90.0	87.7
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	#	#	62.5	60.0
AM.INDIAN OR ALASKA NATIVE	N/A	69.4	58.1	71.6	71.7
TWO OR MORE RACES	#	82.4	79.1	80.5	77.2
DISABLED	#	54.2	46.1	50.6	47.4
ECONOMICALLY DISADVANTAGED	35.6	71.9	66.4	67.5	62.9
ELL	50.0	70.3	61.9	60.0	56.4
MIGRANT	N/A	41.7	57.1	66.7	63.3
AT-RISK (Low 25)*	22.5	58.8	52.4	53.2	49.7
FEMALE	48.6	83.9	79.4	80.5	77.0
MALE	22.0	74.7	69.7	72.4	68.4

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

\*At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

## High School Dropout Rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the proportion of students who dropped out of school from the total enrollment in grades 9 through 12.

Racial/Ethnic Group	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
WHITE	15.0	2.0	1.5	1.5	1.5	1.4
BLACK OR AFRICAN AMERICAN	13.6	1.4	3.2	2.9	3.4	3.1
HISPANIC/LATINO	14.7	0.0	1.5	1.4	1.9	1.9
ASIAN	#	#	0.6	0.5	0.6	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	0.0	0.0	1.7	2.2
AM.INDIAN OR ALASKA NATIVE	#	#	2.4	1.2	2.4	2.4
TWO OR MORE RACES	16.7	0.0	1.4	1.7	1.7	1.3
FEMALE	16.5	0.8	1.6	1.6	1.7	1.6
MALE	12.3	1.5	2.6	2.4	2.4	2.2
TOTAL	14.0	1.2	2.1	2.0	1.9	1.9

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

## POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2009-10 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

### College Going

Racial/Ethnic Group	Number of Standard Diplomas Earned in 2009-2010	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	School District %	State %
WHITE				66	59
BLACK OR AFRICAN AMERICAN				56	55
HISPANIC/LATINO				61	59



**Cohort Graduation Rate Using Federal Guidelines 2013-14**

**School Information by Subgroup**

An asterisk (\*) indicates a subgroup population fewer than 10 students. A blank cell indicates no population for the subgroup.

District Number	District Name	School Number	School Name	Version	Total Graduates	Total Cohort	Total Federal Graduation Rate	ESE Graduates	ESE Cohort	ESE Graduation Rate	Free/Reduced Lunch Graduates	Free/Reduced Lunch Cohort	Free/Reduced Lunch Graduation Rate	ELL Graduates	ELL Cohort
06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COUNTY	FEDERAL	11	212	5.2	1	22	4.5	7	142	4.9	2	57



**Cohort Graduation Rate Using Federal Guidelines 2013-14**

**School Information by Subgroup**

An asterisk (\*) indicates a subgroup population fewer than 10 students. A blank cell indicates no population for the subgroup.

District Number	District Name	School Number	School Name	ELL Graduation Rate	Migrant Graduates	Migrant Cohort	Migrant Graduation Rate	At-Risk Graduates	At-Risk Cohort	At-Risk Graduation Rate	Male Graduates	Male Cohort	Male Graduation Rate	Female Graduates	Female Cohort
06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COUNTY	3.5				0	74	0	9	137	6.6	2	75



**Cohort Graduation Rate Using Federal Guidelines 2013-14**

**School Information by Subgroup**

An asterisk (\*) indicates a subgroup population fewer than 10 students. A blank cell indicates no population for the subgroup.

District Number	District Name	School Number	School Name	Female Graduation Rate
06	BROWARD	5009	MAVERICKS HIGH OF NORTH BROWARD COUNTY	2.7

**Appendix J**  
**Standardized Test Results**  
**(PERT and ACT)**

# Post Secondary Education Readiness Test (PERT) Test School Year 2013

## MAVERICKS HIGH OF NO BROW CTY

**CURRENT GRADE LEVEL: 12**

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
03/19/13	READING	86
	WRITING	83

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/05/13	MATH	94
	WRITING	115

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/13/12	READING	107
	WRITING	103

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/08/13	MATH	50
	READING	87
	WRITING	94

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/21/13	READING	96

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/29/12	MATH	96
	READING	50
	WRITING	89

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/15/12	READING	94

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/30/13	READING	65

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/19/12	READING	87
	WRITING	87

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/15/12	READING	86
	WRITING	84

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/09/13	MATH	88
	READING	84
	WRITING	83

# Post Secondary Education Readiness Test (PERT) Test School Year 2013

## MAVERICKS HIGH OF NO BROW CTY

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/05/13	MATH	91
<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/20/12	MATH	94
	READING	72
	WRITING	77
<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/22/13	READING	100
<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/01/13	MATH	86
	READING	78
	WRITING	85
<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
01/30/13	READING	78
	WRITING	87
01/31/13	MATH	104
<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
01/31/13	MATH	106
	READING	95
	WRITING	81
<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/08/13	MATH	88
	READING	86
	WRITING	58
<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/22/13	READING	60
<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/04/13	MATH	81
	READING	50
	WRITING	54
<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/22/13	READING	53
<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/15/12	READING	62
	WRITING	72

# Post Secondary Education Readiness Test (PERT) Test School Year 2013

## MAVERICKS HIGH OF NO BROW CTY

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/16/13	MATH	93

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/08/12	MATH	70
11/13/12	READING	87
	WRITING	95

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/31/13	READING	94

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/18/13	READING	106
	WRITING	95

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/22/13	READING	80
05/29/13	MATH	88

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/09/12	READING	80
	WRITING	83
05/30/13	READING	86

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/29/13	READING	81

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/17/12	READING	99
	WRITING	102
12/18/12	MATH	92

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/30/13	READING	69

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/13/12	READING	103
	WRITING	100

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/01/13	MATH	100
	READING	96
	WRITING	97

# Post Secondary Education Readiness Test (PERT) Test School Year 2013

## MAVERICKS HIGH OF NO BROW CTY

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/19/12	READING	95
	WRITING	89
12/20/12	MATH	87

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/09/12	MATH	103

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/13/12	READING	102
	WRITING	90

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/05/13	MATH	98
	READING	103
	WRITING	101

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/21/13	READING	68

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/20/12	READING	72
	WRITING	73
11/21/12	MATH	76

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/20/13	MATH	94
	(0671177305)	

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/02/13	MATH	94
	READING	66
	WRITING	50

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/22/13	READING	96

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/01/13	READING	91
	WRITING	98
04/03/13	MATH	101

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/19/13	MATH	93

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/14/12	READING	90
	WRITING	92

Post Secondary Education Readiness Test (PERT)  
Test School Year 2013

**MAVERICKS HIGH OF NO BROW CTY**

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/05/13	MATH	88

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/08/12	MATH	87
11/13/12	READING	82
	WRITING	82

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
01/30/13	MATH	91
	READING	95
	WRITING	75

# Post Secondary Education Readiness Test (PERT) Test School Year 2014

## MAVERICKS HIGH OF NO BROW CTY

**CURRENT GRADE LEVEL: 12**

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/11/13	MATH	97

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/12/13	MATH	92

<u>Scale Score</u>
91
97

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
03/19/14		72
04/03/14	MATH	117
04/17/14		82

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/11/13	MATH	96
04/23/14	MATH	112

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/13/14	MATH	101
		90
		83

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
01/23/14	MATH	99
		86
		86

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/19/13		50
		74

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/05/14	MATH	100
		107

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/14/14	MATH	50

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/05/13		96

# Post Secondary Education Readiness Test (PERT) Test School Year 2014

## MAVERICKS HIGH OF NO BROW CTY

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/15/14	MATH	101
	READING	112

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/11/13	MATH	95

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
01/28/14	READING	77
	WRITING	90
02/07/14	MATH	97

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/12/13	MATH	98
01/27/14	READING	89
	WRITING	85

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/14/14	READING	90

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
01/27/14	READING	85
	WRITING	83
02/07/14	MATH	99

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
01/29/14	READING	99
	WRITING	94
02/07/14	MATH	98

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/12/13	MATH	86

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
01/31/14	READING	91
	WRITING	91
02/07/14	MATH	96

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/14/14	MATH	98

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/15/14	MATH	103
	READING	90

# Post Secondary Education Readiness Test (PERT) Test School Year 2014

## MAVERICKS HIGH OF NO BROW CTY

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/07/13	READING	117
	WRITING	118

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
01/29/14	READING	86
	WRITING	92
02/07/14	MATH	104

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/14/14	READING	96

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
01/24/14	READING	50
	WRITING	87

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/04/13	READING	92
02/14/14	READING	87

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/12/14	MATH	98

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/04/13	MATH	100
02/11/14	MATH	112

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/19/13	MATH	95

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/20/13	MATH	101

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/11/13	MATH	104
01/27/14	READING	63
	WRITING	63
02/05/14	MATH	98

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/07/13	READING	78
	WRITING	75

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/05/14	READING	98

# Post Secondary Education Readiness Test (PERT) Test School Year 2014

## MAVERICKS HIGH OF NO BROW CTY

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/12/14	MATH	94
	READING	116

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/05/13	READING	108
	WRITING	120
05/30/14	MATH	100

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/15/14	MATH	74

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/14/14	READING	57

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
01/29/14	READING	93
	WRITING	104

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/20/13	READING	67
	WRITING	62

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/12/13	READING	99

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/11/13	MATH	108
01/30/14	READING	103
	WRITING	94
02/06/14	MATH	106

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/04/14	READING	111
	WRITING	121

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/12/14	MATH	99
	READING	80

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/05/14	READING	76

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
12/12/13	MATH	85

# Post Secondary Education Readiness Test (PERT) Test School Year 2014

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**MAVERICKS HIGH OF NO BROW CTY**

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/08/13	MATH	87

# Post Secondary Education Readiness Test (PERT) Test School Year 2015

## MAVERICKS HIGH OF NO BROW CTY

**CURRENT GRADE LEVEL: 12**

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	95

04/24/15	MATH	98
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04/24/15	READING	109
05/15/15	MATH	91
05/22/15	MATH	97

05/26/15	MATH	102
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04/24/15	READING	50
----------	---------	----

04/24/15	MATH	101
----------	------	-----

05/01/15	MATH	98
----------	------	----

04/24/15	MATH	105
----------	------	-----

05/29/15	MATH	87
----------	------	----

01/01/15	MATH	103
----------	------	-----

04/24/15	MATH	101
----------	------	-----

02/12/15	READING	100
----------	---------	-----

11/05/14	MATH	103
----------	------	-----

04/24/15	READING	102
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# Post Secondary Education Readiness Test (PERT) Test School Year 2015

## MAVERICKS HIGH OF NO BROW CTY

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/25/14	MATH	110

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	READING	74

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	96
	READING	71

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	108

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	87

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	READING	96

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	96

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	104

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	87

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	88

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	READING	87

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/01/15	MATH	92
05/08/15	MATH	87
05/15/15	MATH	97

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/08/15	MATH	82
05/15/15	MATH	84
05/26/15	MATH	109

# Post Secondary Education Readiness Test (PERT) Test School Year 2015

## MAVERICKS HIGH OF NO BROW CTY

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	92
	READING	50

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	102
	READING	61

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	91
	READING	88

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	99
	READING	96

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	104

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/15/15	MATH	96

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	MATH	96

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/22/15	MATH	74

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
11/19/14	MATH	98
	READING	102
	WRITING	88

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
03/18/15	MATH	81
03/31/15	MATH	72

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/15/15	MATH	109

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/12/15	MATH	98

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	READING	113

# Post Secondary Education Readiness Test (PERT) Test School Year 2015

## MAVERICKS HIGH OF NO BROW CTY

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
06/03/15	MATH	88
<b>OWENS, NICHOLAS (0611123647)</b>		
04/24/15	MATH	108
<b>PARKS, REBECCA (0603028406)</b>		
05/01/15	MATH	97
<b>PAUL, WILNISE (0612035331)</b>		
04/24/15	MATH	99
04/24/15	READING	112
<b>RENAUD, NICKMARCK (0601012943)</b>		
05/01/15	MATH	117
<b>SAINT FORT, ZOULE MARIE (0613109097)</b>		
04/24/15	MATH	93
	READING	66
05/08/15	MATH	96
05/15/15	MATH	94
05/26/15	MATH	101
05/15/15	MATH	74
05/22/15	MATH	78
06/03/15	MATH	85
04/24/15	READING	106
04/24/15	MATH	95
11/18/14	MATH	50
01/21/15	MATH	68
<b>STERN, LAQUAY (0602030421)</b>		
01/28/15	MATH	98
05/15/15	MATH	92

# Post Secondary Education Readiness Test (PERT) Test School Year 2015

## MAVERICKS HIGH OF NO BROW CTY

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/12/15	READING	82

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
02/12/15	MATH	86
	READING	64

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/08/15	MATH	107

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
03/17/15	MATH	93

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
04/24/15	READING	61

<u>Test Date</u>	<u>Subtest Cd</u>	<u>Scale Score</u>
05/01/15	MATH	94
05/15/15	MATH	93
05/22/15	MATH	99

# Entry/Withdrawal Activity

Withdrawal Date Range: 08/20/2012 - 08/20/2013

Sort: School, Student Name

Assignment History School: MAVERICKS HIGH OF NO BROW CTY (5009)

Student Count: 25

Student Name	Student Number	Team	Curr Grd	Sx	Rc	Birth Date	AHst Grd	Ent Cde	Entry Date	With Cde	Withdrwl Date	Asg Cde	Prom Stat	Progr Name Cd
			12	M	B	06/13/91	12	E01	08/20/12	WFT	01/17/13	01	P	251
			12	M	H	05/03/93	12	E01	08/20/12	WFT	01/17/13	01	P	
			12	M	B	12/02/92	12	E01	08/20/12	WFT	06/14/13	01	P	
			12	F	B	05/04/91	12	R01	09/19/12	WFT	04/03/13	01	P	
			12	F	B	05/20/94	12	E01	08/20/12	WFT	04/03/13	01	P	
			12	M	B	02/22/92	12	E01	08/20/12	WFT	03/18/13	01	P	
			12	F	B	04/15/93	12	R01	07/22/13	WFT	07/23/13	01	P	
			12	F	H	07/30/93	12	E01	08/20/12	WFT	04/05/13	01	P	
			12	M	B	04/21/93	12	E01	08/20/12	WFT	06/06/13	01	P	
			12	F	B	12/20/91	12	E01	08/20/12	WFT	06/06/13	01	P	
			31	F	B	12/20/90	12	E01	08/20/12	WFT	03/07/13	01	P	
			12	M	B	08/09/93	12	E01	08/20/12	WFT	06/06/13	01	P	
			12	M	B	03/23/93	12	E01	08/20/12	WFT	06/06/13	01	P	
			12	F	B	04/28/91	12	E01	08/20/12	WFT	06/06/13	01	P	
			12	F	B	11/18/93	12	E01	08/20/12	WFT	06/06/13	01	P	
			12	M	B	06/23/92	12	E01	08/20/12	WFT	01/17/13	01	P	
			31	F	B	04/05/91	12	E01	08/20/12	WFT	06/06/13	01	P	
			12	F	B	06/25/92	12	E01	08/20/12	WFT	06/06/13	01	P	
			12	M	B	09/07/92	12	E01	08/20/12	WFT	01/17/13	01	P	
			12	F	H	07/15/91	12	R01	01/22/13	WFT	06/06/13	01	P	
			12	F	H	02/24/93	12	E01	08/20/12	WFT	06/06/13	01	P	
			12	M	B	08/29/93	12	E01	08/20/12	WFT	01/17/13	01	P	
			12	F	B	08/19/95	12	E01	08/20/12	WFT	01/17/13	01	P	
			12	F	B	12/31/94	12	E01	08/20/12	WFT	06/06/13	01	P	
			12	F	B	12/15/89	12	E01	05/08/13	WFT	05/16/13	01	P	

# Entry/Withdrawal Activity

Withdrawal Date Range: 08/20/2013 - 08/20/2014

Sort: School, Student Name

Assignment History School: MAVERICKS HIGH OF NO BROW CTY (5009)

Student Count: 13

<u>Student Name</u>	<u>Student Number</u>	<u>Team</u>	<u>Curr Grd</u>	<u>Sx</u>	<u>Rc</u>	<u>Birth Date</u>	<u>AHist Grd</u>	<u>Ent. Cde</u>	<u>Entry Date</u>	<u>With Cde</u>	<u>Withdrwl Date</u>	<u>Asg Cde</u>	<u>Prom Stat</u>	<u>Progr. Name Cd</u>
			12	M	B	07/19/92	12	E01	06/05/14	WFT	06/06/14	01	P	
			12	M	B	03/23/94	12	E01	08/21/13	WFT	06/06/14	01	P	
			12	F	B	04/05/91	12	R01	06/09/14	WFT	07/16/14	01	P	
			12	M	B	12/30/94	12	E01	08/27/13	WFT	06/26/14	01	P	
			12	F	B	09/01/95	12	E01	08/19/13	WFT	06/06/14	01	P	
			12	M	M	01/05/96	12	E01	08/19/13	WFT	01/06/14	01	P	
			12	M	H	06/11/93	12	E01	09/16/13	WFT	06/06/14	01	P	
			12	F	B	04/21/93	12	E01	10/14/13	WFT	06/26/14	01	P	
			12	F	H	07/17/91	12	E01	08/19/13	WFT	09/19/13	01	P	
			12	M	B	11/06/93	12	E01	09/17/13	WFT	06/06/14	01	P	
			12	F	W	09/12/94	12	E01	08/20/13	WFT	06/06/14	01	P	251
			12	F	B	08/25/94	12	E01	08/19/13	WFT	03/17/14	01	P	
			12	F	W	08/29/95	12	E01	08/19/13	WFT	02/18/14	01	P	

# Entry/Withdrawal Activity

Withdrawal Date Range: 08/20/2014 - 08/20/2015

Sort: School, Student Name

Assignment History School: MAVERICKS HIGH OF NO BROW CTY (5009)

Student Count: 14

<u>Student Name</u>	<u>Student Number</u>	<u>Team</u>	<u>Curr Grd</u>	<u>Sx</u>	<u>Rc</u>	<u>Birth Date</u>	<u>AHist Grd</u>	<u>Ent Cde</u>	<u>Entry Date</u>	<u>With Cde</u>	<u>Withdrwl Date</u>	<u>Asg Cde</u>	<u>Prom Stat</u>	<u>Progr Name Cd</u>
			12	F	B	06/28/97	12	E01	08/19/14	WFT	06/13/15	01	P	
			12	F	B	08/22/96	12	E01	09/22/14	WFT	11/21/14	01	P	
			12	M	B	06/16/94	12	E01	12/17/14	WFT	12/18/14	01	P	
			12	M	H	04/06/95	12	E01	09/04/14	WFT	12/18/14	01	P	
			12	M	B	03/31/95	12	E01	10/06/14	WFT	04/06/15	01	P	
			12	M	B	02/09/92	12	E01	01/22/15	WFT	01/23/15	01	P	
			12	M	B	08/07/94	12	E01	11/21/14	WFT	11/24/14	01	P	
			12	M	B	12/25/92	12	E01	10/27/14	WFT	03/31/15	01	P	
			12	M	B	02/03/93	12	R03	10/23/14	WFT	04/06/15	01	P	
			12	M	B	05/01/93	12	E01	08/18/14	WFT	06/13/15	01	P	
			12	F	B	10/14/95	12	E01	08/21/14	WFT	06/05/15	01	P	
			12	M	B	02/07/92	12	E01	10/15/14	WFT	12/03/14	01	P	
			12	F	B	09/02/93	12	E01	09/12/14	WFT	12/03/14	01	P	
			12	F	B	08/14/95	12	E01	08/21/14	WFT	06/05/15	01	P	

# Entry/Withdrawal Activity

Withdrawal Date Range: 08/20/2015 - 08/20/2016

Sort: School, Student Name

Assignment History School: MAVERICKS HIGH OF NO BROW CTY (5009)

Student Count: 1

<u>Student Name</u>	<u>Student Number</u>	<u>Team</u>	<u>Curr Grd</u>	<u>Sx</u>	<u>Rc</u>	<u>Birth Date</u>	<u>AHist Grd</u>	<u>Ent Cde</u>	<u>Entry Date</u>	<u>With Cde</u>	<u>Withdrwl Date</u>	<u>Asg Cde</u>	<u>Prom Stat</u>	<u>Progr Name Cd</u>
			12	M	B	11/14/96	12	E01	08/24/15	WFT	10/26/15	01	P	

# **Appendix K**

N/A

# Appendix L

N/A

# Appendix M

N/A

# **Appendix N**

## **Ellevation Reports**

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## Report Cover Page

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**Report:** Student List (STULIST04Standard)

**Date:** 11/18/2015 1:35:53 PM

**Students Selected:** 36

# Student Listing

Broward County

Active: Yes, Status: LY (ELL Current)

#	Name	Test ID #	Sex	DOB	Grade	Native Language	ELP Desig.	ESOL Status	Immi-grant	NOM	Tier	Prof Level	School	ELL Plan Date	Re-Eval Date	Lang. Classification
1.	[REDACTED]	0616089658	M	6/14/1996	9	Fox	ELL	LY (ELL Current)	Y	N			5009 - Mavericks High School of North Broward	10/6/2015		A1
2.	[REDACTED]	0614015780	F	3/21/1994	9	Fox	ELL	LY (ELL Current)	N	N			5009 - Mavericks High School of North Broward			
3.	[REDACTED]	0612081108	F	9/30/1999	10	Spanish	ELL	LY (ELL Current)	N	N			5009 - Mavericks High School of North Broward	10/9/2015	1/6/2015	B2
4.	[REDACTED]	0612096723	F	1/23/1998	10	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	Y	N			5009 - Mavericks High School of North Broward	8/24/2015	1/30/2015	A2
5.	[REDACTED]	0613072251	M	8/10/1997	10	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	Y	N			5009 - Mavericks High School of North Broward	10/12/2015	9/29/2015	B1
6.	[REDACTED]	0613020697	M	4/1/1996	11	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	Y	N			5009 - Mavericks High School of North Broward	8/24/2015		A1
7.	[REDACTED]	0616089622	F	10/14/1997	11	Fox	ELL	LY (ELL Current)	Y	N			5009 - Mavericks High School of North Broward	10/6/2015		A1
8.	[REDACTED]	0616083056	F	5/1/1995	11	Fox	ELL	LY (ELL Current)	Y	N			5009 -	8/8/2015		A1

9.	[REDACTED]	0612025170	M	10/14/1997	11	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	N	N	High School of North Broward 5009 - Mavericks High School of North Broward	10/20/2015	8/28/2015	B2
10.	[REDACTED]	0611046967	M	4/4/1999	11	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	N	N	5009 - Mavericks High School of North Broward	8/24/2015	8/29/2014	B2
11.	[REDACTED]	0611076630	M	2/13/1996	11	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	N	N	5009 - Mavericks High School of North Broward	8/25/2015		C1
12.	[REDACTED]	0612023350	M	2/6/1998	11	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	Y	N	5009 - Mavericks High School of North Broward	8/24/2015	10/10/2014	C1
13.	[REDACTED]	0609060406	M	10/10/1996	12	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	N	N	5009 - Mavericks High School of North Broward	9/9/2015	8/29/2014	C1
14.	[REDACTED]	0612056532	M	3/2/1998	12	Spanish	ELL	LY (ELL Current)	Y	N	5009 - Mavericks High School of North Broward	8/24/2015	8/21/2014	C1
15.	[REDACTED]	0613020788	M	8/12/1994	12	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	Y	N	5009 - Mavericks High School of North Broward	8/24/2015		A1
16.	[REDACTED]	0616088414	M	12/15/1996	12	Fox	ELL	LY (ELL Current)	Y	N	5009 - Mavericks High School of North Broward	9/30/2015		A1
17.	[REDACTED]	0612054596	F	12/31/1997	12	Portuguese	ELL	LY (ELL Current)	Y	N	5009 -	8/24/2015		A2

18.	[REDACTED]	0608103936	M	9/22/1995	12	Spanish	ELL	LY (ELL Current)	N	N	School of North Broward 5009 - Mavericks High School of North Broward	8/18/2014 12/20/2012	B2
19.	[REDACTED]	0613072824	F	9/26/1997	12	Portuguese	ELL	LY (ELL Current)	N	N	School of North Broward 5009 - Mavericks High School of North Broward	10/1/2015	A1
20.	[REDACTED]	0616088600	F	2/11/1996	12	Fox	ELL	LY (ELL Current)	Y	N	School of North Broward 5009 - Mavericks High School of North Broward	9/30/2015	B1
21.	[REDACTED]	0613091906	M	4/15/1997	12	Spanish	ELL	LY (ELL Current)	Y	N	School of North Broward 5009 - Mavericks High School of North Broward	9/29/2015	A1
22.	[REDACTED]	0615140684	M	8/31/1996	12	Fox	ELL	LY (ELL Current)	N	N	School of North Broward 5009 - Mavericks High School of North Broward	8/24/2015	A2
23.	[REDACTED]	0612090024	M	8/15/1996	12	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	N	N	School of North Broward 5009 - Mavericks High School of North Broward	10/12/2015	A1
24.	[REDACTED]	0610057163	F	10/30/1996	12	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	N	N	School of North Broward 5009 - Mavericks High School of North Broward	8/24/2015 2/26/2015	C1
25.	[REDACTED]	0614101337	F	3/27/1994	12	Fox	ELL	LY (ELL Current)	Y	N	School of North Broward 5009 - Mavericks High School of North Broward	9/21/2015	A1
26.	[REDACTED]	0614092691	M	11/29/1996	12	Spanish	ELL	LY (ELL Current)	Y	N	School of North Broward 5009 - Mavericks High School of North Broward	9/3/2015	A1

27.	██████████	0614068381	M	1/22/1996	12	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	Y	N	North Broward 5009 - Mavericks High School of North Broward	9/8/2015	A1
28.	██████████	0615012120	F	1/11/1997	12	Spanish	ELL	LY (ELL Current)	Y	N	5009 - Mavericks High School of North Broward	10/15/2015	A1
29.	██████████	0613109724	M	8/2/1996	12	Spanish	ELL	LY (ELL Current)	Y	N	5009 - Mavericks High School of North Broward	9/10/2015	A1
30.	██████████	0611089278	F	2/20/1997	12	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	N	N	5009 - Mavericks High School of North Broward	8/24/2015 12/5/2014	B1
31.	██████████	0615128769	F	8/21/1996	12	Fox	ELL	LY (ELL Current)	Y	N	5009 - Mavericks High School of North Broward	8/24/2015	A2
32.	██████████	0606125941	M	11/1/1994	12	Spanish	ELL	LY (ELL Current)	N	N	5009 - Mavericks High School of North Broward	10/12/2015 12/19/2015	B2
33.	██████████	0616066275	F	1/6/1997	12	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	N	N	5009 - Mavericks High School of North Broward	8/26/2015	A1
34.	██████████	0609113525	M	11/8/1996	12	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	N	N	5009 - Mavericks High School of North Broward	8/24/2015 2/13/2015	C1
35.	██████████	0614096182	M	1/15/1997	12	Fox	ELL	LY (ELL Current)	Y	N	5009 - Mavericks High	8/24/2015	Page 151 A2

36.		0611079121	F	9/15/1995	12	Haitian-Creole (Includes French Creole)	ELL	LY (ELL Current)	N	N	Broward 5009 - Mavericks High School of North Broward	8/24/2015	11/8/2013	C1
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Data shown on Broward County Schools reports may include confidential information which should not be disseminated without prior written approval. Secure any printed copies appropriately or destroy copies when no longer needed.

# **Appendix O**

## **Fixed Assets Report Reconciled with General Ledger**

**Mavericks High of North Broward County**  
**Balance Sheet**  
As of June 30, 2015

	<u>Jun 30, 15</u>
<b>ASSETS</b>	
Fixed Assets	
1320000 · Leasehold Improvements	443,711.51
1340000 · Furniture and Equipment	349,224.46
1349000 · Accumulated Depreciation	(497,682.70)
<b>Total Fixed Assets</b>	<u>295,253.27</u>
<b>TOTAL ASSETS</b>	<u><u>295,253.27</u></u>
<b>LIABILITIES &amp; EQUITY</b>	0.00

Mavericks High of North Broward County # 5009

Site/Equip	Description	Serial num	Unit Cost	Location	Acquired date
<b>Group: Furniture and Equipment</b>					
1	66 QTY: Computer Carrels per specs		\$ 23,401.21	School	7/01/11
2	15 QTY: Chairs		\$ 600.00	School	8/02/11
3	14 QTY: Stack Chair		\$ 308.00	School	8/02/11
4	4 QTY: 5' Desks		\$ 740.00	School	8/02/11
5	4 QTY: Tables 5'		\$ 220.00	School	8/02/11
6	2 QTY: 3 drawer lateral fire files		\$ 2,200.00	School	8/02/11
7	2 QTY: Tables 3" round		\$ 80.00	School	8/02/11
8	1 QTY: 4x6 whiteboard		\$ 75.00	School	8/02/11
9	1 QTY: Table 30" Round		\$ 40.00	School	8/02/11
10	1 QTY: Tables 3' Round Mahogany		\$ 65.00	School	8/02/11
11	1 QTY: 2 sided ID maker advantage		\$ 2,350.00	School	8/09/11
12	12 QTY: 4x8 corkboards		\$ 1,020.00	School	8/14/11
13	8 QTY: 4x6 corkboards		\$ 600.00	School	8/14/11
14	8 QTY: 6' Bookcases		\$ 680.00	School	8/14/11
15	6 QTY: 4x6 whiteboard		\$ 450.00	School	8/14/11
16	4 QTY: 36" Round table		\$ 260.00	School	8/14/11
17	1 QTY: end table		\$ 35.00	School	8/14/11
18	16 QTY: Phone handsets		\$ 2,240.00	School	8/18/11
19	6 QTY: Rackmount 48 port managed switch		\$ 5,340.00	School	8/18/11
20	4 QTY: HP Laserjet Printer		\$ 2,360.00	School	8/18/11
21	2 QTY: Rackmount UPS 1500		\$ 1,700.00	School	8/18/11
22	1 QTY: Hewlett Packard HP 620		\$ 949.00	School	8/18/11
23	1 QTY: 48 U Server Rack Enclosure		\$ 1,700.00	School	8/18/11
24	1 QTY: Firewall		\$ 2,700.00	School	8/18/11
25	1 QTY: Phone System		\$ 1,750.00	School	8/18/11
26	12 QTY: Stack Chair		\$ 238.44	School	8/23/11
27	8 QTY: Stack Chair		\$ 191.84	School	8/23/11
28	24 QTY: Tablet Folding Chair		\$ 731.52	School	8/24/11
29	3 QTY: 3' round tables		\$ 120.00	School	8/26/11
30	2 QTY: 5x30 Tables		\$ 110.00	School	8/26/11
31	2 QTY: 6x30 round tables		\$ 130.00	School	8/26/11
32	140 QTY: Lenovo Thinkcentre desktop computer		\$ 57,398.60	School	8/31/11
33	142 QTY: 19" LCD Monitors		\$ 14,198.58	School	8/31/11
34	124 QTY: Student stations		\$ 24,924.00	School	8/31/11
35	14 QTY: Lenovo Think Centre A70		\$ 9,100.00	School	8/31/11
36	4 QTY: Wood side chairs		\$ 240.00	School	8/31/11
37	4 QTY: Lenovo Think Server RD 240		\$ 14,240.00	School	8/31/11
38	3 QTY: 5 drawer lateral file		\$ 480.00	School	8/31/11
39	1 QTY: 5 drawer vertical file		\$ 40.00	School	8/31/11
40	1 QTY: U shaped desk		\$ 350.00	School	8/31/11
41	1 QTY: Round wood table		\$ 65.00	School	8/31/11
42	55 QTY: Think Centre M71e Desktop		\$ 25,145.45	School	5/31/12
43	55 QTY: 19" LCD Monitors		\$ 5,545.65	School	5/31/12
44	13 QTY: Think Centre M71e Desktop		\$ 5,943.47	School	6/30/12
45	13 QTY: 19" LCD Monitors		\$ 1,310.79	School	6/30/12
46	2 QTY: 4 drawer fire file cabinets		\$ 1,745.00	School	9/26/12
47	2 QTY: Lenovo B DVD Burner		\$ 1,226.14	School	12/28/12
48	2 QTY: Dual Adjustable laptop utility cart		\$ 599.98	School	12/28/12
49	2 QTY: Epson DC-06 Document Camera USB		\$ 696.00	School	12/28/12
50	2 QTY: Epson Powerlite 95- LCD projector		\$ 1,222.10	School	12/28/12
51	2 QTY: Epson Wireless LAN Module		\$ 198.00	School	12/28/12
52	1 QTY: Lenovo Think Centre Desktop computer		\$ 561.20	School	12/28/12
53	1 QTY: Pro Webcam for lifesize softphone		\$ 79.99	School	11/28/12
54	1 QTY: Shipping		\$ 285.00	School	8/02/11
55	2 QTY: Printer ribbon		\$ 218.00	School	8/09/11
56	2 QTY: PVC Card		\$ 50.00	School	8/09/11
57	1 QTY: Shipping		\$ 115.00	School	8/14/11
58	240 QTY: StudentTeacher headsets		\$ 1,920.00	School	8/18/11
59	232 QTY: Patch cables for workstations		\$ 2,320.00	School	8/18/11
60	225 QTY: Installation for desktops/laptops		\$ 11,250.00	School	8/18/11
61	220 QTY: Startech 6 ft IBM Cables		\$ 1,760.00	School	8/18/11
62	220 QTY: License Cal		\$ 1,760.00	School	8/18/11
63	20 QTY: Microsoft Office Suite		\$ 1,780.00	School	8/18/11
64	16 QTY: Phone power supplies		\$ 176.00	School	8/18/11
65	16 QTY: Phone handset program onsite		\$ 400.00	School	8/18/11
66	4 QTY: Install and Integrate for servers		\$ 2,600.00	School	8/18/11
67	4 QTY: Windows server 2008 license		\$ 1,516.00	School	8/18/11
68	1 QTY: Copier, 1515 refurbished color		\$ 650.00	School	8/18/11
69	1 QTY: Copier, 4500 Series refurbished color		\$ 3,400.00	School	8/18/11

Mavericks High of North Broward County # 5009

70	1 QTY: Phone system installation	\$ 1,500.00	School	8/18/11
71	1 QTY: Freight	\$ 208.45	School	8/24/11
72	1 QTY: Hung 12 corkboards	\$ 96.00	School	8/26/11
73	1 QTY: Shipping	\$ 45.00	School	8/26/11
74	1 QTY: Mail sorter	\$ 135.00	School	8/31/11
75	55 QTY: Genius HS 02B Classic headband headse	\$ 440.00	School	5/31/12
76	55 QTY: Microsoft Server Windows	\$ 440.00	School	5/31/12
77	13 QTY: Microsoft Server Windows	\$ 104.00	School	6/30/12
78	13 QTY: Genius HS 02B Classic headband headse	\$ 104.00	School	6/30/12
79	1 QTY: Shipping	\$ 318.00	School	12/28/12
80	1 QTY: 1 user license softphone	\$ 179.00	School	12/28/12
81	1 QTY: Wireless keyboard for softphone	\$ 39.99	School	12/28/12
82	1 QTY: Shipping	\$ 35.95	School	12/28/12
83	8 QTY: Green Divider complet	\$ 660.00	School	2/27/13
84	2 QTY: Black 2 sided 4x8 panel	\$ 184.80	School	2/27/13
85	2 QTY: Black/Reso IPB 4x8 panel	\$ 139.60	School	2/27/13
86	2 QTY: Green 2 side IPB 4x8	\$ 184.80	School	2/27/13
87	1 QTY: Yellow 2 sided 4x8 IPB Panel	\$ 92.50	School	2/27/13
88	1 QTY: New Workstations, Shipping	\$ 2,698.18	School	6/01/13
89	TV's	\$ 575.98	School	8/31/11
90	Video Center equipment incl. installation	\$ 56,998.00	School	8/01/13
105	LCD Proj, doc cam, notebook, shipping, del	\$ 4,419.58	School	8/21/14
106	4 servers, firewall & 2 access pts	\$ 29,664.00	School	10/5/14
107	TV application development	\$ 1,066.67	School	12/8/14
	<b>Furniture and Equipment</b>	\$ 349,224.46	School	
<b>Group: Leasehold Improvements</b>				
91	Window film on rooftop	\$ 1,000.00	School	8/09/11
92	Carib Elect Contr: high hats & hand dryers	\$ 3,415.00	School	8/20/11
93	Rodberg Construction - renovation & buildout	\$ 151,199.49	School	7/07/11
94	Larry Peters, architect	\$ 19,750.00	School	9/19/11
95	Rodberg Construction, preconstruction costs	\$ 25,000.00	School	1/01/12
96	Larry Peters	\$ 7,500.00	School	3/01/12
97	PT Construction/JJ Morley Construction	\$ 195,957.47	School	12/31/12
98	JB Lewis Carpets: remove, dispose, replace	\$ 16,078.49	School	1/31/13
99	JB Lewis Carpets: adtl wk in conf& clsrn	\$ 4,061.06	School	3/31/13
100	Precision Refrigeration: Ac #3 installation	\$ 2,600.00	School	8/01/13
101	Precision Refrigeration: New AC installation	\$ 3,500.00	School	8/01/13
102	Precision Refrig: install 5 ton Gdmn rooftop	\$ 3,675.00	School	6/01/13
103	Fire Sprinklers	\$ 975.00	School	2/17/14
104	Precision Refrigeration - A/C Replacement	\$ 9,000.00	School	4/01/14
	<b>Leasehold Improvements</b>	\$ 443,711.51		
	<b>Grand Total</b>	\$ 792,935.97		

# Appendix P

N/A

# Appendix Q

N/A

# **Appendix R**

## **On File**

# **Appendix S**

## **Projected 5 Year Budget**

**Mavericks High of North Broward**  
**Projected Budget**  
**For Years Ended 2017-2021**

FTE LEVEL	400	425	450	450	450
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b><u>Income</u></b>					
FTE	\$ 2,633,096	\$ 2,881,595	\$ 3,142,633	\$ 3,236,912	\$ 3,334,019
Capital Outlay	\$ 73,327	\$ 75,527	\$ 77,792	\$ 80,126	\$ 82,530
Grants	\$ 45,320	\$ 46,680	\$ 48,080	\$ 49,522	\$ 51,008
Other Revenue	\$ 4,120	\$ 4,244	\$ 4,371	\$ 4,502	\$ 4,637
<b>Total Income</b>	<b>\$ 2,755,863</b>	<b>\$ 3,008,044</b>	<b>\$ 3,272,876</b>	<b>\$ 3,371,063</b>	<b>\$ 3,472,195</b>
<b><u>Expenses</u></b>					
Payroll	\$ 1,165,984	\$ 1,226,776	\$ 1,278,347	\$ 1,330,970	\$ 1,370,899
Rent	\$ 350,000	\$ 350,000	\$ 350,000	\$ 350,000	\$ 350,000
Facilities	\$ 186,997	\$ 192,606	\$ 198,385	\$ 204,336	\$ 210,466
ESP Management Fees	\$ 95,089	\$ 177,100	\$ 227,700	\$ 278,300	\$ 286,649
District Administration fee	\$ 82,284	\$ 84,753	\$ 87,295	\$ 89,914	\$ 92,611
Administrative	\$ 261,737	\$ 289,613	\$ 309,758	\$ 330,122	\$ 340,026
Student Services	\$ 110,107	\$ 113,410	\$ 116,812	\$ 120,317	\$ 123,926
Instructional	\$ 127,871	\$ 145,317	\$ 157,463	\$ 169,713	\$ 174,804
Student Recruiting	\$ 29,513	\$ 48,232	\$ 59,882	\$ 71,540	\$ 73,686
Depreciation	\$ 121,338	\$ 60,636	\$ 75,581	\$ 104,000	\$ 114,000
<b>Total GAAP Expenses</b>	<b>\$ 2,530,919</b>	<b>\$ 2,688,444</b>	<b>\$ 2,861,223</b>	<b>\$ 3,049,211</b>	<b>\$ 3,137,068</b>
<b>GAAP income</b>	<b>\$ 224,944</b>	<b>\$ 319,600</b>	<b>\$ 411,653</b>	<b>\$ 321,851</b>	<b>\$ 335,127</b>
<b>Adjustments for GASB</b>					
Depreciation	\$ 121,338	\$ 60,636	\$ 75,581	\$ 104,000	\$ 114,000
Capital expenditures	\$ (190,000)		\$ (180,000)	\$ (150,000)	\$ (50,000)
<b>Net change in fund balance</b>	<b>\$ 156,282</b>	<b>\$ 380,236</b>	<b>\$ 307,234</b>	<b>\$ 275,851</b>	<b>\$ 399,127</b>
<b>Fund balance - beginning</b>	<b>\$ 263,165</b>	<b>\$ 419,447</b>	<b>\$ 799,683</b>	<b>\$ 1,106,918</b>	<b>\$ 1,382,769</b>
<b>Fund balance - ending</b>	<b>\$ 419,447</b>	<b>\$ 799,683</b>	<b>\$ 1,106,918</b>	<b>\$ 1,382,769</b>	<b>\$ 1,781,896</b>

# Appendix T

N/A

# Appendix U

N/A

# **Appendix V**

## **Student Enrollment Reports**

PANEL: \_\_\_\_\_

C13. F.T.E. EARNINGS

YEAR: 12

SCHL: 5009 MAVERICKS HIGH OF NO BROW CTY

GRADE: \_\_\_\_\_

YEAR: 12

FTE amounts do not include the reduction in FTE for Florida Virtual courses

PGM	PRD 1	PRD 2	PRD 3	PRD 4
103	.00	190.90	176.80	14.49
130	.00	14.50	19.20	.00
251	.00	25.00	28.49	1.92
252	.00	16.00	5.00	.74
253	.00	.50	.00	.00
254	.00	.50	.00	.00
TOT	.00	247.40	229.49	17.15

AS OF: 08/31/12

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

No additional pages...Next?

TERML: QPADEV

PANEL: \_\_\_\_\_

C13. F.T.E. EARNINGS

YEAR: 13

SCHL: 5009 MAVERICKS HIGH OF NO BROW CTY

GRADE: \_\_\_\_\_

YEAR: 13

FTE amounts do not include the reduction in FTE for Florida Virtual courses

PGM	PRD 1	PRD 2	PRD 3	PRD 4
103	4.36	192.40	186.85	10.09
130	.00	15.60	19.20	.36
251	.56	34.50	30.50	1.40
252	.16	.00	2.00	.18
261	.00	1.50	1.00	.00
TOT	5.08	244.00	239.55	12.03

AS OF: 08/30/13

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

No additional pages...Next?

TERML: QPADEV

PANEL: \_\_\_\_\_

C13. F.T.E. EARNINGS

YEAR: 14

SCHL: 5009 MAVERICKS HIGH OF NO BROW CTY

GRADE: \_\_\_\_\_

YEAR: 14

FTE amounts do not include the reduction in FTE for Florida Virtual courses

PGM	PRD 1	PRD 2	PRD 3	PRD 4
103	.00	150.50	158.00	.00
130	.00	14.50	19.00	.00
251	.00	37.00	32.00	.00
252	.00	.00	3.50	.00
261	.00	1.00	.50	.00
TOT	.00	203.00	213.00	.00

AS OF: 09/30/13 04/04/14 07/31/14 \_\_\_\_\_

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

No additional pages...Next?

TERML: QPADEV

PANEL: \_\_\_\_\_

C13. F.T.E. EARNINGS

YEAR: 15

SCHL: 5009 MAVERICKS HIGH OF NO BROW CTY

GRADE: \_\_\_\_\_

YEAR: 15

FTE amounts do not include the reduction in FTE for Florida Virtual courses

PGM	PRD 1	PRD 2	PRD 3	PRD 4
103	.00	130.30	106.77	.00
130	.00	19.20	15.20	.00
251	.00	23.50	19.50	.00
261	.00	.50	.00	.00
TOT	.00	173.50	141.47	.00

AS OF: \_\_\_\_\_ 03/20/15 07/30/15 \_\_\_\_\_

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

No additional pages...Next?

TERML: QPADEV

PANEL: \_\_\_\_

C13. F.T.E. EARNINGS

YEAR: 16

SCHL: 5009 MAVERICKS HIGH OF NO BROW CTY

GRADE: \_\_\_\_

YEAR: 16

FTE amounts do not include the reduction in FTE for Florida Virtual courses

PGM	PRD 1	PRD 2	PRD 3	PRD 4
103	.00	94.90	.00	.00
130	.00	16.60	.00	.00
251	.00	15.00	.00	.00
TOT	.00	126.50	.00	.00

AS OF: \_\_\_\_\_ 11/13/15 \_\_\_\_\_

PF1=HELP 3=EXIT 5=REFRESH 7=BKWD 8=FWD 12=ESCAPE

No additional pages...Next?

TERML: QPADEV

**Appendix W**  
**Copy of Registration Forms**  
**in Parents Primary Language**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Entry Code \_\_\_\_\_ Entry date \_\_\_\_\_

**MAVERICKS HIGH SCHOOL OF BROWARD COUNTY, FLORIDA  
STUDENT REGISTRATION FORM**

Only the parent/guardian (F.S. 1000.21(5)) who registers the student (i.e., completes this form), may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information below changes, it is the parent's/guardian's responsibility to notify the school within 10 school days.

**Student (Legal Name)**

Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Address \_\_\_\_\_ Bldg. \_\_\_\_\_ Apt. \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Parent email \_\_\_\_\_

**F.S.I.**

(Florida Student ID)

Sex Male

Female

**Current Grade Level**

**Student SSN**

(Students' Social Security Numbers are not required for enrollment or graduation. F.S. 1008.386 requires SBBC to use the S.S.N. for its management information system.)

<p><b>Ethnicity:</b> Is the student of Hispanic, Latino or Spanish origin? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p align="center"><b>Race</b></p> <p>White <input type="checkbox"/> Native American/ <input type="checkbox"/> Black <input type="checkbox"/> Native Alaskan <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian/ Pacific Islander <input type="checkbox"/></p>	<p><b>Birth Date</b> _____ <b>Birthplace City</b> _____</p> <p><b>State or Country</b> _____</p> <table style="width:100%;"> <tr> <td style="width:50%;"><b>Student lives with:</b></td> <td style="width:50%;"><b>Parents' Marital Status (optional)</b></td> </tr> <tr> <td>Both Parents <input type="checkbox"/></td> <td>Married <input type="checkbox"/></td> </tr> <tr> <td>Father <input type="checkbox"/></td> <td>Divorced <input type="checkbox"/></td> </tr> <tr> <td>Mother <input type="checkbox"/></td> <td>Separated <input type="checkbox"/></td> </tr> <tr> <td>Other (specify relationship to student) _____</td> <td>Widow(er) <input type="checkbox"/></td> </tr> <tr> <td></td> <td>Other <input type="checkbox"/></td> </tr> </table>	<b>Student lives with:</b>	<b>Parents' Marital Status (optional)</b>	Both Parents <input type="checkbox"/>	Married <input type="checkbox"/>	Father <input type="checkbox"/>	Divorced <input type="checkbox"/>	Mother <input type="checkbox"/>	Separated <input type="checkbox"/>	Other (specify relationship to student) _____	Widow(er) <input type="checkbox"/>		Other <input type="checkbox"/>
<b>Student lives with:</b>	<b>Parents' Marital Status (optional)</b>												
Both Parents <input type="checkbox"/>	Married <input type="checkbox"/>												
Father <input type="checkbox"/>	Divorced <input type="checkbox"/>												
Mother <input type="checkbox"/>	Separated <input type="checkbox"/>												
Other (specify relationship to student) _____	Widow(er) <input type="checkbox"/>												
	Other <input type="checkbox"/>												

**Parent Information:**

Name of registering parent: \_\_\_\_\_ Male  Female

Name of other parent: \_\_\_\_\_ Male  Female

Address of other parent: \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

Phone of other parent \_\_\_\_\_ Cell phone of other parent \_\_\_\_\_

<b>PREVIOUS SCHOOL EXPERIENCE:</b>																			
<p><b>Has the student previously attended a:</b></p> <p><b>Broward Public School?</b> Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><small>If yes, indicate name of school.</small></p> <p><b>Florida Private School?</b> Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><small>If yes, indicate name of school.</small></p> <p><b>Florida Public School?</b> Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><small>If yes, indicate name of school.</small></p> <p><b>US School Outside of Florida?</b> Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><small>If yes, indicate name of school.</small></p> <p>County _____ <input type="checkbox"/> Public <input type="checkbox"/> Private</p> <p><b>School Outside of The US?</b> Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><small>If yes, indicate name of school.</small></p> <p>Country _____ <input type="checkbox"/> Public <input type="checkbox"/> Private</p>	<p><b>Has the student previously been:</b></p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>retained (repeated the same grade?)</td> <td>Yes <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>in a Home Education Program?</td> <td>Yes <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>in Exceptional Student Education (ESE)?</td> <td>Yes <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>in a Magnet Program?</td> <td>Yes <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>expelled from school?</td> <td>Yes <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>on a 504 plan?</td> <td>Yes <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>in an ESOL program?</td> <td>Yes <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>convicted of a felony?</td> <td>Yes <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>living outside of the USA?</td> <td>Yes <input type="checkbox"/> No <input type="checkbox"/></td> </tr> </table> <p><small>If your child previously lived outside of the United States, state the date your child first entered school in the USA:</small></p> <p>_____</p>	retained (repeated the same grade?)	Yes <input type="checkbox"/> No <input type="checkbox"/>	in a Home Education Program?	Yes <input type="checkbox"/> No <input type="checkbox"/>	in Exceptional Student Education (ESE)?	Yes <input type="checkbox"/> No <input type="checkbox"/>	in a Magnet Program?	Yes <input type="checkbox"/> No <input type="checkbox"/>	expelled from school?	Yes <input type="checkbox"/> No <input type="checkbox"/>	on a 504 plan?	Yes <input type="checkbox"/> No <input type="checkbox"/>	in an ESOL program?	Yes <input type="checkbox"/> No <input type="checkbox"/>	convicted of a felony?	Yes <input type="checkbox"/> No <input type="checkbox"/>	living outside of the USA?	Yes <input type="checkbox"/> No <input type="checkbox"/>
retained (repeated the same grade?)	Yes <input type="checkbox"/> No <input type="checkbox"/>																		
in a Home Education Program?	Yes <input type="checkbox"/> No <input type="checkbox"/>																		
in Exceptional Student Education (ESE)?	Yes <input type="checkbox"/> No <input type="checkbox"/>																		
in a Magnet Program?	Yes <input type="checkbox"/> No <input type="checkbox"/>																		
expelled from school?	Yes <input type="checkbox"/> No <input type="checkbox"/>																		
on a 504 plan?	Yes <input type="checkbox"/> No <input type="checkbox"/>																		
in an ESOL program?	Yes <input type="checkbox"/> No <input type="checkbox"/>																		
convicted of a felony?	Yes <input type="checkbox"/> No <input type="checkbox"/>																		
living outside of the USA?	Yes <input type="checkbox"/> No <input type="checkbox"/>																		

**PLEASE COMPLETE BOTH SIDES OF THIS FORM!**

Student Name \_\_\_\_\_ School \_\_\_\_\_ FSI \_\_\_\_\_

The following survey questions are designed to provide each student high quality educational and/or supplemental services:

1

Is a language other than English used in the home?  
Yes  No  If yes, language used \_\_\_\_\_

Does the student have a first language other than English?  
Yes  No

Does the student most frequently speak a language other than English?  
Yes  No  If yes, language used \_\_\_\_\_

2

Do you currently live: (check one)

<input type="checkbox"/> In a shelter?	<input type="checkbox"/> With more than one family in a house or apartment?
<input type="checkbox"/> In a motel, hotel or campsite?	<input type="checkbox"/> In a vehicle or outdoors?
<input type="checkbox"/> With friends or family members?	<input type="checkbox"/> None of the above.

3

Have you, or has anyone you know worked in the farming/agricultural industry in the past three years? Yes  No

4

Do you reside in low rent housing (such as Section 8 subsidized housing)? Yes  No

Do you live or work on federal property/facility, Indian lands? Yes  No

Is either parent a member of the uniformed services of the United States? Yes  No

If yes, please indicate which division: \_\_\_\_\_

**Media Release**

I do hereby grant permission to Mavericks High and Mavericks In Education Florida, LLC to reproduce and release all media announcements, including photographs, audio/visual or sound recordings of this student.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify the school office within ten (10) days. I understand that students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an effort to enroll a student in a school to which the student is not assigned shall be immediately withdrawn by the school and the parent must enroll the student in the appropriate boundaried school or follow the reassignment procedures. I have read and understand the Providing Proof of Residence: Important Information for Parents (SBP.5.1) and understand that if I have submitted fraudulent or false information, I may be referred to law enforcement for prosecution.

Print Parent Name \_\_\_\_\_  
Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

Non-traditional Course Disclaimer

I understand that high school credits earned through non-traditional methods, including, but not limited to, abbreviated course recovery models, or other models outside of the regular classroom and/or school day, or transfer credits from non-accredited high schools, might not be accepted by certain post-secondary institutions or organizations.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

For Office Use Only

**FORMS:**  
 Immunizations (Form 680)  Health Exam  
Medical Exemptions:  Religious  Medical  Temporary (date) \_\_\_\_\_  
Proof of Residency 1 \_\_\_\_\_ Proof of Residency 2 \_\_\_\_\_  
 Provisional Domicile or Bona Fide Form (if checked, next review date) \_\_\_\_\_  
 Temporary Custody  Reassignment (Code) \_\_\_\_\_  
Proof of birth date \_\_\_\_\_ (specify document)  ELL  
 ESE Program \_\_\_\_\_  
 504

**PROGRAMS**

**SURVEYS:** 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_



## PARENT/GUARDIAN-STUDENT CONTRACT

\_\_\_\_\_  
Student Name (Please Print)

\_\_\_\_\_  
Parent/Guardian's Name (Please Print)

Research indicates that student success is far greater when parents and/or guardians are actively involved in the educational process. Support by means of open communication with teachers and School Leaders, participation in school-sponsored events, and consistently providing praise and encouragement to your student makes for a successful experience. With your support we will work together to provide the best, individualized educational program for your student.

Your signature below indicates your willingness to make the commitment to support your student's educational experience while in attendance at MAVERICKS HIGH School.

### Grievance Procedure:

Any parent/guardian and/or student may file a complaint regarding a violation of school policies, regulations, rules, or procedures electronically via email at : [concernschro@mavericksineducation.com](mailto:concernschro@mavericksineducation.com) or via mail to MAVERICKS HIGH's management office located at: Mavericks In Education Florida, LLC, 301 Southern Boulevard, West Palm Beach, FL, 33405

We have read and understand all of the information contained in the Handbook. We agree to abide by and support MAVERICKS HIGH School's rules and regulations, including the Student Code of Conduct. All students that attend MAVERICKS HIGH remain students of Broward County School District, and therefore, must also abide by the Broward County School District's Code of Conduct.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

*A comprehensive educational and support model focuses on student's success. Our mastery-based, self-paced, teacher-supported instruction responds constructively to student's underlying needs; increases social bonding to teacher and school, enhances self-esteem and academic self-concept leading to a greater sense of control over their future.*

### ***Small School – Big Opportunities!***

MAVERICKS HIGH CENTRAL BROWARD  
424 W Sunrise Blvd, Ft. Lauderdale, Fl 33311  
954-446-9234 Phone  
954-522-1539 Fax



**2013-2014 Application for Educational Benefits**  
**Title One • State and Federally Funded Programs**

1. Names of all Children in Household *including* Foster Children. Attach additional page if necessary.

Last Name	First Name	Date of Birth Month/Day/Year	Grade	School and ID #	✓ if Foster Child*	Any Regular Income to Child Example: SSI
		___/___/___			<input type="checkbox"/>	\$___ per ___
		___/___/___			<input type="checkbox"/>	\$___ per ___
		___/___/___			<input type="checkbox"/>	\$___ per ___
		___/___/___			<input type="checkbox"/>	\$___ per ___

The student I am applying for is:  Homeless  Migrant  Runaway

2. Names of all Adults in Household (all household members not listed in Section 1).

Include all adults living in your household, related or not. Attach additional page if necessary.

Last Name	First Name	✓ if NO income	Gross Wages/ Salaries—all jobs (before deductions)	Pension, SSI, Retirement, Social Security	Public Assistance, Child Support, Alimony	Unemployment, Worker's Comp, Strike Benefits	Any Other Income, including <i>net</i> Farm/ Self-Employment
		<input type="checkbox"/>	\$___ per ___	\$___ per ___	\$___ per ___	\$___ per ___	\$___ per ___
		<input type="checkbox"/>	\$___ per ___	\$___ per ___	\$___ per ___	\$___ per ___	\$___ per ___
		<input type="checkbox"/>	\$___ per ___	\$___ per ___	\$___ per ___	\$___ per ___	\$___ per ___
		<input type="checkbox"/>	\$___ per ___	\$___ per ___	\$___ per ___	\$___ per ___	\$___ per ___
		<input type="checkbox"/>	\$___ per ___	\$___ per ___	\$___ per ___	\$___ per ___	\$___ per ___
		<input type="checkbox"/>	\$___ per ___	\$___ per ___	\$___ per ___	\$___ per ___	\$___ per ___

**3. Benefits (if applicable)**  
 Name \_\_\_\_\_ Case # \_\_\_\_\_

Yes. You have my permission to share this information for the educational benefit of my child. This may include ACT and SAT waivers, college application waivers, free/discounted home internet services, and additional funding for the school for the purpose of assisting my child academically.

4. I certify (promise) that all information on this application is true and all income is reported. I understand that the school will get federal and state funds based on the information I give. I understand that if I purposely give false information, I may be prosecuted.

Signature of Adult Household Member (required) \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Address: \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_ Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Office Use Only (1) Total Household Size: _____ Total Yearly Income: \$ _____	Office Use Only (2) Qualification: ___ 130% Fully Qualified ___ 185% Reduced Qualification ___ Not Qualified ___ Directly Qualified Completed by: _____ Date: _____
---	--

Name \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Entry Code \_\_\_\_\_

Entry date \_\_\_\_\_



# Mavericks High School

FÒMILÈ ENSKRIPSYON POU ELÈV

(Haitian Creole)

(Student Registration Form)

Se sèl manman/papa/gadyen legal (F.S. 1000.21(5)) ki enskri elèv-la (vie di ki ranpli fòm-sa-a), ki kapab retire elèv-la nan lekòl li ye kounye-a, esepite si gen dokimantasyon sikonstans esepsyonnèl ki endlike otreman. Se responsablite manman/oswa/papa, gadyen legal pou notifiye lekòl-la nan 10 jou si enfòmasyon ki anba-a ta vin chanje.

Non elèv-la (Non legal elèv-la)

Siyati \_\_\_\_\_ Non \_\_\_\_\_ Dezyèm non \_\_\_\_\_

Adrès \_\_\_\_\_ Bldg. \_\_\_\_\_ Apt. \_\_\_\_\_ VII \_\_\_\_\_ Zipkòd \_\_\_\_\_

Telefòn lakay \_\_\_\_\_ Selilè \_\_\_\_\_ Imel paran \_\_\_\_\_

F.S.I. \_\_\_\_\_ SSN Sosyal sekirite elèv-la \_\_\_\_\_

(Nimewo idantifikasyon)

(Nimewo kat sosyal elèv-la pa obligatwa oswa pou diplome.

elèv-la nan Florid Gason  Fi  Klas elèv-la ap fè kounye-a \_\_\_\_\_

Lwa F.S. 1008.386 ekzije SBBC itilize S.S.N. pou jeson sistèm enfòmasyon-li.)

**Gwoup etnik:** Èske elèv-la Ispanik, Latino oswa orijin Espayòl?  
 Wi  Non

**Ras**

Blan  Amerendyen / Natif natal Alaska

Nwa  Awayen natif natal/

Azyatik  Moun ki sotl nan zile Pasifik

**Dat nesans** \_\_\_\_\_ **Nan ki vil elèv-la fèt** \_\_\_\_\_

**Leta oswa Peyi** \_\_\_\_\_

Elèv-la abite avèk: \_\_\_\_\_ Eta sivil paran (si ou vle reponn)

**Toude paran-yo**  **Marye**

**Papa**  **Divòse**

**Manman**  **Separe**

**Lèt moun (espesifye sa li ye pou elèv-la)** \_\_\_\_\_ **Vef, vev**

**Lèt eta sivil**

**Ransèyman sou Fanmi/Paran:**

Non paran kap enskri elèv-la: \_\_\_\_\_ Gason  Fi

Non lèt paran-an: \_\_\_\_\_ Gason  Fi

Adrès lèt paran-an: \_\_\_\_\_ VII \_\_\_\_\_ Leta \_\_\_\_\_ Zipkòd \_\_\_\_\_

Nimewo telefòn lèt paran-an \_\_\_\_\_ selilè lèt paran-an \_\_\_\_\_

**EKSPERYANS ESKOLÈ ELÈV-LA ANVAN:**

Èske elèv-la te ale anvan nan yon:

**Lekòl piblik Broward?** Wi  Non

Si ou reponn wi, ekri non lekòl-la \_\_\_\_\_

**Lekòl prive Leta Florid?** Wi  Non

Si ou reponn wi, ekri non lekòl-la \_\_\_\_\_

**Lekòl piblik Leta Florid?** Wi  Non

Si ou reponn wi, ekri non lekòl-la \_\_\_\_\_

**Lekòl andeyò Leta Florid men nan USA?** Wi  Non

Si ou reponn wi, ekri non lekòl-la \_\_\_\_\_

Kouta (County) \_\_\_\_\_ Piblik  Prive

**Lekòl andeyò peyi Etazini - US?** Wi  Non

Si ou reponn wi, ekri non lekòl-la \_\_\_\_\_

Peyi \_\_\_\_\_ Piblik  Prive

Èske elèv-la te:

**double yon klas (refè menm klas - grade?)** Wi  Non

**nan yon pwogram Home Education Program?** Wi  Non

**nan yon pwogram Exceptional Student Education (ESE)?** Wi  Non

**nan yon pwogram Magnet?** Wi  Non

**Èske yo te espilse elèv-la nan yon lekòl?** Wi  Non

**Èske elèv-la gen yon plan 504 plan?** Wi  Non

**Èske elèv-la nan yon pwogram ESOL?** Wi  Non

**Èske yo te kondane elèv-la pou yon krim (felony)** Wi  Non

**rete anvan nan yon peyi andeyò peyi Etazini ?** Wi  Non

Si pitit-ou te rete anvan andeyò peyi Etazini, deklare dat pitit-ou te fèk antre lekòl pou lapremyè fwa nan yon lekòl nan Etazini: \_\_\_\_\_

**TANPRI RANPLI TOUDE BÒ FÒM-SA-A!**

Yo prepare keksyon ankèt-sa-a pou ede chak elèv jwenn yon edikasyon bon kalite ak/oswa sèvis siplemantè:

1 **Èske nou pale lakay-nou yon lòt lang apa angle?**  
 WI  Non  Si ou reponn wi, ki lang nou pale \_\_\_\_\_  
**Èske elèv-la pale lang matènèl-li apa angle?**  
 WI  Non   
**Èske elèv-la pale yon lòt lang pi souvan pase angle?**  
 WI  Non  Si ou reponn wi, ki lang li pale \_\_\_\_\_

2 **Ki kote ou rete kounye-a: (tcheke youn)**

<input type="checkbox"/> Nan yonabri (chèltè-shelter?)	<input type="checkbox"/> Avèk plizyè lòt fanmi nan yon kay oswa apatman?
<input type="checkbox"/> Nan yon motèl, otèl oswa sou teren kaamping (campsite)?	<input type="checkbox"/> Nan yon machin oswa deyò, nan lari?
<input type="checkbox"/> Avèk zanmi oswa manm fanmi-mwen?	<input type="checkbox"/> Nan okenn kote ki mansyonnen anwo-a.

3 **Èske ou-menm, oswa yon moun ou konnen te travay sou yon fèm/nan endistri agrikilti diran twazan ki sot pase-yo?** WI  Non

4 **Èske ou rete nan yon lojman lwaye-a pat chè (tankou lojman Leta sibvansyonnen Section 8)?** WI  Non   
**Èske ou rete oswa ap travay sou yon pwopriyete/entite nan yon gouvènman federal, rezèv Endyen (Indian lands)?** WI  Non   
**Èske manman oswa papa w se manm Lame nan peyi Etazini?** WI  Non   
**Si ou reponn wi, endike nan ki divizyon Lame:**  
 Air force  Army  Coast Guard  National Guard  Navy  Marines

Selon sa mwen konnen, tout enfòmasyon mwen bay nan fòmilè-sa-a kòrèk epi konplèt. Oka mwen ta chanje non-mwen, adrès oswa telefòn, mwen va fè lekòl-la konnen sa nan dis (10) jou. Mwen konprann si yo mennen envestigasyon, epi yo jwenn fanmi yon elèv te bay fo enfòmasyon pou li te ka enskri pitit-li nan yon lekòl elèv-la pa ta dwe ale, se va rezon pou fè yo retire elèv-la touswit nan lekòl-la epi fanmi elèv-la dwe anwole elèv-la nan lekòl zòn lakay-li oswa swiv pwosedi demann transfè (reassignment) nan yon lòt lekòl. Mwen fè lekti epi mwen konprann papye Prèy kote mwen rete, yo ban-mwen-an: Enfòmasyon pou Fanmi - Important Information for Parents (SBP.5.1) epi mwen konprann si mwen bay enfòmasyon ki pa vre oswa mwen fè fwòd, yo kapab refere ka-mwen bay lapolis pou pouswit lajistis.

Ekri an lèt detache non Manman oswa Papa \_\_\_\_\_  
 Siyati paran \_\_\_\_\_ Dat \_\_\_\_\_

Non-traditional Course Disclaimer

Mwen konprann kèk enstitisyon oswa òganizasyon apre lekòl segondè andwa pa asepte kredi ayeskoul mwen genyen avèk metòd ki pa tradisyonèl, enklè men pa limite ak, modèl abreje klas rekiperasyon, lòt modèl ansèyman andeyò saldeklas ak jounen lekòl regilye, transfè kredi de ayeskoul ki pa akredite.

Siyati Paran \_\_\_\_\_ Dat \_\_\_\_\_

For Office Use Only

**FORMS:**  
 Immunizations (Form 680)  Health Exam  
**Medical Exemptions:**  Religious  Medical  Temporary (date) \_\_\_\_\_  
**Proof of Residency 1** \_\_\_\_\_ **Proof of Residency 2** \_\_\_\_\_  
 Provisional Domicile or Bona Fide Form (if checked, next review date) \_\_\_\_\_  
 Temporary Custody  Reassignment (Code) \_\_\_\_\_  
**Proof of birth date** \_\_\_\_\_ (specify document) \_\_\_\_\_  
**PROGRAMS**  ELL  ESE Program \_\_\_\_\_  
 504  
**SURVEYS:** 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_



## Mavericks High School

### FORMULARIO DE INSCRIPCIÓN DEL ESTUDIANTE

Solamente el padre/ tutor legal (F.S. 100.21(5) que inscribe al estudiante (p. ej., que llena este formulario), puede dar por terminada la matrícula del estudiante en la escuela, a menos que haya documentación de circunstancias atenuantes indicando lo contrario. Si la información que aparece más abajo cambia, es responsabilidad del padre/ tutor legal notificar a la escuela en los siguientes 10 días escolares al cambio.

Estudiante (Nombre Legal)

Apellido \_\_\_\_\_ Nombre \_\_\_\_\_ Segundo Nombre \_\_\_\_\_

Dirección \_\_\_\_\_ Edif. \_\_\_\_\_ Apto. \_\_\_\_\_ Ciudad \_\_\_\_\_ Código Postal \_\_\_\_\_

Teléfono de la casa \_\_\_\_\_ Celular \_\_\_\_\_ Correo Electrónico del Padre \_\_\_\_\_

F.S.I. \_\_\_\_\_ No. de Seguro Social del Estudiante \_\_\_\_\_

(No. de Identificación de la Florida)

Sexo  Masculino  Femenino  Grado actual \_\_\_\_\_

(El número de Seguro Social del estudiante no se requiere para matrícula o graduación. El Estatuto de la Florida 1008.386 requiere que el SBBC use el S.S.N. para su sistema de información gerencial.)

<p><b>Origen Étnico:</b> ¿Es el estudiante de origen hispano, latino o español?</p> <p>SI <input type="checkbox"/> No <input type="checkbox"/></p> <p><b>Raza</b></p> <p>Blanco <input type="checkbox"/> Nativo Americano/ <input type="checkbox"/>          Negro <input type="checkbox"/> Nativo de Alaska <input type="checkbox"/>          Asiático <input type="checkbox"/> Nativo de Hawaii/ <input type="checkbox"/>          Isleño del Pacífico <input type="checkbox"/></p>	<p>Fecha de Nacimiento _____ Ciudad donde nació _____</p> <p>Estado o País _____</p> <p>El estudiante vive con: <span style="float: right;">Estado civil de los Padres (opcional)</span></p> <p>Ambos Padres <input type="checkbox"/> <span style="float: right;">Casados <input type="checkbox"/></span></p> <p>Padre <input type="checkbox"/> <span style="float: right;">Divorciados <input type="checkbox"/></span></p> <p>Madre <input type="checkbox"/> <span style="float: right;">Separados <input type="checkbox"/></span></p> <p>Otro <input type="checkbox"/> <span style="float: right;">Viudo/a <input type="checkbox"/></span>          (especifique la relación con el estudiante) <span style="float: right;">Otro <input type="checkbox"/></span></p>
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**Información de los Padres:**

Nombre del padre que está haciendo la inscripción: \_\_\_\_\_ Masculino  Femenino

Nombre del otro padre: \_\_\_\_\_ Masculino  Femenino

Dirección del otro padre: \_\_\_\_\_ Ciudad: \_\_\_\_\_ Estado \_\_\_\_\_ Código Postal \_\_\_\_\_

Teléfono del otro padre: \_\_\_\_\_ Celular del otro padre: \_\_\_\_\_

EXPERIENCIA ESCOLAR PREVIA:																			
<p>¿Ha asistido el estudiante anteriormente a una:</p> <p><b>Escuela Pública de Broward?</b> SI <input type="checkbox"/> No <input type="checkbox"/></p> <p><small>Si contestó que sí, indique el nombre de la escuela.</small></p> <p><b>Escuela Privada de la Florida?</b> SI <input type="checkbox"/> No <input type="checkbox"/></p> <p><small>Si contestó que sí, indique el nombre de la escuela.</small></p> <p><b>Escuela Pública de la Florida?</b> SI <input type="checkbox"/> No <input type="checkbox"/></p> <p><small>Si contestó que sí, indique el nombre de la escuela.</small></p> <p><b>Escuela de los EEUU fuera de la Florida?</b> SI <input type="checkbox"/> No <input type="checkbox"/></p> <p><small>Si contestó que sí, indique el nombre de la escuela.</small></p> <p>País _____ <input type="checkbox"/> Pública <input type="checkbox"/> Privada</p> <p><b>Escuela fuera de los EEUU?</b> SI <input type="checkbox"/> No <input type="checkbox"/></p> <p><small>Si contestó que sí, indique el nombre de la escuela.</small></p> <p>País _____ <input type="checkbox"/> Pública <input type="checkbox"/> Privada</p>	<p>¿Ha estado el estudiante anteriormente:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>retenido (repetido el mismo grado)?</td> <td>SI <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>en el Programa de Educación en el Hogar?</td> <td>SI <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>en el Programa de Educación para Estudiantes Excepcionales (ESE)?</td> <td>SI <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>en un Programa Magnet?</td> <td>SI <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>expulsado de la escuela?</td> <td>SI <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>en el Plan 504?</td> <td>SI <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>en el Programa ESOL?</td> <td>SI <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>acusado de un delito grave?</td> <td>SI <input type="checkbox"/> No <input type="checkbox"/></td> </tr> <tr> <td>viviendo fuera de los EEUU?</td> <td>SI <input type="checkbox"/> No <input type="checkbox"/></td> </tr> </table> <p><small>Si su hijo vivió fuera de los EEUU, indique la fecha en que su hijo comenzó la escuela en los EEUU por primera vez.</small></p> <p>_____</p>	retenido (repetido el mismo grado)?	SI <input type="checkbox"/> No <input type="checkbox"/>	en el Programa de Educación en el Hogar?	SI <input type="checkbox"/> No <input type="checkbox"/>	en el Programa de Educación para Estudiantes Excepcionales (ESE)?	SI <input type="checkbox"/> No <input type="checkbox"/>	en un Programa Magnet?	SI <input type="checkbox"/> No <input type="checkbox"/>	expulsado de la escuela?	SI <input type="checkbox"/> No <input type="checkbox"/>	en el Plan 504?	SI <input type="checkbox"/> No <input type="checkbox"/>	en el Programa ESOL?	SI <input type="checkbox"/> No <input type="checkbox"/>	acusado de un delito grave?	SI <input type="checkbox"/> No <input type="checkbox"/>	viviendo fuera de los EEUU?	SI <input type="checkbox"/> No <input type="checkbox"/>
retenido (repetido el mismo grado)?	SI <input type="checkbox"/> No <input type="checkbox"/>																		
en el Programa de Educación en el Hogar?	SI <input type="checkbox"/> No <input type="checkbox"/>																		
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acusado de un delito grave?	SI <input type="checkbox"/> No <input type="checkbox"/>																		
viviendo fuera de los EEUU?	SI <input type="checkbox"/> No <input type="checkbox"/>																		

**¡POR FAVOR, LLENE AMBOS LADOS DE ESTE FORMULARIO!**

Las siguientes preguntas en esta encuesta estan diseñadas para proveerle a cada estudiante una educación de alta calidad y/o servicios suplementarios:

1

¿Se habla otro idioma en el hogar aparte del inglés?  
 Si  No  Si contestó que si, ¿qué idioma se habla? \_\_\_\_\_

¿Tiene el estudiante una lengua materna aparte del inglés?  
 Si  No

¿Usa el estudiante más frecuentemente otro idioma aparte del inglés?  
 Si  No  Si contestó que si, ¿qué idioma usa? \_\_\_\_\_

2

¿Vive usted actualmente: (marque una)

<input type="checkbox"/> En un refugio?	<input type="checkbox"/> Con más de una familia en una casa o apartamento?
<input type="checkbox"/> En un motel, hotel o lugar para acampar?	<input type="checkbox"/> En un vehículo o a la intemperie?
<input type="checkbox"/> Con amigos o miembros de la familia?	<input type="checkbox"/> Ninguna de las anteriores.

3

¿Usted o alguien que usted conoce ha trabajado en la industria de la granja/ agricultura en los pasados tres años? Si  No

4

¿Vive usted en un lugar de bajo alquiler (tal como el subsidio de vivienda Sección 8)? Si  No

¿Vive usted o trabaja en una propiedad/ instalación federal, territorio indio? Si  No

¿Es alguno de los padres miembro de algún servicio uniformado de los EEUU? Si  No

Si contestó que si, por favor indique en qué división:

<input type="checkbox"/> Fuerza Aérea	<input type="checkbox"/> Fuerzas Armadas	<input type="checkbox"/> Guardacostas	<input type="checkbox"/> Guardia Nacional	<input type="checkbox"/> Armada Marina	<input type="checkbox"/> Infante de Marina
---------------------------------------	--	---------------------------------------	---	--	--

La información que aparece arriba es completa y verdadera de acuerdo a mis conocimientos. En el caso de que haya un cambio de nombre, dirección o número de teléfono, yo lo notificaré en la oficina de la escuela en los diez (10) siguientes al cambio. Yo entiendo que los estudiantes cuyos padres se les encuentre, después de una investigación apropiada, que hayan ofrecido información fraudulenta en un esfuerzo por matricular un estudiante en una escuela donde ese estudiante no está asignado, su matrícula en la escuela será cancelada inmediatamente y el padre deberá matricularlo en la escuela que le corresponde de acuerdo a su residencia o seguirá el procedimiento de re-ubicación. Yo he leído y entendido el documento con respecto a la Presentación de Pruebas de Residencia: Información Importante para los Padres (SBC 5.1) y entiendo que si yo he dado información fraudulenta o falsa, puedo ser referido a las agencias del cumplimiento de la ley para ser enjuiciado.

Escriba el nombre del padre \_\_\_\_\_  
 Firma del Padre \_\_\_\_\_ Fecha: \_\_\_\_\_

Declaración de Exoneración No- Tradicional

Yo entiendo que los créditos de escuela secundaria obtenidos por medio de métodos no-tradicionales, incluyendo, pero sin limitarse a modelos de recuperación de cursos abreviados, u otros métodos fuera de un salón de clase regular y/ o el día escolar, o la transferencia de créditos de una escuela secundaria no acreditada puede no ser aceptada por ciertas instituciones pos secundarias u organizaciones.

Firma del Padre \_\_\_\_\_ Fecha \_\_\_\_\_

Para Uso de la Oficina Solamente (For Office Use Only)

**FORMS:**

Immunizations (Form 680)  Health Exam

Medical Exemptions:  Religious  Medical  Temporary (date) \_\_\_\_\_

Proof of Residency 1 \_\_\_\_\_ Proof of Residency 2 \_\_\_\_\_

Provisional Domicile or Bona Fide Form (if checked, next review date) \_\_\_\_\_

Temporary Custody  Reassignment (Code) \_\_\_\_\_

Proof of birth date \_\_\_\_\_ (specify document) \_\_\_\_\_

**PROGRAMS**

ELL  ESE Program  504

**SURVEYS:** 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_



# **Appendix X**

## **Discipline Reporting**



Norma Neverson <nneverson@mavericksineducation.com>

**Assistance needed**

1 message

Jeanette Jimenez <jjimenez@mavericksineducation.com>

Tue, Oct 13, 2015 at 3:38 PM

To: Norma Neverson <NNeverson@mavericksineducation.com>

Ms. Neverson, Could you please supply me with the information needed below? Thanks, Dr. J

**Discipline Incidents Detail Summary**

Incident	2011-12	2012-13	2013-14	2014-15	2015-2016 2015-2016
Disobedience/Insubordination					1
Insulting/Profane/Obscene Language		3			
Assault/Threat (Major)					1
Assault/Threat (Minor)					
Unruly Disruptive Behavior		2			
Petty Theft					
Tobacco Possession					
Inciting Disturbance					
Fighting					
Disruption on Campus		6			
Technology-Inappropriate Use					

Possession – Use of Prohibited Items				1	
Cheating-Major					
Cheating-Minor					
Class/School Rules Violation		8			
Leaving Campus w/o Permission					
Out of Assigned Area		1			
Defiance of Authority	1				
Profanity to Staff Member					
Cell Phone Violation		3			
<b>TOTALS</b>					

--  
**Dr. Jeanette L. Jimenez**  
 Director of Curriculum & School Accountability  
 Mavericks In Education  
 4500 PGA Blvd.  
 Suite 303  
 Palm Beach Gardens, FL 33418  
 Phone (561) 296-5705  
 Fax: (561) 804-6712

## Discipline Incidents Detail

Options Selected = Reporting School: 5009, School Year: 2015, 2014, 2013, Student Status: All, Grade Lvl: All, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

**School Year: 2014**

Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)

Total Incidents: 31      Total Unique Events: 11

**INCIDENT: 66 - TRESPASSING**

Total Incidents: 6      Total Unique Events: 1

EVENT: 14028665      DATE: 08/23/13      EDS: 06      EVENT SCHL: 5009      CON: 3      WHERE: 1      LOCATION: HALLWAY  
 TIME: 05:20      OFND: N      LAW: Y      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0601009719		M	H	03/22/96	5009	12		TRS									11	20 - PARENT CONFERENCE	08/23/13	2
0671071942		M	B	05/24/95	5861	12		TRS									11	20 - PARENT CONFERENCE	08/23/13	0
0613066367		M	B	01/08/96	5009	12		TRS									11	20 - PARENT CONFERENCE	08/23/13	4
0605072859		M	B	07/15/94	5481	12		TRS									10	20 - PARENT CONFERENCE	08/23/13	5
0608050094		M	B	04/10/96	5009	10		TRS									10	20 - PARENT CONFERENCE	08/23/13	5
0602029590		M	B	11/12/96	5009	12		TRS									11	20 - PARENT CONFERENCE	08/23/13	2

**INCIDENT: DM - DISRUPTION ON CAMPUS**

Total Incidents: 6      Total Unique Events: 1

EVENT: 14028665      DATE: 08/23/13      EDS: 06      EVENT SCHL: 5009      CON: 3      WHERE: 1      LOCATION: HALLWAY  
 TIME: 05:20      OFND: N      LAW: Y      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0601009719		M	H	03/22/96	5009	12		ZZZ									11	20 - PARENT CONFERENCE	08/23/13	2
0671071942		M	B	05/24/95	5861	12		ZZZ									12	20 - PARENT CONFERENCE	08/23/13	0
0613066367		M	B	01/08/96	5009	12		ZZZ									11	20 - PARENT CONFERENCE	08/23/13	4
0605072859		M	B	07/15/94	5481	12		ZZZ									10	20 - PARENT CONFERENCE	08/23/13	5
0608050094		M	B	04/10/96	5009	10		ZZZ									10	20 - PARENT CONFERENCE	08/23/13	5
0602029590		M	B	11/12/96	5009	12		ZZZ									11	20 - PARENT CONFERENCE	08/23/13	2

**INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR**

Total Incidents: 2      Total Unique Events: 2

EVENT: 14028912      DATE: 10/09/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:38      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 408 WILLIAMS D

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0671154895		M	B	04/02/97	6501	12	NB	ZZZ									11	20 - PARENT CONFERENCE	10/09/13	2

EVENT: 14029045      DATE: 10/29/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:10      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0601004532		M	B	08/24/96	3651	12	WC	ZZZ									11	20 - PARENT CONFERENCE	10/29/13	0

## Discipline Incidents Detail

Options Selected = Reporting School: 5009, School Year: 2015, 2014, 2013, Student Status: All, Grade Lvl: All, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

**School Year: 2014**

**Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)**

**Total Incidents: 31      Total Unique Events: 11**

**INCIDENT: Z2 - INAPP USE/POSSESSION LASER DEV**

**Total Incidents: 1      Total Unique Events: 1**

EVENT: 14030181      DATE: 12/02/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: HALLWAY  
 TIME: 03:05      OFND: S      LAW: Y      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0603012938	[REDACTED]	F	B	12/08/96	5341	11		ZZZ									10	20 - PARENT CONFERENCE	12/02/13	10

**INCIDENT: ZE - DRESS CODE VIOLATION**

**Total Incidents: 1      Total Unique Events: 1**

EVENT: 14029093      DATE: 11/20/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: FRONT OFFICE  
 TIME: 09:15      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0612105589	[REDACTED]	M	H	12/06/92	5009	12		ZZZ									12	20 - PARENT CONFERENCE	11/20/13	0

**INCIDENT: ZF - CLASS/SCHOOL RULES VIOLATION**

**Total Incidents: 8      Total Unique Events: 8**

EVENT: 14028456      DATE: 08/27/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 01:21      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0604122081	[REDACTED]	F	B	09/12/97	6501	12	NB	ZZZ									10	20 - PARENT CONFERENCE	08/27/13	0

EVENT: 14028778      DATE: 08/26/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 09:30      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0613095549	[REDACTED]	M	B	03/23/94	5009	12		ZZZ									12	20 - PARENT CONFERENCE	08/26/13	0

EVENT: 14028798      DATE: 08/27/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 08:50      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0671143579	[REDACTED]	M	B	04/19/96	5032	12		ZZZ									12	20 - PARENT CONFERENCE	08/27/13	3

EVENT: 14028912      DATE: 10/09/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:38      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 408 WILLIAMS D

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0671154895	[REDACTED]	M	B	04/02/97	6501	12	NB	ZZZ									11	20 - PARENT CONFERENCE	10/09/13	2

EVENT: 14029045      DATE: 10/29/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:10      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

## Discipline Incidents Detail

Options Selected = Reporting School: 5009, School Year: 2015, 2014, 2013, Student Status: All, Grade Lvl: All, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

**School Year: 2014**

**Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)**

**Total Incidents: 31      Total Unique Events: 11**

**INCIDENT: ZF - CLASS/SCHOOL RULES VIOLATION**

**Total Incidents: 8      Total Unique Events: 8**

EVENT: 14029045      DATE: 10/29/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:10      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
0601004532	[REDACTED]	M	B	08/24/96	3651	12	WC	ZZZ									11	20 - PARENT CONFERENCE	10/29/13	0

EVENT: 14029050      DATE: 11/05/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: FRONT OFFICE  
 TIME: 11:55      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
0609033653	[REDACTED]	M	B	11/05/95	5009	12		ZZZ									10	20 - PARENT CONFERENCE	11/05/13	0

EVENT: 14029069      DATE: 11/12/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 08:30      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
0602031587	[REDACTED]	M	B	11/25/95	6501	12	NB	ZZZ									11	20 - PARENT CONFERENCE	11/12/13	0

EVENT: 14029079      DATE: 11/20/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: FRONT OFFICE  
 TIME: 09:15      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
0609033653	[REDACTED]	M	B	11/05/95	5009	12		ZZZ									10	20 - PARENT CONFERENCE	11/20/13	0

**INCIDENT: ZU - OUT OF ASSIGNED AREA**

**Total Incidents: 1      Total Unique Events: 1**

EVENT: 14029079      DATE: 11/20/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: FRONT OFFICE  
 TIME: 09:15      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
0609033653	[REDACTED]	M	B	11/05/95	5009	12		ZZZ									10	20 - PARENT CONFERENCE	11/20/13	0

**INCIDENT: ZX - PROFANITY TO STAFF MEMBER**

**Total Incidents: 3      Total Unique Events: 3**

EVENT: 14028912      DATE: 10/09/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:38      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 408 WILLIAMS D

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
0671154895	[REDACTED]	M	B	04/02/97	6501	12	NB	ZZZ									11	20 - PARENT CONFERENCE	10/09/13	2

EVENT: 14029045      DATE: 10/29/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:10      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Note: The following column headings indicate that the incident is related to: B: Bullying    G: Gang    A: Alcohol    D: Drug    H: Hate    I: Injury    W: Weapon.    WD: Weapon Type Code

## Discipline Incidents Detail

Options Selected = Reporting School: 5009, School Year: 2015, 2014, 2013, Student Status: All, Grade Lvl: All, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

**School Year: 2014**

Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)

Total Incidents: 31

Total Unique Events: 11

**INCIDENT: ZX - PROFANITY TO STAFF MEMBER**

Total Incidents: 3

Total Unique Events: 3

EVENT: 14029045      DATE: 10/29/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:10      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0601004532	[REDACTED]	M	B	08/24/96	3651	12	WC	ZZZ									11	20 - PARENT CONFERENCE	10/29/13	0

EVENT: 14029069      DATE: 11/12/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 08:30      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0602031567	[REDACTED]	M	B	11/25/95	6501	12	NB	ZZZ									11	20 - PARENT CONFERENCE	11/12/13	0

**INCIDENT: ZY - CELL PHONE VIOLATION**

Total Incidents: 3

Total Unique Events: 2

EVENT: 14028798      DATE: 08/27/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 08:50      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0606018902	[REDACTED]	M	H	10/09/94	5009	12		ZZZ									12	20 - PARENT CONFERENCE	08/27/13	3
0671143579	[REDACTED]	M	B	04/19/96	5032	12		ZZZ									12	20 - PARENT CONFERENCE	08/27/13	3

EVENT: 14029069      DATE: 11/12/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 08:30      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0602031567	[REDACTED]	M	B	11/25/95	6501	12	NB	ZZZ									11	20 - PARENT CONFERENCE	11/12/13	0

TOTAL: 31

**School Year: 2015**

Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)

Total Incidents: 1

Total Unique Events: 1

**INCIDENT: A1 - ALCOHOL USE/POSSESSION/INFLUEN**

Total Incidents: 1

Total Unique Events: 1

EVENT: 15074750      DATE: 04/07/15      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 13:00      OFND: S      LAW: Y      CASE NBR:      REPORTED BY: 106 FRANCISCO SHEKIRA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0602005621	[REDACTED]	M	B	03/24/96	5009	12		ALC	Y								11	20 - PARENT CONFERENCE	04/07/15	10

TOTAL: 1

### Discipline Incidents Detail

Options Selected = Reporting School: 5009, School Year: 2016, Student Status: All, Grade Lvl: All, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

School Year: 2016

Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)

Total Incidents: 5 Total Unique Events: 2

INCIDENT: 01 - DISOBEDIENCE/INSUBORDINATION

Total Incidents: 1 Total Unique Events: 1

EVENT: 16003653 DATE: 09/10/15 EDS: 06 EVENT SCHL: 5009 CON: 1 WHERE: 1 LOCATION:  
 TIME: 08:30 OFND: N LAW: Y CASE NBR: REPORTED BY: 169 REBIMBAS MICHAEL

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Im	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0600009868	[REDACTED]	F	B	09/20/99	5009	10		ZZZ									10	20 - PARENT CONFERENCE	09/10/15	2

INCIDENT: A5 - ASSAULT/THREAT (MEDIUM)

Total Incidents: 1 Total Unique Events: 1

EVENT: 16003637 DATE: 09/18/15 EDS: 06 EVENT SCHL: 5009 CON: 1 WHERE: 1 LOCATION:  
 TIME: 11:45 OFND: N LAW: Y CASE NBR: REPORTED BY: 169 REBIMBAS MICHAEL

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Im	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0605054489	[REDACTED]	M	H	02/23/99	5009	10		ZZZ									10	20 - PARENT CONFERENCE	09/18/15	0

INCIDENT: DM - DISRUPTION ON CAMPUS

Total Incidents: 1 Total Unique Events: 1

EVENT: 16003637 DATE: 09/18/15 EDS: 06 EVENT SCHL: 5009 CON: 1 WHERE: 1 LOCATION:  
 TIME: 11:45 OFND: N LAW: Y CASE NBR: REPORTED BY: 169 REBIMBAS MICHAEL

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Im	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0605054489	[REDACTED]	M	H	02/23/99	5009	10		ZZZ									10	20 - PARENT CONFERENCE	09/18/15	0

INCIDENT: ZN - ASSAULT/THREAT (NON-CRIMINAL)

Total Incidents: 1 Total Unique Events: 1

EVENT: 16003637 DATE: 09/18/15 EDS: 06 EVENT SCHL: 5009 CON: 1 WHERE: 1 LOCATION:  
 TIME: 11:45 OFND: N LAW: Y CASE NBR: REPORTED BY: 169 REBIMBAS MICHAEL

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Im	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0605054489	[REDACTED]	M	H	02/23/99	5009	10		ZZZ									10	20 - PARENT CONFERENCE	09/18/15	0

INCIDENT: ZY - CELL PHONE VIOLATION

Total Incidents: 1 Total Unique Events: 1

EVENT: 16003653 DATE: 09/10/15 EDS: 06 EVENT SCHL: 5009 CON: 1 WHERE: 1 LOCATION:  
 TIME: 08:30 OFND: N LAW: Y CASE NBR: REPORTED BY: 169 REBIMBAS MICHAEL

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Im	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0600009868	[REDACTED]	F	B	09/20/99	5009	10		ZZZ									10	20 - PARENT CONFERENCE	09/10/15	2

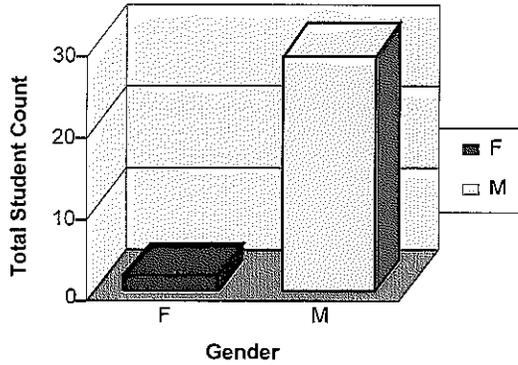
TOTAL: 5

Options Selected = Reporting School: 5009, School Year: 2015, 2014, 2013, Student Status: All, Grade Lvl: All, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)

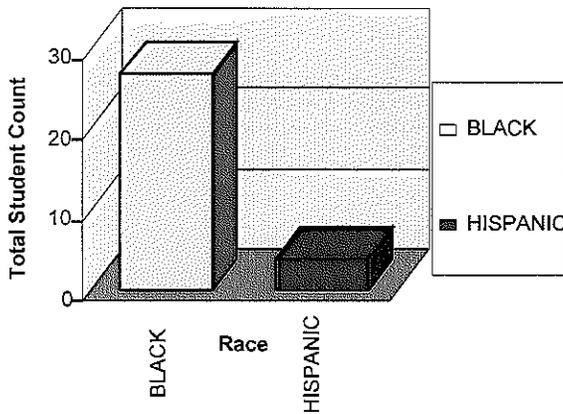
School Year: 2014

Count of Incidents by Gender



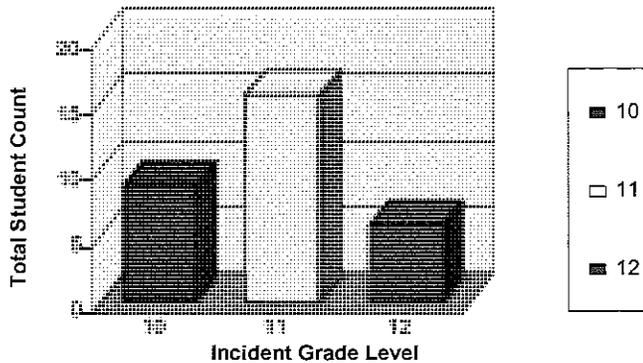
<u>S</u>	<u>Student Count</u>
F	2
M	29
Total	31

Count of Incidents by Race



<u>Race</u>	<u>Student Count</u>
BLACK	27
HISPANIC	4

Count of Incidents by Incident Grade Level



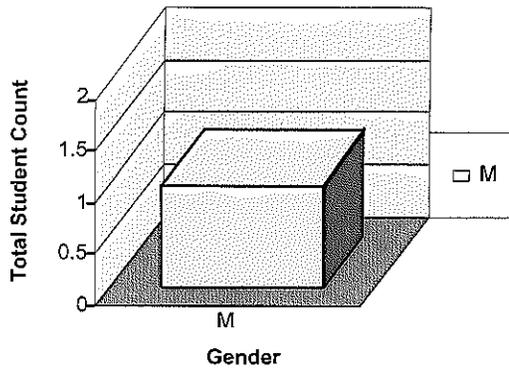
<u>Gr</u>	<u>Student Count</u>
10	9
11	16
12	6

Options Selected = Reporting School: 5009, School Year: 2015, 2014, 2013, Student Status: All, Grade Lvl: All, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)

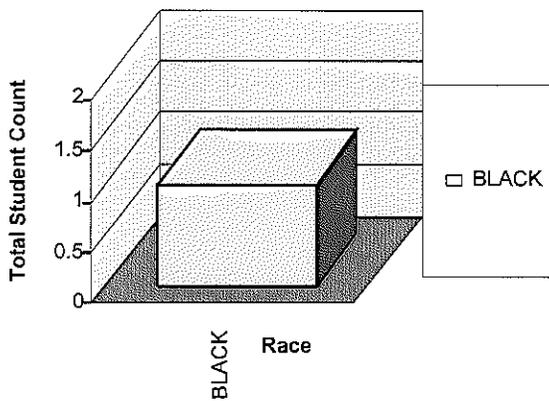
School Year: 2015

Count of Incidents by Gender



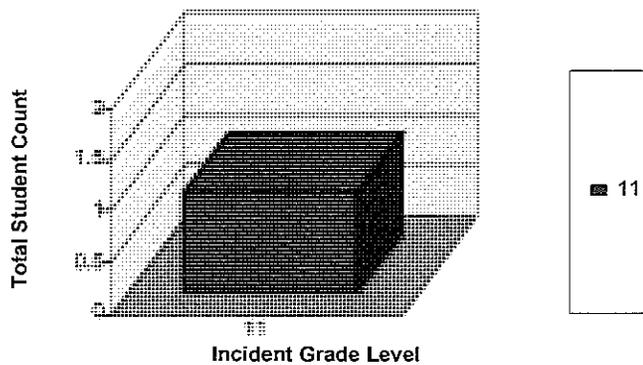
S	Student Count
M	1
Total	1

Count of Incidents by Race



Race	Student Count
BLACK	1

Count of Incidents by Incident Grade Level



Gr	Student Count
11	1

## Discipline Incidents Detail

Event Date Range: All,

Sort: School Year, Incident Cd, Event Id, Stdt Name, Action Cd

Options Selected = Reporting School: 5009, School Year: 2015, 2014, 2013, Student Status: All, Grade Lvl: All, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

**School Year: 2014**

Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)

Total Incidents: 31      Total Unique Events: 11

**INCIDENT: 66 - TRESPASSING**

Total Incidents: 6      Total Unique Events: 1

EVENT: 14028665      DATE: 08/23/13      EDS: 06      EVENT SCHL: 5009      CON: 3      WHERE: 1      LOCATION: HALLWAY  
 TIME: 05:20      OFND: N      LAW: Y      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0601009719		M	H	03/22/96	5009	12		TRS									11	20 - PARENT CONFERENCE	08/23/13	2
0671071942		M	B	05/24/95	5861	12		TRS									11	20 - PARENT CONFERENCE	08/23/13	0
0613066367		M	B	01/08/96	5009	12		TRS									11	20 - PARENT CONFERENCE	08/23/13	4
0605072859		M	B	07/15/94	5481	12		TRS									10	20 - PARENT CONFERENCE	08/23/13	5
0608050094		M	B	04/10/96	5009	10		TRS									10	20 - PARENT CONFERENCE	08/23/13	5
0602029590		M	B	11/12/96	5009	12		TRS									11	20 - PARENT CONFERENCE	08/23/13	2

**INCIDENT: DM - DISRUPTION ON CAMPUS**

Total Incidents: 6      Total Unique Events: 1

EVENT: 14028665      DATE: 08/23/13      EDS: 06      EVENT SCHL: 5009      CON: 3      WHERE: 1      LOCATION: HALLWAY  
 TIME: 05:20      OFND: N      LAW: Y      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0601009719		M	H	03/22/96	5009	12		ZZZ									11	20 - PARENT CONFERENCE	08/23/13	2
0671071942		M	B	05/24/95	5861	12		ZZZ									12	20 - PARENT CONFERENCE	08/23/13	0
0613066367		M	B	01/08/96	5009	12		ZZZ									11	20 - PARENT CONFERENCE	08/23/13	4
0605072859		M	B	07/15/94	5481	12		ZZZ									10	20 - PARENT CONFERENCE	08/23/13	5
0608050094		M	B	04/10/96	5009	10		ZZZ									10	20 - PARENT CONFERENCE	08/23/13	5
0602029590		M	B	11/12/96	5009	12		ZZZ									11	20 - PARENT CONFERENCE	08/23/13	2

**INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR**

Total Incidents: 2      Total Unique Events: 2

EVENT: 14028912      DATE: 10/09/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:38      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 408 WILLIAMS D

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0671154895		M	B	04/02/97	6501	12	PO	ZZZ									11	20 - PARENT CONFERENCE	10/09/13	2

EVENT: 14029045      DATE: 10/29/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:10      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0601004532		M	B	08/24/96	3651	12	WC	ZZZ									11	20 - PARENT CONFERENCE	10/29/13	0

Note: The following column headings indicate that the incident is related to: B: Bullying G: Gang A: Alcohol D: Drug H: Hate I: Injury W: Weapon. WD: Weapon Type Code  
 DSCI003R1      Data Warehouse Report      August 26, 2015

## Discipline Incidents Detail

Event Date Range: All,

Sort: School Year, Incident Cd, Event Id, Stdt Name, Action Cd

Options Selected = Reporting School: 5009, School Year: 2015, 2014, 2013, Student Status: All, Grade Lvl: All, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

School Year: 2014

Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)

Total Incidents: 31      Total Unique Events: 11

INCIDENT: Z2 - INAPP USE/POSSESSION LASER DEV

Total Incidents: 1      Total Unique Events: 1

EVENT: 14030181      DATE: 12/02/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: HALLWAY  
 TIME: 03:05      OFND: S      LAW: Y      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0603012938	[REDACTED]	F	B	12/08/96	5341	12		ZZZ									10	20 - PARENT CONFERENCE	12/02/13	10

INCIDENT: ZE - DRESS CODE VIOLATION

Total Incidents: 1      Total Unique Events: 1

EVENT: 14029093      DATE: 11/20/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: FRONT OFFICE  
 TIME: 09:15      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0612105589	[REDACTED]	M	H	12/06/92	5009	12		ZZZ									12	20 - PARENT CONFERENCE	11/20/13	0

INCIDENT: ZF - CLASS/SCHOOL RULES VIOLATION

Total Incidents: 8      Total Unique Events: 8

EVENT: 14028456      DATE: 08/27/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 01:21      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0604122081	[REDACTED]	F	B	09/12/97	6501	12		ZZZ									10	20 - PARENT CONFERENCE	08/27/13	0

EVENT: 14028778      DATE: 08/26/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 09:30      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0613095549	[REDACTED]	M	B	03/23/94	5009	12		ZZZ									12	20 - PARENT CONFERENCE	08/26/13	0

EVENT: 14028798      DATE: 08/27/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 08:50      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0671143579	[REDACTED]	M	B	04/19/96	5032	12		ZZZ									12	20 - PARENT CONFERENCE	08/27/13	3

EVENT: 14028912      DATE: 10/09/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:38      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 408 WILLIAMS D

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	IGr	Action Cd + Action	A Date	Days Susp
0671154895	[REDACTED]	M	B	04/02/97	6501	12	PO	ZZZ									11	20 - PARENT CONFERENCE	10/09/13	2

EVENT: 14029045      DATE: 10/29/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:10      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Note: The following column headings indicate that the incident is related to: B: Bullying    G: Gang    A: Alcohol    D: Drug    H: Hate    I: Injury    W: Weapon.    WD: Weapon Type Code  
 DSCI003R1      Data Warehouse Report      August 26, 2015

# Discipline Incidents Detail

Sort: School Year, Incident Cd, Event Id, Stdt Name, Action Cd

Event Date Range: All,

Options Selected = Reporting School: 5009, School Year: 2015, 2014, 2013, Student Status: All, Grade Lvl: All, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

School Year: 2014

Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)

Total Incidents: 31      Total Unique Events: 11

INCIDENT: ZF - CLASS/SCHOOL RULES VIOLATION

Total Incidents: 8      Total Unique Events: 8

EVENT: 14029045      DATE: 10/29/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:10      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0601004532	[REDACTED]	M	B	08/24/96	3651	12	WC	ZZZ									11	20 - PARENT CONFERENCE	10/29/13	0

EVENT: 14029050      DATE: 11/05/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: FRONT OFFICE  
 TIME: 11:55      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0609033653	[REDACTED]	M	B	11/05/95	5009	12		ZZZ									10	20 - PARENT CONFERENCE	11/05/13	0

EVENT: 14029069      DATE: 11/12/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 08:30      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0602031567	[REDACTED]	M	B	11/25/95	6501	12	NB	ZZZ									11	20 - PARENT CONFERENCE	11/12/13	0

EVENT: 14029079      DATE: 11/20/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: FRONT OFFICE  
 TIME: 09:15      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0609033653	[REDACTED]	M	B	11/05/95	5009	12		ZZZ									10	20 - PARENT CONFERENCE	11/20/13	0

INCIDENT: ZU - OUT OF ASSIGNED AREA

Total Incidents: 1      Total Unique Events: 1

EVENT: 14029079      DATE: 11/20/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: FRONT OFFICE  
 TIME: 09:15      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0609033653	[REDACTED]	M	B	11/05/95	5009	12		ZZZ									10	20 - PARENT CONFERENCE	11/20/13	0

INCIDENT: ZX - PROFANITY TO STAFF MEMBER

Total Incidents: 3      Total Unique Events: 3

EVENT: 14028912      DATE: 10/09/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:38      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 408 WILLIAMS D

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0671154895	[REDACTED]	M	B	04/02/97	6501	12	PO	ZZZ									11	20 - PARENT CONFERENCE	10/09/13	2

EVENT: 14029045      DATE: 10/29/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:10      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Note: The following column headings indicate that the incident is related to: B: Bullying G: Gang A: Alcohol D: Drug H: Hate I: Injury W: Weapon. WD: Weapon Type Code

Event Date Range: All,

## Discipline Incidents Detail

Sort: School Year, Incident Cd, Event Id, Stdt Name, Action Cd

Options Selected = Reporting School: 5009, School Year: 2015, 2014, 2013, Student Status: All, Grade Lvl: All, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

**School Year: 2014**

Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)

Total Incidents: 31      Total Unique Events: 11

**INCIDENT: ZX - PROFANITY TO STAFF MEMBER**

Total Incidents: 3      Total Unique Events: 3

EVENT: 14029045      DATE: 10/29/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 11:10      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0601004532	[REDACTED]	M	B	08/24/96	3651	12	WC	ZZZ									11	20 - PARENT CONFERENCE	10/29/13	0

EVENT: 14029069      DATE: 11/12/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 08:30      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0602031567	[REDACTED]	M	B	11/25/95	6501	12	NB	ZZZ									11	20 - PARENT CONFERENCE	11/12/13	0

**INCIDENT: ZY - CELL PHONE VIOLATION**

Total Incidents: 3      Total Unique Events: 2

EVENT: 14028798      DATE: 08/27/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 08:50      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0606018902	[REDACTED]	M	H	10/09/94	5009	12		ZZZ									12	20 - PARENT CONFERENCE	08/27/13	3
0671143579	[REDACTED]	M	B	04/19/96	5032	12		ZZZ									12	20 - PARENT CONFERENCE	08/27/13	3

EVENT: 14029069      DATE: 11/12/13      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 08:30      OFND: N      LAW: N      CASE NBR:      REPORTED BY: 161 ALLEN DE ANNA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0602031567	[REDACTED]	M	B	11/25/95	6501	12	NB	ZZZ									11	20 - PARENT CONFERENCE	11/12/13	0

TOTAL: 31

**School Year: 2015**

Reporting School: MAVERICKS HIGH OF NO BROW CTY (5009)

Total Incidents: 1      Total Unique Events: 1

**INCIDENT: A1 - ALCOHOL USE/POSSESSION/INFLUEN**

Total Incidents: 1      Total Unique Events: 1

EVENT: 15074750      DATE: 04/07/15      EDS: 06      EVENT SCHL: 5009      CON: 1      WHERE: 1      LOCATION: CLASSROOM  
 TIME: 13:00      OFND: S      LAW: Y      CASE NBR:      REPORTED BY: 106 FRANCISCO SHEIKIRA

Std Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	LGr	Action Cd + Action	A Date	Days Susp
0602005621	[REDACTED]	M	B	03/24/96	5009	12		ALC	Y								11	20 - PARENT CONFERENCE	04/07/15	10

TOTAL: 1

**Appendix Y**  
**Comprehensive Emergency**  
**Evacuation Plans**

# Mavericks High School School Safety Manual

## **FORWARD**

This school safety manual for Mavericks High School provides guidelines for use in the event of a variety of situations that may arise. Mavericks High School staff will become familiar with the manual contents and with each situation be able to quickly and safely handle the events that may occur. The purpose of the manual is to provide overall school safety for students, staff, parents and community. The school safety manual is reviewed and updated to insure best practices for the most effective and efficient manner of handling unexpected situations that may arise.

## **GENERAL SAFETY**

Security cameras will be positioned throughout the interior and exterior of the facility with internet enabled PC monitoring, at the school and through the corporate office. On site security personnel and administration will have constant viewing for school-wide monitoring and control. Students will enter the school through the public lobby and promptly pass through a detection device monitored by the school resource officer and supporting personnel.

Visitors will be screened through an electronic web based law enforcement criminal background checking system called Raptor. The Raptor System was designed for use by schools. The Raptor secure system identifies sexual predators along with school inserted instructions relating to parents and guardians that may be restricted from entering the school premises or leaving campus with a student. The Raptor System is designed to immediately notify the school Administrator and Resource Officer in the event of a sexual predator detection from the Raptor System or other designated alert.

In addition to the Raptor system, we will comply with all district and state mandated laws that protect students. An example is implementation of the Jessica Lunsford Act, Section 1012.465, Florida Statutes, which now states (amendments underlined):

- Non-instructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students **or** who have access to or control of school funds must meet Level 2 screening requirements as described in s. 1012.32, F.S. Contractual personnel shall include any vendor, individual, or entity under contract with the school board. The statute, as amended, applies to three categories of either non-instructional or contractual personnel, all of whom must meet Level 2 background screening requirements, including those:

1. Who are permitted access on school grounds when students are present,
2. Who have direct contact with students, **or**
3. Who have access to or control of school funds.

All classrooms will be equipped with two way PA Systems and panic buttons to further enhance communications and safety. Our MMS / SIS accounts for all building occupants on a real-time basis.

## **Text Messaging**

The safety and security of our School community is our top priority. Text messaging is a quick way to reach people, particularly when time is of the essence. It's also one of the most common ways our students communicate with each other, making it another important way for us to notify the campus community about emergencies. Students are not always able to access their emails, but they are seldom without their cell phones.

Notable incidents in recent past have shown that text messaging is the most reliable form of communication when phone networks become overloaded and the ability to make or receive voice calls is not available. The system can notify up to thirty thousand individuals per minute thereby making it the fastest method of communication. All students with cell phones will be registered during the enrollment process.

Students, faculty and staff can sign up parents and other family members. Student registration information is private and will not be shared. Individuals who sign up will receive text messages on their cell phones. There is no charge for the service and no advertising on the service. If a student has a plan for unlimited text messages, they will not be charged for text messages. Wireless Emergency Notification is fast and reliable because it uses true text messaging or SMS (short message service) technology to ensure message delivery in times of crisis.

The text message system will also be used to communicate student attendance, academic achievement, school events, announcements, and updates. School Administrators can develop custom messages for individual students, all students, student groups, families, staff, governing board members, and other individual or combined groups. Messages can be initiated at the school level as well as through Mavericks' offices.

### **School Resource Officer**

The School Resource Officer is an off-duty police officer who is primarily responsible for working within the school to build positive relationships between students, faculty, and the police while enforcing the laws promoting a safe and drug-free environment.

The School Resource Officer's main role and responsibilities will include:

- During hours of school operation, provide law enforcement and police services to the school, school grounds and areas adjacent to the school.
  - Ensure the smooth flow of vehicle traffic and prompt session changes with no loitering.
- Conduct security inspections and screening of students entering the school building to deter criminal or delinquent activities.
- Investigate allegations of criminal incidents per police department policies and procedures.
- Enforce local Juvenile Code and the Laws of the State of Florida with special emphasis upon the enforcement of laws pertaining to;
  - Possession/use/sale of controlled substances including alcohol, cigarettes, and drugs.
  - Weapons Violations.
  - Assaults committed by or upon students.
- Work to prevent juvenile delinquency through close contact and positive relationships with students.
- Assist school officials with their efforts to enforce Mavericks High Schools policies and procedures.
- Ensure school administrator safety by being present during school searches, which may involve weapons, controlled dangerous substances or in such cases that, the student's emotional state may present a risk to the administrator.
- Assist school administrators in emergency crisis planning and building security matters.
- Be visible within the school.
- Build working relationships with the school's staff as well as with student and parent groups.

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**CRISIS/EMERGENCY CONTACT DIRECTORY**

**Fire Department.....**

**Emergency.....911**

Non-Emergency.....

**Police Department.....**

**Emergency.....911**

Non-Emergency.....

Support hotline of Portage Path Behavioral Health.....

Job and Family Services.....

Adult and Family Services.....

Children’s Services.....

Child Abuse Hotline.....

Department of Health.....

Alcohol/Drug/Mental Health Service.....

Juvenile Court.....

Victim Assistance.....

Hospital.....

Hospital.....

Hospital.....

Behavioral Health Crisis Center.....

**Emergency/Safety Equipment Locations**

**Safety Vests.....Principal’s Office**

**Flashlights.....Principal’s Office**

**First Aid Kits.....Principal’s Office**

Staff Lounge

Front Desk – Band-Aids ONLY

**Fire Extinguishers.....Classrooms, Hallways**

**Air Horn.....Principal’s Office**

**Bullhorn.....Principal’s Office**

**Whistle.....Principal’s Office**

**Fire Alarm.....All Classrooms**

5

**Security Alarm Keypad..... Hallway Behind Reception Desk**

**Evacuation Information**

**Evacuation Site A.....To be determined**

**Evacuation Site B.....To be determined**

**Evacuation Site C..... To be determined**

**Tornado Evacuation..... To be determined**

**Safe Facility**..... To be determined

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**Fire Drill Code 1**.....Evacuate to Evacuation Site **A**

**Fire Drill Code 2**.....Evacuate to Evacuation Site **B**

## **GENERAL INFORMATION**

I. Mavericks High School's Emergency Response Team consists of:

A. Principal (Chairman).....

B. Assistant Principal.....

C. Family Coordinator.....

II. It shall be the Response Team's responsibility to review this manual and modify it to meet the needs of their situation.

III. In the event of a crisis/emergency, the Chief Executive Officer shall be the one at Mavericks in Education Florida, LLC to contact, as soon as possible.

IV. The Principal (or their designees) shall be the "only" ones having access to command posts established by fire and/or law enforcement agencies.

V. Staff members shall report crisis/emergency events to their Principal or Assistant Principal.

VI. The Principal or Assistant Principal shall be the "only" one to communicate to Mavericks in Education Florida, LLC.

VII. Mavericks High School shall designate an approved pre-determined safe facility to take students in the event the school building is unattainable. Ideally, this will be a building close by where all Mavericks High School students can be temporarily housed. However, in some cases, more than one building will have to be obtained and the students directed/escorted to the appropriate predetermined facility.

VIII. In any type of crisis/emergency situation, staff shall remain with students until the situation has been resolved and concluded. Some staff members may be requested to leave students so that they may assist emergency personnel.

IX. The Principal shall meet with his/her Response team no fewer than once each month to review procedures.

X. The Principal and the Response team shall meet with the staff no fewer than once each semester to review procedures.

XI. The Principal shall provide the CEO/President of Mavericks in Education Florida, LLC with a copy of his/her building's School Safety Plan. Likewise, each time there is an addition, deletion, or alteration, a newly revised copy of that booklet shall be submitted.

## **EVACUATIONS GENERAL INFORMATION**

### **Fire**

1. Any fire or rumor of a fire requires a complete evacuation of the building.
2. Frequently, fire alarms are not connected directly to the Fire Department. To be on the safe side, a 9-1-1 call shall be made AND the building fire alarm system shall be activated.
3. Practice evacuation fire drills shall be held monthly during the school year. Do not call 911 for practice drills; however, the proper authorities do need to know ahead of time when a practice drill is going to take place. A record of the date, time, evacuation time, etc. must be kept in the office and to the School District as requested.
4. Each room within Mavericks High School shall have an evacuation route posted in clear view near the hallway door.
5. Mavericks High School shall designate a “safe area” outside the building for students and staff to assemble. This area must be a minimum of 100 feet from the building.
6. Attendance shall be taken immediately upon reaching the “safe area.” The results of this attendance must be communicated to an administrator as soon as possible.
7. A return to the building shall only take place when an administrator gives the “all clear” signal.
8. To accommodate situations where students and staff cannot immediately return to their building, students and staff shall proceed to the appropriate predetermined facility.

### **Tornado**

1. Unlike a fire evacuation, a tornado evacuation is from one place within the building to another. Do NOT go outside.
2. Mavericks High School shall have a properly functioning weather-alert radio.
3. Practice tornado drills shall be held monthly during the months of March through July. A record of the date and time must be kept in the office and provided to the School District upon request.
4. Each room within Mavericks High School shall have an evacuation route posted in clear view near the hallway door.
5. Predetermined safe areas WITHIN the building shall be designated for students and staff to report to. The following guidelines need to be considered:
  - Lowest floor - below ground level if possible
  - Near the center of the building
  - Away from windows and glass
  - Hallways
  - In rooms/spaces with short ceiling spans
6. The fire alarm system shall NOT be used as weather emergency alert. Either the public address (PA) system or an air horn may be utilized.
7. Students and staff should kneel, facing the interior wall, and covering the back of the neck and head.

## **CRISIS/EMERGENCY RESPONSE PROCEDURES**

### **Crisis event: Fire/Explosion**

#### **Goals: Evacuation of building**

To move all students and staff to assigned “safe area(s)” - away from building

#### **Code: Fire alarm - CALL 911**

#### **Procedures for:**

##### **Principal:**

1. Set fire alarm - **CALL 911**
2. Notify Mavericks in Education Florida, LLC
3. Supervise evacuation of building
4. Assure students are in designated “safe areas”
5. Compile attendance information as reported from teachers
6. Attempt to locate all missing students (if necessary)
7. Assist emergency personnel

##### **Teachers:**

1. Move students out of rooms and building, according to posted evacuation routes, in a safe, but efficient manner
2. Move students to designated “safe areas” away from building
3. Maintain quiet and order during evacuation
4. Take attendance and report missing students to Principal
5. Remain with students until further instructions are given

##### **Family Coordinator and Career Coordinator:**

1. Assist clearing students from halls, restrooms, and common areas
2. Evacuate building
3. Report to Principal for further instructions, if not supervising students

##### **School Secretary:**

1. Assist with building evacuation
2. Secure record attendance reports from teachers
3. Assist Principal as necessary

##### **Crisis/Emergency Response Team:**

1. Assist with building evacuation verifying that the doors are closed but **NOT** locked.
2. Report to Principal for further instructions, if not supervising students
3. Evaluate procedure
4. Any other duties as assigned by the Principal

## **CRISIS/EMERGENCY RESPONSE PROCEDURES**

### **Crisis event: Tornado**

#### **Goals: Evacuate to in-building shelter**

To move all students and staff to assigned “*shelter areas*” - inside building.

#### **Code: Weather (air horn) or PA announcement**

#### **Procedures for:**

##### **Principal:**

1. Activate weather warning air horn or make PA announcement
2. Supervise moving students to designated in-building shelter areas
3. Compile attendance information as reported from teachers
4. Locate and secure all missing students, if necessary
5. Monitor weather radio for “*all clear*” by taking radio to the shelter area.

##### **Teachers:**

1. Move students out of rooms to designated shelter areas and halls, in a safe, but efficient manner
2. Put students in “*safety position*” - kneeling with hands covering back of neck and head - facing interior wall
3. Maintain quiet and order
4. Take attendance and report missing students to Principal
5. Remain with students until further instructions are given
6. If time permits and circumstances require students to remain in classrooms, move desks and tables to center of room and take shelter under them

##### **Family Coordinator and Career Coordinator:**

1. Assist clearing students from halls, restrooms, and common areas
2. Move to shelter areas
3. Report to Principal for further instructions when “*all clear*” is sounded

##### **School Secretary:**

1. Listen to radio when weather conditions are ominous
2. Alert Principal of Tornado “*Watches*” and “*Warnings*”
3. Proceed to shelter areas when alarm sounds
4. Record attendance reports from teachers
5. Assist Principal as necessary

##### **Crisis/Emergency Response Team:**

1. Assist clearing students from halls, restrooms, and common areas
2. Move to shelter areas
3. Report to Principal for further instructions when “*all clear*” is given
4. Evaluate procedures
5. Any other duties as assigned by the Principal

## **CRISIS/EMERGENCY RESPONSE PROCEDURES**

### **Crisis event: Hurricane**

With most hurricanes, the school will have advance notice and will monitor the closing status and schedule of the local county School District. Mavericks High School will mirror the opening and closing status of the local county School District. In the event that a Hurricane turns unexpectedly, and the school cannot be evacuated, the following procedure will be followed.

#### **Goals: Evacuate to in-building shelter**

To move all students and staff to assigned “*shelter areas*” - inside building.

#### **Code: Weather (air horn) or PA announcement**

In the event of an impending hurricane, the principal must assess the current situation, and consult with the corporate office as to the appropriate course of action. First and foremost is the safety and well-being of all students and staff.

If classes are in session when a Hurricane Watch is issued by local authorities, students are to be advised to check the local media before attending classes the following day. If a Hurricane Warning has been issued, advise students to not return to class until weather conditions are suitable for safe travel to the School.

Under a Hurricane Watch, Mavericks High staff is to report to the School. In the event of a Hurricane Warning, under the leadership of the Principal, staff will release the students under emergency release guidelines, and secure the School including, but not limited to:

1. Close and lock all windows, and cover with hurricane shutters where available.
2. Remove all technology and electronic equipment from the floor, cover with plastic, and move to a dry, secure area.
3. Turn off and unplug all other electrical devices, cover with plastic, and move to a dry, secure area.

Additionally, the Principal shall be responsible for:

1. Contacting local County School District authorities and advising of our course of action,
2. Contacting local media to announce closing of the School, and
3. Ensuring that cell phones are kept fully charged during periods of severe weather.

When local emergency management officials deem it safe to return to the School, the Principal, Assistant Principal, and one staff member designated by the Principal, shall return to the School to assess the condition of the School and evaluate any loss or damage. If the School is undamaged, classes will resume the following day. Should repairs be necessary, classes will resume as soon as practical.

The school is to be equipped with the following emergency kit and supplies:

- A standard first aid kit including scissors, insect repellent, antibacterial soap, and antibacterial cream;
- A basic tool kit including two flashlights, a battery operated radio, and spare batteries; and
- 1 blanket.

The Principal shall establish and maintain a phone list of all employees and emergency contact numbers, so that all staff may be contacted to be kept apprised of any emergency closings, and for information as to reporting for work. The Principal shall contact the Assistant Principal and the Family Coordinator. They, in turn, shall contact those staff members assigned to them, and so on. No one person shall have more than 3 staff personnel to contact.

**Crisis event: Hazardous Chemicals****Goals: Evacuation of building**

To move all students and staff a safe distance from a chemical spill

**Code: CALL 911** - Announce "There has been a chemical spill in (at)..." Give as much information as possible (i.e., chemical name, size of spill, injuries, location in building).

**Procedures for:****Principal:**

1. Announce "*Safe Exits*" based on fire drill routes
2. **CALL 911**
3. Oversee evacuation of students to a safe distance from building
4. Notify Corporate office-Mavericks in Education

**Teachers:**

1. Evacuate according to announced procedures
2. Take attendance and account for all students
3. Remain with students
4. Follow additional evacuation instructions from Principal
5. Refer questions from media to Principal who will in-turn direct them to Mavericks in Education

**Family Support Coordinator and Career Coordinator:**

1. Evacuate building
2. Report to Principal for additional instructions
3. Provide student support/counseling services as necessary

**School Secretary:**

1. Assist Principal with notifying fire/police
2. Assist Principal with evacuation
3. Record attendance reports from teachers
4. Report to Principal for additional instructions

**Crisis/Emergency Response Team:**

1. Evacuate building
2. Report to Principal for additional instructions, if not supervising students
3. Provide student support services as necessary
4. Evaluate procedure
5. Any other duties as assigned by the Principal

**Crisis event: BOMB THREAT - TAKE ALL THREATS SERIOUSLY**

**Goals: Evacuation of building**

Move all students and staff to assigned “*evacuation sites*” away from the building

**Code: PA Announcement - CALL 911**

**Procedures for:**

**Principal:**

1. Announce “*This is a fire drill - code 2*”
2. Sound the fire alarm
3. Call 911
4. Notify Mavericks in Education Corporate office
5. Supervise evacuation of building
6. Assure students are in designated “*evacuation site(s)*”
7. Compile attendance information as reported from teachers
8. Attempt to locate all missing students
9. Assist emergency personnel in searching the building.
10. Identify a Response Team member to supervise “*evacuation site*” and to sign out students to parents

**Teachers:**

1. Move students out of rooms and building, according to posted fire evacuation routes
2. Move students to designated “*evacuation sites*” away from the building
3. Maintain quiet and order during evacuation
4. Take attendance and report missing students to Principal
5. Remain with students until further instructions are given
6. DO NOT TOUCH ANY UNUSUAL OBJECTS!
7. Inform Principal or police officials immediately of anything suspicious

**Family Coordinator and Career Coordinator:**

1. Assist clearing students from halls, restrooms, and common areas
2. Evacuate building
3. Report to Principal for further instructions
4. Report unusual objects and suspicious persons to Principal or emergency personnel
5. Any other duties as assigned by the Principal

**School Secretary:**

1. Remain calm
2. Keep caller on line (if this is the case)
3. Attempt to get as much information from the caller about the bomb as possible (refer to Bomb Threat Checklist)
4. Record information and alert Principal
5. Stay at post during evacuation phase
6. Evacuate building once everyone clears

**School Resource Officer:**

1. Report to Principal
2. Remain on-site to assist Principal, police, fire department

**Crisis/Emergency Response Team:**

1. Assist with building evacuation
2. Assist Principal and emergency personal with search of building
3. Report to Principal for further instructions
4. Evaluate procedure

5. Any other duties as assigned by the Principal

If it ticks, don't touch it

... **and other things to remember during a bomb threat call.**

It is easy to let a bomb threat rattle you. But your cool thoughts and attention to detail are vital to ensuring the safety of your building. Please become familiar with the following:

**Check all that apply while talking with the caller.**

**Background noises**

- Animal
- PA system
- Static
- Machinery
- Local
- Booth
- Street
- Music
- Motors
- Voices

**Caller's voice**

- Calm
- Nasal
- Angry
- Stutter
- Excited
- Lisp
- Slow
- Raspy
- Rapid
- Deep

**1. Keep the caller on the line as long as you can and ask the following:**

When is the bomb going to explode?

Where is it now?

What does it look like?

What will make it explode?

What kind of bomb is it?

Did you place the bomb?

Why this building?

What is your address?

What is your name?

**2. Write the exact words of the threat: \_\_\_\_\_**

**Language:**

- Ragged
- Well-spoken (educated)
- Irrational
- Foul
- Incoherent
- Familiar
- Deep breathing
- Cracking
- Whispered
- Disguised

**3. Note these details:**

- Taped
- Message
- Distinct
- Laughing
- Accent
- Soft
- Slurred
- Normal
- Crying
- Other

Time of call: \_\_\_\_\_  
Caller's sex: \_\_\_\_\_  
Approximate age: \_\_\_\_\_  
Culture: \_\_\_\_\_  
Length of call: \_\_\_\_\_  
Phone number called: \_\_\_\_\_  
Do NOT hang up your receiver.

## **IN CRISIS GENERAL INFORMATION**

An individual in crisis will feel exhaustion, helplessness, inadequacy, confusion, and anxiety. As we mature and face new and varied problem situations, we develop a variety of coping strategies. Students who lack the perspective of adults and have yet to develop a broad range of coping strategies are particularly vulnerable to a crisis event.

A crisis situation has the potential for positive or negative change. The potential for change is great: A crisis motivates change. Individuals who cope have developed new strategies. New strategies must be employed. However, if these methods also fail, the individual in crisis will feel anxiety, depression, helplessness, and lowered self-esteem.

A fairly complete list of crises is listed under Crises Situations. This plan is designed to be kept in a file and pulled out for immediate use in the event of the situational crisis. It is designed as a guide with communications to parents and the public, and to guide counseling of students at the time when school personnel themselves may be experiencing strong emotions and upset.

This information is intended to provide a very basic guide for dealing with students and staff in the aftermath of a crisis event that may have a significant impact on the community. It is certainly hoped that such a crisis guide would never be needed. If needed, however, it may provide a basic guide to school personnel who may be experiencing significant emotions from the event that took place and is affecting students and faculty, and who may not be functioning in an optimum manner themselves. These few pages do not begin to consider everything one may want to consider, and they do not provide great depth of information. It is hoped that this information would provide some basis for action following a crisis situation and provide a "plan of action."

## **CRISIS SITUATIONS GENERAL CATEGORY OF SITUATION EVENTS**

Physical illness and injury  
Unexpected/untimely death  
Crime victims and offenders  
Natural and man-made disasters  
War related acts  
Surgery  
Loss of Limb  
Life threatening illness, physical disability  
Fatal accident  
Fatal disease  
Homicide  
Suicide  
Assault (mugging or rape)  
Domestic violence (child/spouse abuse/battering, incarceration/release of offender)  
Fire  
Flood

Tornado  
Hurricane  
Nuclear accident  
Airline crash  
Invasion or other military action  
Taking of hostages  
Prisoners of war

### **REDUCING THE EFFECT OF TRAUMATIC STRESS**

Traumatic stress is an emotional crisis precipitated by externally imposed stressors or situations that are unexpected and uncontrollable (a situational crisis). Almost by definition, a crisis cannot be predicted. However, forethought may provide a flexible plan that may not be possible during an unexpected event.

The survivors of a major traumatic event go through three phases:

**Phase 1** They are stunned and cannot react.

**Phase 2** Their strategies for coping no longer work and break down. However, there is opportunity to develop new strategies and problem solving.

**Phase 3** Major emotional disorganization occurs.

### **ANNOUNCEMENT TO STUDENTS**

Below is a sample of an announcement to students. Obviously, it will need to be altered to fit a specific situation.

I/we have had a difficult time deciding what to say to you today about the recent incident(s)/tragedy. As adults, we are expected to have all the answers and control our feelings. Let me tell you, however, that I/we have no real understanding of the reasons for this tragic incident, and we are deeply affected by it just as many of you are. You will hear lots of reasons for and discussions about it from your friends, teachers, families, and the media. No one will have all the right answers.

Even though we do not know why it happened, I/we do know many of the details of the incident and how our staff and students have acted.

**[Briefly review the known facts, the brave/good things that staff and students did, (i.e., to help, to help minimize the crisis), actions that are going to be taken, arrangements that are being made, and any other positive information that seems relevant and important.]**

Another thing I/we need to know is that all of us will need each other for a time, and we will need to pull together as a family. To help us with this, let me make some suggestions.

1. We need to respect each other's emotions no matter how differently we feel or act. Each of us has our own way of seeing, feeling, and coping with problems. It is OK to cry, laugh, be angry, and even do nothing.

2. If you are having problems and feeling confused or upset, please ask for help. You do this when you are having physical pain and problems, and should do this when you have emotional pain. To do so, contact either your teacher or Family Coordinator.

(Mention any other self-referral procedures.)

3. It frequently helps to talk about your feelings even if they seem weird or embarrassing to you. Someone else probably feels this way also. That's why we give you a chance to talk.

4. It's normal to be afraid. All of us are afraid at different times and to different degrees. We have to learn to accept this. There is no way to predict or guarantee the future.

5. If you are having problems, they will probably be temporary and then will fade away. You will always remember what happened, but it will not always be as painful as it is today.

6. Again, for those of you who need more help, it will be available. (REITERATE THE COUNSELING REFERRAL PROCEDURES.) Your parents will be made aware of this incident or you will be given a letter to take home to them. You and your parents should ask for help or information if you need it. (MENTION PARENT/COMMUNITY MEETING SCHEDULE.)

7. Life will and must go on and although things are difficult now, they will return to normal.

After time for discussion and help, classes will be held as usual. (POINT OUT ANY TEMPORARY SCHEDULE CHANGES.)  
(CLOSING REMARKS, ALTHOUGH IT IS IMPORTANT TO BE OPTIMISTIC AND ENCOURAGING, BE WARY OF GIVING FALSE REASSURANCE.)

### **PROCEDURAL CHECKLIST**

The following is a list of items that a Principal may wish to consider when contemplating a response to a crisis.

1. Determine the facts surrounding the crisis.
2. Assess the degree of impact on the school. How many students will be affected and to what degree?
3. Notify the appropriate response personnel.
4. Determine level of response required. Can site resources manage the crisis or will assistance from the district crisis intervention team be needed?
5. Notify CEO/President of Mavericks in Education.
6. The CEO/President of Mavericks in Education will determine if other schools will be affected. If so, he will see that proper notice is communicated to them.
7. Contact the family or families of the crisis victim(s).
8. Determine what information is to be shared with students, staff, and parents. Communicate with the CEO, to determine what information needs to be shared with the media.
9. Determine how the information is to be shared - written bulletins and/or letters, parent meetings, assemblies, phone calls, classroom presentations/discussions, etc.
10. Initiate triage and referral process.
  - Make referral forms available to staff.
  - Designate who will maintain the referral list and where it will be kept.
  - Designate interview/counseling locations.
  - Distribute a summary of referrals to appropriate staff.
  - Establish a procedure for self-referral.
11. Identify high-risk students and plan interventions.
  - Designate who will maintain the high-risk list and where it will be kept.
  - Decide upon interventions. Options include individual meetings, group counseling, classroom activities, staff meetings, and referrals to community agencies.
12. Hold a staff meeting - review crisis facts, and discuss intervention plan.
13. Activate the base of your operations.
  - Set up a sign-in/sign-out system.
  - Set up a message board.
  - Give each crisis team member an ID badge so the individual is easily identified.
14. Computers, attendance registers, and lockers: Following a student's death, delete the name from computers, attendance registers. Be sure no one calls reporting the student absent.
15. Debriefing held at the end of each day.
  - Review the intervention process.
  - Review the status of referrals.
  - Prioritize needs.
  - Plan follow-up actions.
  - Provide mutual support.
16. Plan memorials.
17. Demobilize and evaluate the crisis response.

## **COUNSELING STUDENTS ABOUT DEATH AND DYING**

Death and dying have been taboo subjects for discussion in traditional American society for many years. When asked about death, most adults (including teachers and helping professionals) try to find ways of avoiding the subject or excuse themselves by expressing their inadequacy to discuss this subject with young people. As a result, many young people experience difficulty in learning effective ways of coping with death - especially the death of a sibling or playmate. The following guidelines may be helpful in teaching students techniques for dealing with the death of a loved one.

1. Someone close to the child should explain death realistically and as a natural process. Words appropriate to the child's age and level of understanding should be chosen.
2. Students should be allowed to talk freely, ask questions, and express their emotions.
3. Avoid encouraging students to stifle their grief and "be brave." Expression of emotions is a healthy way of coping with grief and can facilitate the healing process.
4. Students losing a close loved one will need a tremendous amount of support and reassurance that they will not be abandoned by those surviving.
5. Students should be allowed to decide whether or not to attend the funeral service. The service can provide an opportunity for them to further communicate their thoughts and feelings.
6. Students should not be "protected" from the facts of death. Education about death and dying can be integrated into the child's learning experiences through group guidance or classroom discussions.

Thompson, C. & Rudolph, L. (1983). *Counseling Children*. Monterey, California: Brooks/Cole Publishing Company.

## **WHEN DEALING WITH DEATH**

1. Avoid focusing attention on students who have suffered a significant emotional loss.

Focus on:

- how people feel sad and miss others very much when they die
  - even when people are dead, we can remember them in our thoughts
  - peers' comments and ideas - can provide needed support
2. Normal students may use detailed explanation of what happens to a body after death - provide a means to master their anxiety about loss and separation.
  3. Listen carefully to a child - adults tend to read into a question much more than is asked.
  4. Address intended question - though it may not be verbalized. "Who will take care of me now?" "Could that happen to me?"
  5. Encourage students to participate in group discussions about death, but DON'T force them.
  6. Students should not be "protected" from the facts of death.
  7. Students should be allowed to talk freely, ask questions, and express their emotions.
  8. Talking about death is necessary and beneficial to grieving students.

## **CRISIS/EMERGENCY RESPONSE PROCEDURES**

**Crisis event: Death of a student/staff member**

**Goals: Manage grief process**

Provide support services for students/staff

**Code: Communication through calling lists/staff meetings**

**Procedures for:**

### **Principal:**

1. Verify report of death/identity
2. Determine cause of death
3. Notify Mavericks in Education Corporate Office
4. Begin phone chain to staff (out-of-school hours)
5. Decide how to notify staff/students (in-school hours)
6. Mobilize Building Crisis/Emergency Response Team
7. Cancel all extra-curricular activities and scheduled meetings
8. Meet with Crisis/Management Response Team
9. Maintain a sense of "normalcy" as possible
10. Enlist help Support Teams
  - Building Team (Family Coordinator, Assistant Administrator, Community resources)
  - Class activities and resource materials for support

### **Teachers:**

1. Maintain high visibility in halls, restrooms, and common areas
2. Remain in close contact with students
3. Refer students/classes to Family Coordinator who need support services
4. Refer to all media questions to Principal

### **Family Coordinator:**

1. Meet with staff before school
2. Contact community support people and agencies
3. Meet with students in small groups or by classes for grief counseling sessions
4. Provide on-going intervention to students who need extra support

### **School Secretary:**

1. Prepare information about student/staff member to give to the Principal or designee, for press release
2. Discuss information to be given over phone
3. Monitor phones
4. Assist Principal as necessary

### **Crisis/Emergency Response Team:**

1. Meet before school to determine Crisis/Emergency Response plan
2. Communicate plan to staff/community
3. Implement plan
4. Identify students/staff in need of intervention
5. Provide support services
6. Monitor situation
7. Evaluate procedure
8. Any other duties as assigned by the Principal

## **SUICIDE**

Did you know?

- Suicide is the second leading cause of death in adolescents
- One out of ten will attempt suicide before they graduate from high school
- One young person completes suicide every 55 minutes in the U.S.

Many students have not developed healthy skills to cope with their problems and, therefore, believe suicide is the only way. Most of the time, young people do not realize they can survive losses,

loneliness, and pressure. For this reason, we should never ignore any suicide threat or attempt. These should always be considered an appeal for help.

The signs of suicidal risk usually are the same as those we associate with all troubled people.

- lack of confidence
- withdrawal from society
- no future plans
- drastic changes in behavior (attitude, eating, sleeping)
- concern with death (talking, writing, drawing)
- symptoms of deep depression
- giving away possessions
- saying good-bye

## **CRISIS/EMERGENCY RESPONSE PROCEDURES**

### **Crisis event: Suicide threat**

#### **Goals: Assure the student's safety**

Control the situation

### **TAKE ALL SUICIDE THREATS SERIOUSLY**

#### **Levels of Risk:**

- I. Verbal expression of depression (i.e., "I'd be better off dead")
- II. Expression of intent (i.e., "I ought to kill myself")
- III. Plan
- IV. Plan and means

#### **Procedures for:**

##### **Principal:**

1. Confirm identify of student
2. Immediately notify Family Coordinator
3. Call appropriate child support agency
4. Immediately contact parents
5. **Remain with student**
6. Monitor intervention/community referrals

##### **Teachers:**

1. Isolate student/**remain with student**
2. Encourage student to talk to you until Family Coordinator arrives
3. Contact Principal as soon as possible

##### **Family Coordinator:**

1. Isolate student - **don't leave student unattended**
2. Encourage student to talk
3. Contact Principal
4. Involve parents as soon as possible, and provide them with list of community resources
5. Provide intervention and follow-up as needed

##### **School Secretary:**

1. Contact Principal/ Family Coordinator
2. **Remain with student** until Family Coordinator/Principal arrives

**Crisis/Emergency Response Team:**

1. Determine aftermath response
2. Provide student support services/intervention/follow-up
3. Evaluate procedure
4. Any other duties as assigned by the Principal

**CRISIS/EMERGENCY RESPONSE PROCEDURES**

**Crisis event: Suicide attempt**

**Goals: Assure the student's safety**

Control the situation

**TAKE ALL SUICIDE THREATS SERIOUSLY**

**Levels of Risk:**

- I. Verbal expression of depression (i.e., "I'd be better off dead")
- II. Expression of intent (i.e., "I ought to kill myself")
- III. Plan
- IV. Plan and means

**Procedures for:**

**Principal:**

1. Confirm identify of student
2. Call 911
3. Immediately notify Family Coordinator
4. Immediately contact parents
5. **Remain with student**
6. Notify Mavericks in Education

**Teachers:**

1. Apply first aid and send for Principal
2. Isolate student/**remain with student**
3. Encourage student to talk to you until Family Coordinator arrives
4. Document crisis

**Family Coordinator:**

1. Isolate student - **don't leave student unattended**
2. Encourage student to talk
3. Contact Principal
4. Involve parents as soon as possible and provide with list of community resources
5. Provide intervention and follow-up as needed

**School Secretary:**

1. Contact Principal and Family Coordinator
2. **Remain with student** until Principal and Family Coordinator arrives

**Crisis/Emergency Response Team:**

1. Determine aftermath response
2. Provide student support services/intervention/follow-up
3. Evaluate procedure
4. Any other duties as assigned by the Principal

## **MEDICAL EMERGENCY RESPONSE PLAN**

### **GENERAL INFORMATION**

1. Always **call 911 first** in case of an emergency.
2. Contact parents/relatives as listed on emergency information cards.
3. First Aid charts should be posted in high-risk areas in each building (student lounge, staff lounge).
4. A list of staff in each building that has first aid and/or cardiopulmonary resuscitation (CPR) training should be posted or accessible to the Principal.
5. First aid supplies should be readily available in designated places within the school building.
6. Emergency information forms should be completed by parents and on file in the school office.
7. School personnel may **NOT** take students off school grounds without copies of their emergency medical forms.
8. If no emergency information is on file for an injured student or if the parent cannot be contacted, **911** should be called to assess the injury.
9. The Principal should always be contacted for serious illness or injury.
10. An accident report should be filed for each incident on school property in which a student or staff member is injured. The staff member in charge during the time of the incident is responsible for filling out this report.
11. Student and staff allergies and other medical conditions should be noted along with emergency response procedures.

## **MEDICAL EMERGENCY RESPONSE PLAN**

### **FIRST AID**

1. Minor injuries/illnesses - follow standard first aid procedures.
  - a. Abrasions
  - b. Insect stings/bites
  - c. Minor burns
  - d. Nosebleeds
2. Serious injuries/illnesses - *contact Principal and parent.*
  - a. Severe abdominal pain
  - b. Fever - 100° and up
  - c. Sprains
  - d. Frostbite
3. Serious injuries/illnesses - *contact Principal and parent (medical consultation desirable within one hour).*
  - a. Lacerations
  - b. Bites and stings - if allergy exists
  - c. Burns and blisters
  - d. Accidental loss of tooth
  - e. Acute emotional state
  - f. Moderate reactions to drugs
  - g. High fever - above 103°
  - h. Asthma/wheezing
  - i. Non-penetrating eye injury

## **CRISIS/EMERGENCY RESPONSE PROCEDURES**

### **Crisis event: Injury**

#### **Goals: First Aid**

To administer immediate and appropriate first aid

#### **Code: None**

#### **Procedures for:**

##### **Principal:**

1. Check emergency information for allergies and other medical instructions
2. Contact the Principal and 911, if necessary
3. Apply appropriate first aid until emergency squad arrives
4. Notify parents

##### **All Staff:**

1. Send/bring student to office for treatment, if possible
2. Apply appropriate immediate first aid until trained personnel arrives
3. Give written account of injury
4. Fill out accident report and submit to Principal

##### **School Secretary:**

1. Pull student emergency information form for parent contact
2. Contact school nurse and/or emergency squads, if necessary
3. Apply appropriate first aid until nurse/trained personnel arrives

##### **Crisis/Emergency Response Team:**

1. Identify students who need support services
2. Monitor support services
3. Evaluate procedure
4. Any other duties as assigned by the Principal

## **MEDICAL EMERGENCY RESPONSE PLAN**

### **LIFE THREATENING INJURY**

1. Serious injury/illness - **Call 911**, *contact Principal, contact parent.*
  - a. Convulsions
  - b. Insulin reaction
  - c. Internal bleeding
  - d. Coronary occlusion
  - e. Dislocations and fractures
  - f. Unconscious states
  - g. Heat reactions
  - h. Major burns
  - i. Drug overdose
  - j. Head injury with loss of consciousness
  - k. Penetrating eye injuries
  - l. Seizure
2. Emergency injuries/illness - **Call 911**, *contact Principal, contact parent.*
  - a. Acute airway obstruction
  - b. Cardiac/respiratory arrest
  - c. Near drowning
  - d. Massive external or internal hemorrhage
  - e. Poisoning
  - f. Neck or back injury
  - g. Heat stroke
  - h. Chemical burns of the eye
  - i. Chest wounds

## j. Pregnancy Complications

### **CRISIS/EMERGENCY RESPONSE PROCEDURES**

#### **Crisis event: Life threatening injury**

#### **Goals: First Aid**

To administer immediate and appropriate first aid

#### **Code: Call 911**

#### **Procedures for:**

#### **Principal:**

1. **Call 911**
2. Check emergency information for allergies and other medical instructions
3. Apply appropriate first aid until nurse/emergency squad arrives
4. Notify parents

#### **All Staff:**

1. Immediately notify Principal
2. Do not attempt to move student
3. Apply appropriate immediate first aid until trained personnel arrives
4. Give written account of injury
5. Fill out accident report and submit to Principal

#### **School Secretary:**

1. Pull student emergency information form for parent contact
2. Contact Emergency Response Team, if necessary
3. Apply appropriate first aid until trained personnel arrives

#### **Crisis/Emergency Response Team:**

1. Identify students who need support services
2. Monitor support services
3. Evaluate procedure
4. Any other duties as assigned by the Principal

### **VIOLENCE RESPONSE PLAN**

#### **GENERAL INFORMATION**

1. Sound the Crisis Code to lock-down building and isolate area/individuals.
2. The primary objective is to contain the situation to prevent further violence, if possible.
3. Identify the leaders as soon as possible and begin negotiations with them to diffuse tensions.
4. Attempt to dissolve the group and encourage students to return to classes.
5. Try to keep the group contained until police arrive.
6. DO NOT attempt to break up the violent outbreaks without help from police.
7. Parents of disruptive students should be called immediately and instructed to remove their student from school grounds.
8. Student suspension/expulsion procedures should be followed according to Board policy and established procedures.

#### **WHAT IS A LOCKDOWN?**

**Crisis event:** Hostage - student or staff

Armed intruder

**Goals:** Safety of all

To contain first and diffuse immediate danger

#### **Procedures for lockdown:**

1. Have a predetermined code to announce to staff. This should be secret and should not be written down. Once it is used, it should be changed.
2. Everyone should remain calm.
3. Make sure all hallways, restrooms, etc. are clear.

4. Lock all classroom doors. Move students to the most distant location from the classroom door.
5. Take attendance.
6. Maintain quiet.
7. Notify Mavericks in Education, if possible.

## **CRISIS/EMERGENCY RESPONSE PROCEDURES**

### **Crisis event: Assault - Threatening crowds**

#### **Goals: Safety of all students/staff**

To contain first then diffuse the situation

#### **Code: Crisis/Emergency Code**

#### **Procedures for:**

##### **Principal:**

1. Isolate area
2. Evacuate students and staff close-by designated “safe area”
3. **Call 911**
4. Notify Mavericks in Education
5. Notify parents of disruptive students
6. Contain situation until police arrive

##### **Teachers:**

1. Follow lockdown procedures when Crisis/Emergency Code is announced
2. Move students to nearest designated “safe area” if not in room
3. Take attendance and report missing students to Principal
4. Remain with students until further instructions are given
5. If not with students, help contain situation

##### **Family Coordinator and Career Coordinator:**

1. Assist clearing students from halls, restrooms, and common areas
2. Report to Principal for further instructions
3. Assist police as necessary

##### **School Secretary:**

1. Prepare information on the students for parent contact
2. Coordinate with Principal the information to be given to phone callers
3. Monitor phones
4. Compile information from staff members about missing students
5. Contact police, emergency squads, if necessary

##### **Crisis/Emergency Response Team:**

1. Identify students who need support services
2. Monitor support services
3. Evaluate procedure
4. Any other duties as assigned by the Principal

## **CRISIS/EMERGENCY RESPONSE PROCEDURES**

### **Crisis event: Hostage - student or staff**

#### **Goals: Safety**

To control situation and prevent harm to hostage

#### **Code: Crisis/Emergency Code**

#### **Procedures for:**

##### **Principal:**

1. Isolate area
2. Evacuate students and staff close-by designated “*evacuation site*”
3. **Call 911**
4. Notify Mavericks in Education
5. Call parents
6. Contain situation until police arrive

##### **Teachers:**

1. Follow lockdown procedures when Crisis/Emergency Code is announced
2. Move students to nearest designated “*safe area*” if not in room
3. Maintain quiet and order during evacuation
4. Take attendance and report missing/injured students to Principal
5. Remain with students until further instructions are given

##### **Family Coordinator and Career Coordinator:**

1. Assist clearing students from halls, restrooms, and common areas
2. Report to Principal for further instructions
3. Assist police as necessary

##### **School Secretary:**

1. Prepare information on the student/staff member for police
2. Coordinate with Principal the information to be given to phone callers
3. Monitor phones
4. Compile information from staff members about students

##### **Crisis/Emergency Response Team:**

1. Identify students who need support services
2. Develop intervention plan
3. Implement intervention plan
4. Monitor support services
5. Evaluate procedure
6. Any other duties as assigned by the Principal

## **CRISIS/EMERGENCY RESPONSE PROCEDURES**

**Crisis event: Missing student**

**Goals: Locate/verify the student's whereabouts**

**Code: NONE**

**Procedures for:**

### **Principal:**

1. Conduct a search of building and grounds
2. Question teachers/classmates
3. Contact parents
4. **Call 911**
5. Notify Mavericks in Education
6. Contain situation until police arrive

### **Teachers:**

1. Notify Principal as soon as student is determined to be missing
2. Question classmates
3. Remain with students until further instructions are given

### **Family Coordinator and Career Coordinator:**

1. Assist searching halls, restrooms, and common areas
2. Report to Principal for further instructions
3. Assist Principal/police as necessary

### **School Secretary:**

1. Prepare information on the student for police
2. Coordinate with Principal the information to be given to phone callers
3. Monitor phones

### **Crisis/Emergency Response Team:**

1. Identify students who need support services
2. Evaluate procedure
3. Any other duties as assigned by the Principal

## **CRISIS/EMERGENCY RESPONSE PROCEDURES**

**Crisis event: Threat of armed intruder - Phase I**

**Armed intruder/student - Phase II**

**Goals: SAFETY** of all students and staff

**DIFFUSE** immediate danger

**Code: Crisis/Emergency Code**

**Procedures for: Threat of Armed Intruder - Phase I**

### **Principal:**

1. Assess situation, **Principal** to post staff at strategic locations by determining location, weapon, and identification of intruder/student, if possible
2. Notify police
3. Notify Mavericks in Education

### **School Secretary:**

1. Assist **Principal** in securing building and office
2. Remain by phones

## **Procedures for: Armed Intruder/Student - Phase II**

### **Principal:**

1. Initiate Phase II when a person is on school grounds
2. Announce **CRISIS/EMERGENCY CODE** throughout the building for lockdown
3. Clear halls and common areas of students
4. Secure office and office personnel
5. Give all clear when appropriate

### **Teachers:**

1. Respond to **CRISIS/EMERGENCY CODE** with lockdown procedures
2. Teachers without students should help clear halls and secure common areas
3. Keep students away from doors and windows
4. Teachers with outside duty should move students to designated safe areas away from building

### **Family Coordinator and Career Coordinator:**

1. Report to office to assist **Principal**
2. Assist authorities to diffuse situation, if required

### **School Secretary:**

1. Assist **Principal** in securing building and office
2. Remain by the phones

### **Crisis/Emergency Response Team:**

1. Report to **Principal** for further instructions, if not supervising students
2. Evaluate procedure
3. Any other duties as assigned by **Principal**

## **POWER OUTAGE**

### **GENERAL INFORMATION**

1. Building **Principal** should assign one person the responsibility of checking emergency lighting and equipment weekly.
2. Flashlights and other emergency lighting should be readily available to office personnel and staff. Extra batteries should always be on hand.
3. Have the School Secretary contact the utility company for an estimate of the length of outage.
4. The Principal in each building should make a list of what needs to be turned off in case of power outage or "brown-out." This list should be posted in high-usage areas.
5. Notify Mavericks in Education if Mavericks High School's systems are affected seriously and early dismissal is necessary.
6. First, check to see if prearranged off-site facilities are with power. If so, institute plan for Students and staff to go to that facility. Otherwise, follow procedures for Emergency Dismissal.

### **CRISIS/EMERGENCY RESPONSE PROCEDURES**

#### **Crisis event: Power Outage**

#### **Goals: Safety/comfort of all students and staff**

Contain situation until power is restored

**Code: No need for alarm - announce to students/staff that the situation is temporary and keep them informed of repairs**

#### **Procedures for:**

##### **Principal:**

1. Contact Mavericks in Education
3. Inform students and staff of situation and give immediate instructions
4. Determine if a move to a prearranged facility is necessary

##### **Teachers:**

1. Reduce power consumption in classroom by turning off computers, and other equipment so that it is not damaged by a power surge when the power is restored
2. Assure comfort of students if heating system fails
3. Keep students in room under supervision

##### **Family Coordinator and Career Coordinator:**

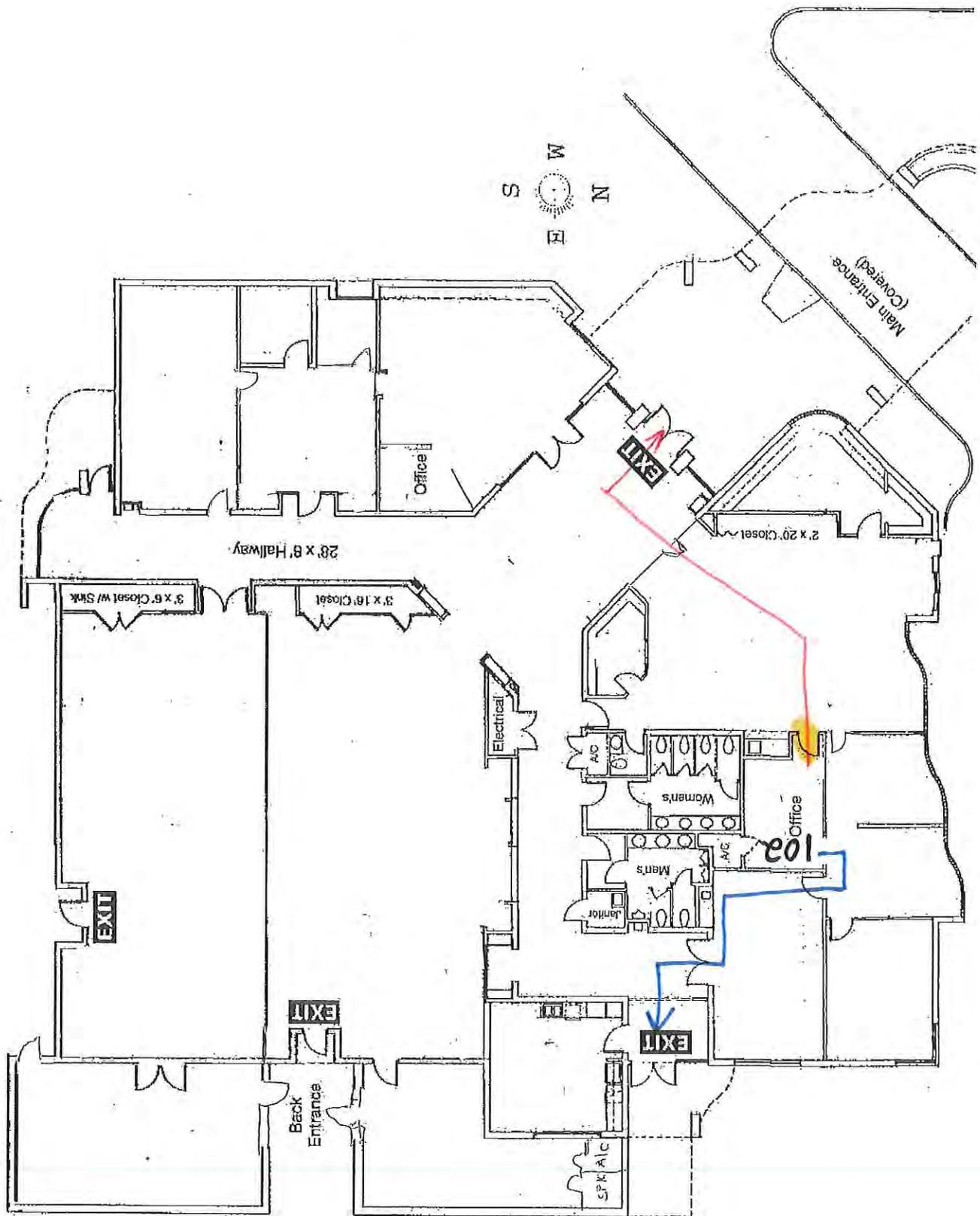
1. Assist clearing students from halls, restrooms, and common areas
2. Report to **Principal** for further instructions if not supervising students

##### **School Secretary:**

1. Turn off office equipment
2. Assist **Principal** as necessary

##### **Crisis/Emergency Response Team:**

1. Report to Principal for instructions if not supervising students
2. Evaluate procedure
3. Any other duties as assigned by the Principal



# **Appendix Z**

## **Certificates of Governing Board Training for Current Governing Board Members**



### **Broward County Governance Board**

Jennifer Russell – Chair Person  
442 Savoie Drive  
Palm Beach Gardens, FL 33410  
Contact #: (561) 776-7445  
Email: [jcrussell108@hotmail.com](mailto:jcrussell108@hotmail.com)

Ira Paul – Treasurer  
18495 NW 78<sup>th</sup> Avenue  
Hialeah, FL 33015  
Contact#: (305) 965-0139  
Email: [irajpaul@att.net](mailto:irajpaul@att.net)

Charles Bethel – Secretary  
8441 NW 197<sup>th</sup> Terrace  
Hialeah, FL 33015  
Contact#: (305) 490-7900  
Email: [charlesbethel@comcast.net](mailto:charlesbethel@comcast.net)

Steven F. Bracy – Vice Chair Person  
5101 Central Gardens Way #202  
Palm Beach Gardens, FL 33418  
Contact #: (561) 691-0745  
Alt #: (917) 715-8029  
Email: [sbracy@comcast.net](mailto:sbracy@comcast.net) or [steven.bracy@yahoo.com](mailto:steven.bracy@yahoo.com)

Debbie Schatz  
251 SW 63<sup>rd</sup> Terrace  
Plantation, FL 33317  
Contact#: (561) 308-4968  
Email: [shotzi73@gmail.com](mailto:shotzi73@gmail.com)

Rev: 1/13/2015

*Kathleen W. Schoenberg, P.A.*  
*Charter School Governance Training*

# Certificate of Participation

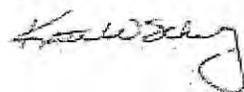
is hereby granted to:

**Jennifer Russell**

Mavericks High of Palm Beach County

for successful completion of the FL 2-Hour Refresher  
approved by the Florida Department of Education

*Date of Completion: July 14, 2013*



**Kathleen W. Schoenberg, Esq.**

Rec. 7/16/13

*Kathleen W. Schoenberg, P.A.  
Charter School Governance Training*

# **Certificate of Participation**

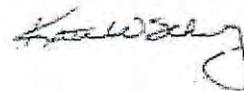
**is hereby granted to:**

**Ira Paul**

Mavericks High of Broward County

for successful completion of the FL 2-Hour Refresher  
approved by the Florida Department of Education

*Date of Completion: December 21, 2014*



**Kathleen W. Schoenberg, Esq.**

*Ms. Schoenberg  
12/21/14*

See  
2/10/15

*Kathleen W. Schoenberg, P.A.*  
*Charter School Governance Training*

# **Certificate of Participation**

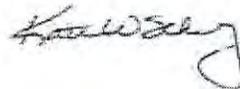
**is hereby granted to:**

**Charles Bethel**

Mavericks High of Broward County

for successful completion of the FL 2-Hour Refresher  
approved by the Florida Department of Education

*Date of Completion: January 9, 2015*



**Kathleen W. Schoenberg, Esq.**

*Kathleen W. Schoenberg, P.A.  
Charter School Governance Training*

# **Certificate of Participation**

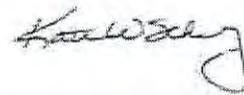
**is hereby granted to:**

**Steven Bracy**

Mavericks High of Palm Beach County

for successful completion of the FL 2-Hour Refresher  
approved by the Florida Department of Education

*Date of Completion: May 9, 2014*



**Kathleen W. Schoenberg, Esq.**



*Kathleen W. Schoenberg, P.A.  
Charter School Governance Training*

# **Certificate of Participation**

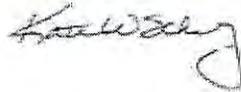
**is hereby granted to:**

**Debbie Schatz**

Mavericks High of Broward County

for successful completion of the FL 4-Hour Training  
approved by the Florida Department of Education

*Date of Completion: January 18, 2014*



**Kathleen W. Schoenberg, Esq.**

*See.  
Mavericks*

# **Appendix AA**

## **Screen Shots of Website**

Principal Deanna Allen



Management Company

The Principal of Mavericks High School of North Broward County, located in Pompano, Florida is Deanna Allen. She can be contacted at (954) 944-4123.

The Governance Board Members of New Alternative Education of Broward County include:

Jennifer Russell, Steven Bracy, Charles Bethel, Ira Paul, Debbie Schatz

Board Members

Mavericks High is managed by Mavericks in Education Florida, LLC. The management company can be contacted at 4500 PGA Blvd., Ste 302, Palm Beach Gardens, FL 33418. [School Organization Chart](#)

Parent Association Chairperson for Mavericks High of North Broward is Mrs. Tuchette Torres-Lee. She can be contacted at [ttorreslee@mavericksineducation.com](mailto:ttorreslee@mavericksineducation.com) or (954) 944-4123.

Concerns email:

[concernbro@mavericksineducation.com](mailto:concernbro@mavericksineducation.com)



### Diploma Types

Mavericks High Schools offers traditional high school diplomas. Our Schools are all SACS Accredited. A list of Diploma Types offered can be found on this document. [Mavericks High School Diploma Types](#)



### Student Handbook

Mavericks High School promotes personal integrity with an emphasis on the lifelong learning process. There are rules and standards required with our Student Handbook. [Mavericks High School Student Handbook](#)



### Graduation Requirements

The Graduation Requirements for a standard diploma in Florida can be found in Florida Statute Sections [1003.4282](#) and [Section 1002.3105](#). Mavericks High offers both the 24-credit and the 18-credit ACCEL option. More information can be found at the [FLDOE Website](#).



### Accounting | Finance

We maintain a copy of our most recent audited financials and approved budget online. Please find the most recent [approved budget](#). Please find the most recent [audited financials](#).

Annual Budget & Fiscal Audits

Access Board Minutes

Request Information

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**Principal  
Deanna  
Allen**



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The Governance Board Members of New Alternative Education of Broward County include:

Jennifer Russell, Steven Bracy, Charles Bethel, Ira Paul, Debbie Schatz

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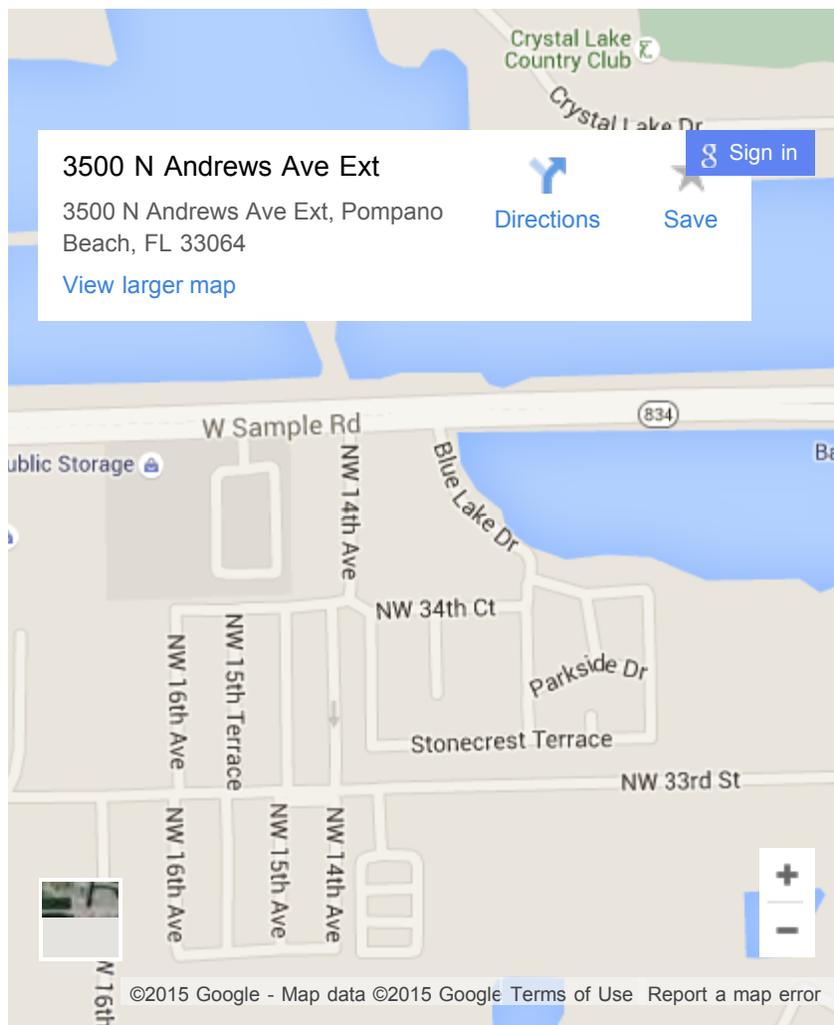
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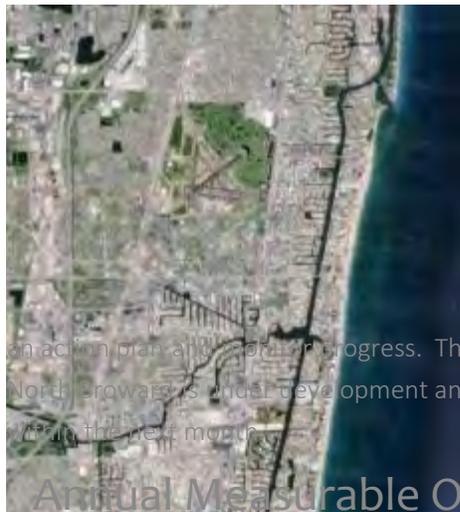
## Accounting | Finance

We maintain a copy of our most recent audited financials and approved budget online. Please find the most recent [approved budget](#). Please find the most recent [audited financials](#).



## School Improvement Plan

A School Improvement Plan ("SIP") is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create



an action plan and report on progress. The School Improvement Plan for North Broward is under development and should be posted online (here) within the next month.

## Annual Measurable Objectives | School Grade

Mavericks High follows the FLDOE alternative grading system in which our school will achieve a rating as Maintaining, Improving, or Declining. Additional information can be found on the FLDOE Website. [We post our Annual Measurable Objectives here.](#)

## School Leadership Evaluation Plan

We have developed processes concerning the implementation of the school leader evaluation system for all administrators of Mavericks High Schools based on sound educational principles and contemporary research. [That documentation can be found here.](#)

## Teacher Evaluation Plan

We have a Marzano style approach to our teacher evaluation system for all employees of Mavericks High Schools based on standards that are [published on this document.](#)

## Code of Conduct

Our code of conduct is available in by clicking on the language ([Spanish](#), [Creole](#), and [English](#))

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Stay  
Connected  
with  
Mavericks  
High

# **Appendix BB**

## **Staffing Reports**

## STAFF / FACULTY SUMMARY

School Year: 2015/2016

Sort: Name, Personnel Nbr, Teacher Nbr

SCHOOL: 5009 - MAVERICKS HIGH OF NO BROW CTY

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel#	Job Id	Dept	Bldg-Rm	Start Date	End Date
168	S	ADDERLY DEMETRUIS	M	B	9999999999	50004070				11/18/13	
161	S	ALLEN DEANNA	F	B	0001066543	50000104			01-02	07/01/13	
159	S	ANTOINE MARIE	F	B	9999999999	50000112				08/12/13	
508	S	BOGLE CONSTANCE	F	B	0001231230	50004750				08/03/15	
162	S	BRAIL ISAAC	M	W	0001048888	50000092		MA	01-03	01/21/14	
144	C	ECOTT STEPHANIE	F	W	9999999999	80000163			01-12	08/24/15	
513	S	FELICIANO MARIA	M	H	0001141032	50005177		SC		08/21/15	
119	S	FERRARO PATRICIA	F	W	0000458777	50000117				08/19/13	
106	S	FRANCISCO SHEIKIRA	F	B	0001234399	50002445				08/06/14	
164	S	JOHNSON ALVIN	M	B	9999999999	50001762				08/18/14	
103	S	NEVERSON NORMA	F	B	9999999999	50000114				07/18/11	
166	S	NICHOLSON KHANISHA	F	B	0001251157	50005176		SC		08/18/15	
504	S	PREUDHOMME KARISSA	F	H	9999999999	50004265				12/10/14	
169	S	REBIMBAS MICHAEL	M	W	9999999999	50005193				08/24/15	
165	S	SALINAS LEDDA	F	H	9999999999	50003960				06/16/14	
505	S	SHAW PETER	M	B	0001241779	50004475		SS		03/10/15	
562	S	TBA MATH	M	B	0000000000	95009562				08/03/15	
163	S	TORRES-LEE TUCHETTE	F	B	9999999999	50002198				03/17/14	
142	S	WILLIAMS WILLIE	M	B	0000900219	50000120				07/09/12	
570	S	WYCE KATHLEEN	F	W	0001105413	50005155		EN		08/28/15	

Total Staff: 20

\* Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.

# **Appendix CC**

## **Certification Self-Audits**

**CHARTER SCHOOL CERTIFICATION SELF-AUDIT** (complete and submit to the district Certification Department as an email attachment)

**Charter School Location Number:**  
**Charter School Location Name:**  
**Date audit completed:**  
**Person completing audit:**

For help, mouse over the field containing the column title.							
Last Name, First Name	DOE#	Certificate Start Date	Certificate End Date	If No Certificate, List Date Certificate Issuance Request Submitted to District	Subject(s) on Certificate	Current Position	Course(s) Currently Assigned: List Course Code Number
DEANNA, ALLEN	1066543	7/1/2015	6/30/2020	N/A	English	School Leader	
					Reading Endorsement		
ESPER, GENE	1230262	7/1/2014	6/30/2017		Biology/Chemistry	Math/Testing Coordinator	17003000
					Out of Field Waiver / Math		20013100
					Board Meeting Dec 2015		5005000
							17003100
							20013200
FELICIANO, MARIA	1141032	10/23/2014	10/23/2017	9/2/2015	Biology/Spanish	Biology Teacher	5005000
							20003200
							20003100
FERRARO PATRICIA	458777	7/1/2014	6/30/2019	N/A	Reading/ESE	ESE Specialist & ESOL Coord	
NICHOLSON, KHANISHA	1251157	10/31/2014	10/31/2017	9/2/2015	Social Science/Chemistry	Social Science Teacher	5005000
							20033100
							20033500
							17003000
							20033400
SAINTILIE, DEMETRIUS	1092295	9/15/2015	9/15/2018		Math	Math Teacher	12003100
							12003300
							12004000
							12023400
							12073000
							12003200
							12003400
							12007000
							12063100
SHAW PETER	1241779	10/30/2014	2/20/2017	1/23/2015	Social Science	Social Science Teacher	17003100
							21003200
							21033000
							21093100
							5005100
							21003100
							21023350
							21063100
							21093200

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**Charter School Location Number:**  
**Charter School Location Name:**  
**Date audit completed:**  
**Person completing audit:**

For help, mouse over the field containing the column title.							
Last Name, First Name	DOE#	Certificate Start Date	Certificate End Date	If No Certificate, List Date Certificate Issuance Request Submitted to District	Subject(s) on Certificate	Current Position	Course(s) Currently Assigned: List Course Code Number
STONE, ALEXANDRIA	1279684	8/12/2015	8/12/2018	11/2/2015	English	English Teacher	10013100
							10013400
							10014000
							10013200
							10013700
WILLIAMS, WILLIE	900219	7/1/2013	6/30/2018	N/A	Guidance & Counseling	Guidance Counselor	
WYCE, KATHLEEN	1105413	7/1/2015	6/30/2020	9/2/2015	English	English/Reading Teacher	5005000
							10013100
							10013400
							10013700
							10014000
							10014100
							5005100
							10013200
							10013500
							10013800
							10014050
							1009320A

<b>Charter School Location Number:</b> <b>Charter School Location Name:</b> <b>Date audit completed:</b> <b>Person completing audit:</b>					
Last Name, First Name	Course(s) Currently Assigned: List Course Title	Grade Level(s) Assigned	Out-of-Field for course?	Date Out-of-Field Agreement Approved by Board	(NCLB) Highly Qualified for Course?
DEANNA, ALLEN		Grade 6 to 12	N/A	N/A	Yes-Prof Cert
ESPER, GENE	Research 1 LH	Grades 6 to 12	MATH		Yes-Passed SAE
	ERTH/SPA SCI				
	PER, CAR, SCH, DEV 1				
	RESEARCH 2 LH				
	ERTH/SPA SCI HON				
FELICIANO, MARIA	PER, CAR, SCH, DEV 1	Grades 6 to 12	N/A	N/A	Not taken yet
	BIOLOGY 1 HON				
	Biology 1				
FERRARO PATRICIA		Grades 6 to 12	N/A	N/A	Yes Prof Cert
NICHOLSON, KHANISHA	PER, CAR, SCH, DEV 1	Grades 6 to 12	N/A	N/A	Not taken yet
	Physical SCI				
	Chemistry 1 HON				
	Research 1 LH				
	Chemistry 1				
SAINTILLEN, DEMETRIUS	ALGEBRA 1	Grades 6 to 12	N/A	N/A	
	ALGEBRA 2				
	INTENS MATH				
	PRE-CALCULUS HON				
	LIB ARTS MATH 1				
	ALGEBRA 1 HON				
	ALGEBRA 2 HON				
	MATH COLL READINESS				
	GEOMETRY				
SHAW PETER	Research 2 LH	Grades 6 to 12	N/A	N/A	Yes passed SAE
	US History HON				
	World CLTRL Geog				
	World History				
	PER, CAR, SCH, DEV 2				
	US History				
	ECON Fin Lit				
	US Govt				
	World History HON				

<b>Charter School Location Number:</b>					
<b>Charter School Location Name:</b>					
<b>Date audit completed:</b>					
<b>Person completing audit:</b>					
<b>Last Name, First Name</b>	<b>Course(s) Currently Assigned: List Course Title</b>	<b>Grade Level(s) Assigned</b>	<b>Out-of-Field for course?</b>	<b>Date Out-of-Field Agreement Approved by Board</b>	<b>(NCLB) Highly Qualified for Course?</b>
STONE, ALEXANDRIA	ENG 1	Grades 6 to 12	N/A	N/A	Not taken yet
	ENG 2				
	ENG 4				
	ENG HON 1				
	ENG 3				
WILLIAMS, WILLIE		Prekindergarten to 12	N/A	N/A	Yes Prof Cert
WYCE, KATHLEEN	PER,CAR, SCH, DEV 1	Grades 6 to 12	N/A	N/A	Yes Prof Cert
	ENG 1				
	ENG 2				
	ENG 3				
	ENG 4				
	ENG HON 4				
	PER, CAR, SCH, DEV 2				
	ENG HON 1				
	ENG HON 2				
	ENG HON 3				
	ENG 4: FL COLL PREP				
	CREATIVE WRIT 1				

# **Appendix DD**

## **Employee Handbook**

Mavericks High School  
Mavericks in Education Florida, LLC

2015 - 2016

# EMPLOYEE HANDBOOK



MAVERICKS IN EDUCATION  
MAVERICKS HIGH

*EMPLOYEE HANDBOOK*  
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# MAVERICKS HIGH SCHOOL MAVERICKS IN EDUCATION FLORIDA, LLC

## EMPLOYEE HANDBOOK

WELCOME!

Welcome to *Mavericks High Schools/Mavericks in Education (MIE)*, were established to meet the needs of students who were not successful or who were at risk of not succeeding in the traditional high school environment. Using 21st Century technology and a focus on individualized attention, Mavericks High Schools/MIE offer students, who are challenged by the traditional approach to learning, the opportunity to earn a state-recognized high school diploma. This high-tech provides students, ages 15-21, a strong research-based curriculum and support for pursuing continuing education or a suitable vocation

At MAVERICKS HIGH/MIE we are dedicated to providing the best possible work environment and conditions to our dedicated team members. As an Employee member of this team you may earn the right to certain benefits and privileges. The success of our team effort depends on you. We want to create the best opportunity, encouragement and recognition for you to develop your talents.

This employee handbook is a source of information about payroll, privileges, benefits and procedures, along with a few general rules and policies. It is only provided for your information. **THE HANDBOOK IS NOT, AND SHOULD NOT BE CONSIDERED AS, A LEGAL DOCUMENT OR AN EMPLOYMENT CONTRACT.**

To have the necessary flexibility in the administration of policies and procedures, MAVERICKS HIGH/MIE will do its best to recognize all rights and privileges extended in this handbook, unless in doing so it would expose our company to legal liability or financial loss, or other considerations so warrant. This handbook cannot anticipate every situation that may arise and is not intended to be all-inclusive.

MAVERICKS HIGH/MIE reserves the right to add to, modify or eliminate any policy or procedure in this handbook, with or without notice, at any time.

# FOREWARD

We believe in keeping Employees fully informed about our policies, procedures, practices and benefits, as well as Company expectations and the obligations you assume as an Employee of MAVERICKS HIGH/MIE.

This handbook is designed to acquaint you with MAVERICKS HIGH/MIE and provide you with information about working conditions, employee benefits, and some of the policies and procedures affecting your employment. You should read, understand, and comply with all provisions of the handbook.

The handbook describes many of your responsibilities as an Employee and outlines the programs developed by MAVERICKS HIGH/MIE to benefit Employees. It is the Company's objective to provide a work environment that is conducive to both personal and professional growth.

Because MAVERICKS HIGH/MIE is a company that will change rapidly as our business evolves, the Company reserves full discretion to add, modify, or delete provisions of this handbook at any time without advance notice. Employees are responsible for checking with their immediate supervisor and/or School Administration or Human Resources for an explanation or to obtain current information regarding the status of any particular policy, procedure or practice. Only the Chief Executive Officer, Chief Operating Officer and School Superintendent have the authority to authorize any revisions or modifications to the policies in this handbook.

Descriptions of various fringe benefits (such as group insurance) are summaries only. Should the descriptions in the handbook differ with any formal agreement or document involved, the formal agreement or plan document shall be considered correct.

The policies, procedures and practices described replace all earlier written and unwritten ones.

*ALL EMPLOYMENT AT THE COMPANY HAS BEEN AND CONTINUES TO BE "AT-WILL". THIS MEANS THAT YOUR EMPLOYMENT WITH THE COMPANY IS FOR NO DEFINITE PERIOD, AND YOUR EMPLOYMENT MAY BE TERMINATED BY YOU OR BY THE COMPANY AT ANY TIME, WITH OR WITHOUT NOTICE AND WITH OR WITHOUT CAUSE. YOUR STATUS AS AN "AT WILL" EMPLOYEE MAY NOT BE CHANGED EXCEPT IN A WRITTEN DOCUMENT SIGNED BY THE PRESIDENT OF THE COMPANY. THIS HANDBOOK AND THE GUIDELINES, POLICIES, AND PROCEDURES CONTAINED HEREIN DO NOT IN ANY WAY ALTER THE "AT WILL" NATURE OF YOUR EMPLOYMENT. FURTHER, THIS HANDBOOK DOES NOT IN ANY WAY CONSTITUTE, AND SHOULD NOT BE CONSTRUED AS, A CONTRACT (EITHER EXPRESS OR IMPLIED) OR PROMISE OF EMPLOYMENT, NOR DOES IT OTHERWISE CREATE LEGALLY ENFORCEABLE OBLIGATIONS ON THE PART OF THE COMPANY.*

# *Motivate, Educate & Graduate!*

*We are. . .*

*Mature*

*Accountable*

*Valued*

*Educated*

*Resourceful*

*Independent*

*Confident*

*Kind*

*Successful*

## **EQUAL EMPLOYMENT**

MAVERICKS HIGH/MIE is committed to providing equal opportunity with respect to all of our employment practices, including selection, hiring, promotion, transfer, and compensation, to all qualified applicants and employees without regard to age, race, religion, color, gender, sexual orientation, national origin, ancestry, citizenship status, marital status, family status, disability or any other protected status in accordance with the requirements of all federal, state, and local laws. The Company is also committed to providing a work environment free of discrimination, and any form of harassment, based upon such protected status. Retaliation against anyone who complains of discrimination and/or harassment is also strictly prohibited. Violation of this policy will result in disciplinary actions which may include suspension with or without pay or termination.

MAVERICKS HIGH/MIE will make reasonable accommodations for disabled employees and will also make reasonable accommodations with respect to our employees' religious beliefs.

## **AMERICANS WITH DISABILITY ACT**

It is MAVERICKS HIGH/MIE's policy that we will not discriminate against qualified individuals with disabilities with regard to any aspect of their employment. MAVERICKS HIGH/MIE is committed to complying with the Americans with Disabilities Act of 1990 and its related Section 504 of the Rehabilitation Act of 1973, as applicable. MAVERICKS HIGH/MIE recognizes that some individuals may require accommodations at work. If you are currently disabled or become disabled during your employment, you should contact your supervisor or Human Resources to discuss reasonable accommodations that may enable you to perform the essential functions of your job.

In accordance with the American with Disabilities Act, employees with AIDS will be treated like any other ill employee. If the individual is fit to work, he or she will be provided with work in accordance with normal procedures. Usually, no special precautions in the workplace are indicated. However, employees with AIDS may request reasonable accommodation by contacting the Company's President. We are committed to safeguarding the health of all employees and maintaining productivity.

## **ANTI-HARASSMENT/NO RETALIATION POLICY**

MAVERICKS HIGH/MIE is committed to providing a work environment that is free of discrimination, including harassment. Thus, the Company maintains a strict policy prohibiting harassment on the basis of age, race, religion, color, gender, sexual orientation, national origin, ancestry, or disability, in any form, whether verbal, physical or visual, by any person – including any manager, supervisor, co-worker, agent of the company, or third party vendor, client, or customer.

Violations of this policy will subject an employee to disciplinary action, up to and including termination of employment. Harassment is defined as verbal, physical, or visual conduct which:

Has the purpose or effect of unreasonably interfering with an employee's work performance, or creates a hostile, intimidating or offensive work environment; or

An employee's submission to or rejection of such conduct is used as a basis of employment decisions affecting the employee; or

Denigrates or shows hostility or aversion toward an individual because of his/her protected status, or that of his/her relatives, friends or associates; or

An employee's submission to such conduct is implied or stated to be a term or condition of employment; or

Otherwise adversely affects an individual's employment opportunities.

Reporting: Employees are expected to inform others in the workplace whenever their conduct is unwelcome, offensive, inappropriate, or in poor taste. Therefore, employees who observe any harassing conduct are required to take any or all the following actions:

- Report the complaint immediately to immediate supervisor and/or School Administration (or directly to Human Resources if appropriate).
- Report the complaint to Human Resources if the employee is not satisfied with the outcome.
- The School Administrations is required to inform Human Resources and/or the Support Center immediately of the complaint.

Prohibited harassment includes, but is not limited to, epithets, slurs, negative stereotyping, or threatening, intimidating or hostile acts that relate to any protected status. Prohibited harassment also includes written or graphic material that is placed on walls, bulletin boards, computers, or elsewhere on Company premises, or circulated in the workplace. Any employee who engages in these types of prohibited conduct will be subject to disciplinary action, up to and including termination. MAVERICKS HIGH/MIE requires employees to come forward promptly and report any problems pursuant to this policy before the alleged offending behavior becomes severe or pervasive. In addition, MAVERICKS HIGH/MIE recognizes that there are times when questions or problems cannot be addressed through the normal communication and reporting process. When this happens, contact the Human Resources or the Deputy Superintendent, where all reported calls are anonymous. Violation of this policy will result in disciplinary actions which may include suspension with or without pay or termination.

### Sexual Harassment

While all harassment is prohibited at MAVERICKS HIGH/MIE, specific definitions of sexual harassment have been developed under the law. Sexual harassment is defined as:

- Unwelcome sexual advances or requests for sexual favors; and
- All other verbal, physical, or visual conduct of a sexual or otherwise offensive nature, particularly where:
  - (a) Submission to such conduct is made explicitly or implicitly a term or condition of employment;
  - (b) Submission or rejection of such conduct is used as a basis for decisions affecting an individual's employment; or
  - (c) Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment;

It is inappropriate to engage in sexual innuendo, suggestive comments, sexually oriented “kidding” or “teasing,” “practical jokes,” jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material; or unwelcome physical contact, such as patting, pinching, or brushing against another’s body, or other inappropriate touching (i.e., kissing, hugging, massaging, or sitting on laps).

An employee who believes he/she has been sexually or otherwise harassed by a member of the management team, co-worker, an agent of the company, or third party (such as a vendor, client, or customer) while on company premises or while working for the Company, must immediately inform that person that their comments or actions are offensive and ask them to stop such conduct. If the offensive conduct reoccurs, or if the situation is considered significant by the employee, the employee must immediately report the incident to his/her immediate supervisor and/or School Administration, to a member of the Support Center Management Team, or Human Resources, as the employee sees fit, to enable the Company to take prompt and appropriate action.

If the complaining employee feels that management has not properly responded to the situation, the employee is expected to inform succeeding levels of management, up to and including the Chief Executive Officer, or to pursue other alternative channels available under these policies.

Any supervisor or manager to whom a complaint is registered must report it immediately to Human Resources for the purpose of investigating the allegation appropriately and promptly.

If inappropriate conduct is found to have occurred, the offending person shall be disciplined up to and including discharge. Employees, who make a complaint or participate in any investigation of a complaint in good faith pursuant to this policy, shall not be subjected to any adverse action. Any complaint alleging retaliation because of the reporting of a violation of this policy or due to participation in an investigation of such a report must be promptly reported and will be investigated and resolved as described above. Individuals who retaliate against any person for complaining or for otherwise participating in an investigation of a complaint pursuant to this policy are subject to disciplinary action, up to and including termination.

## **WORKPLACE INVESTIGATIONS**

The ability to understand the business purpose of the investigation and the potential issues it may raise later. The step-by-step procedures will give some comfort in knowing what to do first to launch a workplace investigation. The steps provide consistency and prompt reporting action to the appropriate parties. The School Administration must have knowledge of company policies, procedures and practices.

**Applies To:** The procedures outlined below have been designed to assist the School Administration with the importance of launching a workplace investigation promptly and thoroughly. Following the procedures below assures that key steps are not missed. Remember, promptness is key!

### **Procedure:**

- School Administration immediately reports the incident to Human Resources the same day of the occurrence.
- Human Resources will provide direction to the investigation.
- Human Resources directs the next steps in the investigation: See Below
  - o Identify witnesses and documents
  - o Organize a list of questions
  - o Interview witnesses, complainant and the accused with a co-worker present (interviews are conducted separately; one at a time).
    - Emphasize confidentiality and no retaliation.
    - Identify all employees (at every level in the company) who may have information about the misconduct.
    - Ask the witness to write a statement about the relevant events.

Documentation of the interviews must be submitted to Human Resources promptly. Human Resources will advise on how to proceed. Outside agencies: School District, law enforcement, Department of Education, etc.

## **NON-EXEMPT EMPLOYEES (HOURLY)**

If you are classified as a non-exempt employee, you must maintain a record of the total hours you work each day. You must accurately record your hours in accordance with MAVERICKS HIGH/MIE's time keeping procedures. Your time record must accurately reflect all regular and overtime hours worked, any absences, late arrivals, early departures, and meal breaks. Employees are prohibited from performing any "off-the-clock" work. "Off-the-clock" work means work you may perform but fail to report.

It is a violation of company policy for any employee to falsify or alter his or her or another employee's time. It is also a serious violation of company policy for any employee or manager to instruct another employee to incorrectly or falsely report hours. If any member of the management team or employee instructs you to: 1) incorrectly or falsely under or over report your hours worked; or 2) alter another employee's time records to inaccurately or falsely report that employee's hours worked, you should report it **immediately** to your School Administration or Human Resources. A non-exempt (hourly) employee's 90-day probationary period starts the date employment begins. **Non-Exempt (Hourly) employees are paid for the hours they work and report and therefore must be responsible for recording their worked hours accurately. Any employee who fails to report or inaccurately reports any hours worked will be subject to disciplinary action, up to and including termination.**

## **EXEMPT EMPLOYEES**

Exempt employees are not entitled to overtime pay for hours worked in excess of forty (40) in a work week. As a general rule, exempt employees are paid a pre-determined salary for any work week in which they perform work, regardless of the quality of their performance, or the number of hours worked during that work week. However, an employee need not be paid for any work week in which the employee performs no work. This policy sets forth the circumstances when deductions can be made from an exempt employee's salary (in addition to tax withholdings, social security, Medicare, insurance contributions and other deductions authorized by the employee). Employees are advised to check their pay stubs and are required to report any mistakes to the Payroll Department. Inadvertent mistakes will be corrected promptly. The Fair Labor Standard Act states, an exempt employee is paid for the job he/she does and not for the hours he/she works. An exempt (salaried) employee's 90-day probationary period starts the date employment begins.

### **Permissible Deductions**

Federal wage-hour regulations permit the following deductions from an exempt employee's salary:

- The Company may deduct from an exempt employee's weekly salary for any full-day that the employee is absent from work for personal reasons, other than sickness or disability. If an exempt employee is absent for personal reasons, and uses an available paid personal or vacation day (PTO), the employee will be paid for that day. If, however, an exempt employee takes a personal day prior to eligibility for or after having exhausted his or her entitlement to personal and vacation days (PTO), the Company may deduct from the exempt employee's salary a full day of pay for each full-day absence.
- The Company may deduct from an exempt employee's weekly salary for any full day that the employee is absent from work for sickness or disability if the deduction is made in accordance with the Company's sick leave policy, short-term or long-term disability plans, state disability insurance law, workers' compensation law, or other Company practice of providing compensation for loss of salary occasioned by sickness or disability. The Company is not required to pay an employee's salary for full-day absences for which the employee receives compensation under the above plans, policies or practices. Further, deductions of such full day absences may be made for absences due to sickness or disability occurring before the employee has qualified for benefits under the applicable plan or policy and after he or she has exhausted the leave allowance under the plan or policy. An exempt employee who needs to miss work due to sickness or personal disability should speak with Human Resources regarding his or her possible entitlement to the continuation of a portion of his or her salary through the Company's short or long-term disability insurance policies.
- The Company may offset an exempt employee's salary by the amount of money received by that employee as jury fees, witness fees, or military pay for any particular work week. An employee receiving such fees or military pay must report this fact to Human Resources or Payroll.
- The Company may suspend an employee without pay, for any amount of time, without affecting the employee's exempt status, for a violation of safety rules of major significance to the Company. Such a violation of which would or could result in a serious citation under the Occupational Safety and Health Act.
- The Company may suspend an exempt employee from work without pay for one or more full days for serious workplace misconduct in violation of the Company's workplace conduct rules, including, but not limited to, violations of the Company's anti-discrimination, sexual harassment, workplace violence, and drug and alcohol policies.
- The Company is not required to pay the full salary of an exempt employee in his or her initial or terminal weeks of employment if that employee does not work for the entirety of those weeks. The Company will pro-rate the employee's salary, in these weeks, in proportion to the days for time worked.

- The Company may deduct from an exempt employee's weekly salary for time that the employee takes as unpaid leave under the Family and Medical Leave Act (whether it is a full-time, or intermittent leave or reduced schedule leave). For example, if an employee who usually works 40 hours per week takes 4 hours in intermittent leave time, the Company may reduce his or her weekly salary for that week by 10% percent. Employees should review the Company's Family and Medical Leave Act Policy (FMLA) for further information about such leaves of absence. FMLA 29 C.F.R. 541.602(b)(7) provides that : "(a)n employer is not required to pay the full salary for weeks in which an exempt employee takes unpaid leave under the Family and Medical Leave Act (FMLA). Rather, when an exempt employee takes unpaid leave under the FMLA, an employer may pay a proportionate part of the full salary for time actually worked.

Time off taken by exempt employees for partial day absences due to personal reasons, sickness or disability, jury duty, attendance as a witness, or military leave may be charged to an employee's vacation (PTO) or leave banks, but no deductions will be made to compensation. For example, if an exempt employee has PTO hours and takes 3 hours to go to the dentist or an appointment outside of work during a work day; you can always deduct from the PTO bank. If an employee does not have any time available, then, there is nothing to deduct. However, you cannot deduct from compensation for this type of partial day absence. Make up time must be made up within the pay period or disciplinary action will be taken up to and including termination.

Should you have any questions with respect to MAVERICKS HIGH/MIE's policy, please contact your School Administration, Payroll or Human Resources.

## **PAYROLL/HUMAN RESOURCES**

### **REVIEW YOUR PAY CHECK**

We make every effort to ensure our employees are paid correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to our attention, we will promptly make any corrections necessary. Please review your pay check when you receive it to make sure it is correct. If you believe a mistake has occurred, or you have any questions please contact Payroll immediately.

### **PAY DEDUCTIONS**

The law requires that MAVERICKS HIGH/MIE make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. MAVERICKS HIGH/MIE also must deduct Social Security and Medicare taxes on each employee's earnings.

MAVERICKS HIGH/MIE offers programs and benefits beyond those required by law. Eligible employees may voluntarily authorize deductions from their paychecks to cover the costs of participation in these programs. (Example: Medical Plan Contribution). If you have questions concerning why deductions were made from your paycheck or how they were calculated, contact Payroll immediately.

### **DEDUCTIONS FROM EMPLOYEES**

It is the policy of MAVERICKS HIGH/MIE to fully comply with the law regarding deductions from the pay of employees. Improper deductions are specifically prohibited. If you believe that there has been an improper deduction made from your paycheck, please bring it to the attention of Payroll immediately. If it is found that an improper deduction has been made, it will be remedied immediately.

### Child Support Reporting Requirements

Federal and state laws require us to report basic information about new employees, including your name, address, and social security number to a state agency designated as the State Directory of New Hires. The state collects this information in an effort to enforce child support orders. Please be advised that if the state determines that you owe child support, it will send us an order requiring us to withhold money from your paycheck to pay your child support obligations. MAVERICKS HIGH/MIE is required to comply with such terms as a matter of federal and state laws.

### Garnishments

MAVERICKS HIGH/MIE will fully comply with all wage garnishments received. The wage garnishment remains in effect until the amount is fully paid or until the issuing party agrees to release (written documentation is required) the garnishment. MAVERICKS HIGH/MIE is required to comply with such terms as a matter of federal and state laws.

### **HOURS OF WORK**

MAVERICKS HIGH/MIE's schedules will be set depending on the job, and can only be changed with approval from your immediate supervisor and/or School Administration. From time to time, you may be required to work more than 40 hours in a work week on an as-needed basis approved by the School Administration. Non-Exempt Employees: Hours worked beyond the employee's work schedule, must be approved prior to working the time. Unauthorized overtime will result in disciplinary action up to and including termination. There is NO Comp Time (NO EXCEPTION).

Each employee, upon employment, will be assigned a specific schedule. However, schedules may be changed as necessary in the best interests of MAVERICKS HIGH/MIE. Employees are expected to have excellent attendance and to report to work on time.

When emergencies, illness or inclement weather necessitate unexpected absence from work, the employee has a responsibility to notify his/her immediate supervisor at least two (2) hours prior to the start of their shift. If a message is left with the Secretary or Receptionist, it is the employee's responsibility to call back within two (2) hours from the time the message was left to speak directly to their immediate supervisor regarding their unexpected absence. For whatever reason you are not successful in getting through to the school, please reach out to your School Leader directly. Failure to timely notify your immediate supervisor is grounds for disciplinary action up to and including termination.

### **OVERTIME – NON-EXEMPT EMPLOYEES (HOURLY)**

The normal MAVERICKS HIGH/MIE scheduled workweek is generally 40 hours. Every effort should be made to accomplish the Company's work during scheduled hours. However, situations occasionally occur when it is necessary to work overtime. Whenever possible, employees will be notified in advance if overtime is required. There are times, however, when the need for an employee to come early, stay late, or work on the weekend arises suddenly and advance notice is not possible.

Employees who are not exempt from the overtime provisions of the Fair Labor Standards Act are paid overtime for hours worked in excess of 40 hours per week. Overtime pay is based on actual hours worked. Vacation, holidays, leave of absence, or any other time not actually worked, will not be considered hours worked for purposes of performing overtime calculations.

Employees who work overtime without receiving prior authorization from the supervisor and/or School Administration may be subject to disciplinary action, up to and including termination of employment. All overtime hours must be recorded on company time records under no circumstances is an employee permitted to work off the clock. Employees are responsible for checking their own records for accuracy and should report any errors immediately.

**Volunteer Time: Time that is volunteered is unpaid time.** Applies to: Non-exempt and exempt employees. Outside volunteers must complete the “Volunteer Application,” pass the background clearance, drug screening and references must be completed before being considered

### **Violation of Policy**

Violations of this policy will result in appropriate disciplinary action, up to and including suspension without pay and immediate termination.

### **Anti-Retaliation**

The Company prohibits retaliation, in any form, against any Employee who makes a complaint under this Policy or participates in the Company’s investigation of such a complaint. In the event that an investigation establishes that a violation of the Policy has occurred, the Company will reimburse the employee for any amount owed and will take all appropriate corrective action to ensure that such errors or conduct does not occur again.

## **TIME RECORDS**

The attendance of all Employees is recorded daily and is submitted to payroll bi-weekly. Our attendance records are Company records, and care must be exercised in recording the hours worked, overtime hours, and absences. Each day, all employees must record the time the Employee starts and stops work on our timekeeping software. Each Employee is responsible for his or her own recordkeeping. Employees may not clock in or out for other employees. Once an employee clocks or signs in, work is to commence immediately. Failure to do so is considered falsification of timekeeping records.

The Company uses these time records to calculate non-exempt Employee’s compensation, so it is important to keep an accurate record of all hours worked. At the end of the work week, non-exempt Employees are required to review their time records for the week accurate reflection of all hours worked. Additionally, time records with overtime must be approved by a supervisor and must be submitted to the Payroll Department for the prior pay period by 10:00 on Tuesday after payday for an Employee’s pay to be processed in time for payday.

Employees arriving to work earlier than their scheduled start time are not to clock in until they are ready to begin their work day and are to perform no work until the Employee has clocked in. Likewise, Employees concluding their work day earlier than their scheduled completion time must clock out when work has ceased for the day, even if this occurs prior to the scheduled time for work to end for the Employee, and the Employee is to perform no work after the Employee has clocked out. Employees are required to clock out at the completion of their work day, even though they may continue to remain in the workplace beyond their scheduled completion time for personal reasons. The Company is committed to compensating its Employees for all hours worked, and therefore, it is imperative that the Employee help to ensure that our time records are accurate.

Employees must contact their School Administration to advise of late arrival time or to request to leave earlier than their scheduled completion time. If an Employee forgets to clock or sign in or out, he or she must notify their School Administration of the correct time that the Employee should have clocked in or out, so the time may be accurately recorded for Payroll. Any inaccuracies in the time records must be immediately reported to the Payroll Department. It is the Employee’s responsibility to check his or her time records for accurateness. The Company will immediately correct any errors brought to it attention.

Exempt employees are required to sign in or out; however, vacation and sick days (PTO) must be recorded on the Company’s timekeeping software.

## **BREAK (MEALS)**

Employees are expected to take their regular lunch break whenever possible, but most break or lunch break are usually assigned. Lunch breaks are usually for thirty (30) minutes, subject to the needs of the Company. Your School Administration will inform you of your time slot for taking a lunch break. Employees are not permitted to eat lunch at their desk or while performing any work. Lunch breaks must be accurately recorded on the Company's time records. If business necessity dictates, as determined solely by School Administration, that an Employee must be called back from a lunch break resulting in the Employee receiving less than a thirty (30) minute break, the hourly Employee will be compensated for that time.

Nursing mothers needing time to express breast milk should make arrangements with their School Administration or Human Resources Department for appropriate breaks for that purpose.

Additionally, for every 4 hours worked, one paid fifteen (15) minute break shall be permitted in the afternoon, for which the Employee is not required to clock out. Employees must not all take breaks simultaneously. Break times will be assigned by the School Administration. The Employee is expected to work at all other times during the Employee's scheduled work day, other than during a meal break.

### **Violation of Policy**

Violations of this policy will result in appropriate disciplinary action, up to and including suspension without pay and immediate termination.

### **Anti-Retaliation**

The Company prohibits retaliation, in any form, against any Employee who makes a complaint under this Policy or participates in the Company's investigation of such a complaint. In the event that an investigation establishes that a violation of the Policy has occurred, the Company will reimburse the employee for any amount owed and will take all appropriate corrective action to ensure that such errors or conduct does not occur again.

## **EMPLOYMENT OF MINORS**

The company will fully comply with the Child Labor provisions of the Fair Labor Standard Act and applicable state statutes that govern the employment of minors.

## **PERSONNEL FILES**

The Human Resources department maintains a personnel and confidential files on each employee. Personnel and confidential files are the property of MAVERICKS HIGH/MIE, and access to the information is restricted. Generally, only management personnel who have a legitimate reason to review information in a file are allowed to do so. Management personnel and designated staff only have access to their staff files (personnel files, confidential files and HR Compliance Binder). With reasonable written advance notice, current employees may review their own personnel files with their School Administration. Personnel files may not be copied or taken off premises.

## **PERSONAL DATA CHANGES**

It is the responsibility of each employee to promptly notify MAVERICKS HIGH/MIE of any changes in personal data. Personal mailing addresses, telephone numbers, names of dependents, individuals to be contacted in the event of emergency, educational accomplishments, and other such status reports should be kept accurate and current at all times at no given time.

## **PERFORMANCE EVALUATIONS (i OBSERVATION)**

All MAVERICKS HIGH/MIE staff members are evaluated using the state approved iObservation (Learning Sciences/Marzano) evaluation tool. This tool consists of individual Growth Plans, Classroom Walk Through, Observations, and evaluations conducted throughout the year.

All original, signed documentation will be forwarded to Human Resources for inclusion into the employee's personnel file, and a copy will be kept at the school. Any documentation placed in the personnel file becomes the property of MAVERICKS HIGH/MIE.

## **PERFORMANCE MANAGEMENT**

All employees are required to meet MAVERICKS HIGH/MIE expectations and standards of performance in order to ensure a productive, safe, and harmonious workplace. If an employee performance, behavior or conduct does not meet MAVERICKS HIGH/MIE expectations and standards, MAVERICKS HIGH/MIE may use various performance management approaches to motivate the employee to participate and resolve any performance, behavior or conduct concerns. Employment with MAVERICKS HIGH/MIE is "at will", and either the employee or MAVERICKS HIGH/MIE may terminate their employment relationship at any time, with or without notice and with or without cause.

### *Disciplinary Actions*

Progressive discipline is a series of disciplinary actions, corrective in nature, taken to provide employees the opportunity to improve job performance/behavior. Progressive discipline is not required for any employee that is within their initial 30-day employment period.

MAVERICKS HIGH/MIE may decide, in its sole discretion, that some or all of the steps in the disciplinary action process should not be followed and that immediate corrective action, including termination of employment is necessary based on the totality and/or severity of circumstances. As such, Progressive Discipline is encouraged, but not required, for all employees.

The levels of progressive discipline are as follows:

Verbal counseling: This is the least severe type of disciplinary action. The purpose is to officially call to the attention of the employee, performance/behavior for which he/she is being disciplined. Documentation: Email, verbal counseling form, or memorandum acceptable. A copy is submitted to Human Resources and copy kept at the school.

Written counseling: This is more a severe level disciplinary action. Documentation: Corrective Action Form. A copy is submitted to Human Resources and copy kept at the school.

Final Written counseling: This reprimand is the final opportunity given to an employee to improve the performance/behavior or conduct before proceeding to termination. Documentation: Corrective Action Form. A copy is submitted to Human Resources and copy kept at the school.

Dismissal from employment: Personnel Action Form (PAF) and Termination Checklist are completed and submitted to Human Resources and a copy kept at the school. Most times, MAVERICKS HIGH/MIE gives the employee the option to resign his/her position as a courtesy.

Disciplinary documents will include the following information:

1. Description of the performance/behavior or policy violated;
2. A summary of facts related to the incident (dates, place, etc.);
3. Prior communication with the employee regarding any performance, behavior or conduct issues (may be verbal counseling, performance/corrective action or performance evaluation);
4. An action plan for improvement (Corrective Action)
5. Consequences of not improving the performance or correcting the behavior;
6. Employee's statement: The employee can make a written statement, if he/she desires.

All original signed disciplinary documents will be forwarded to Human Resources for inclusion into the employee's personnel file, and a copy will be kept at the school.

## **PERFORMANCE IMPROVEMENT**

Performance evaluation (iObservation) will assess and identify the need of a performance improvement plan to correct specific areas of performance. Performance improvement plans can be used when an employee fails to meet any element of their job performance. The purpose of the plan for improvement is to assist the employee in understanding the performance problem and provide guidelines, requirements and instructions to improve performance. Performance improvement plans should be approved by Human Resources prior to administering to the employee.

### *Corrective Action Plans*

Summary of the action: Action plans may be used to address the need for improvement regarding the administration or management of a department. The purpose of the action plan will be able to assist the School Administration by outlining the areas that require immediate action as well as a timeframe to complete the changes.

### *Documentation*

All documentation that relates to performance improvement (corrective action plans, performance improvement plans, and performance evaluations) becomes a part of the employee's personnel file and a copy kept at the school.

## **EMPLOYEE TERMINATION**

Unfortunately, termination of employment is an inevitable part of personnel activity at times within any organization.

MAVERICKS HIGH/MIE may schedule exit interviews at the time of employment (voluntary) termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, or return of Company property (See Exit Interview section). Suggestions, complaints, and questions can also be voiced.

Since employment with MAVERICKS HIGH/MIE is based on mutual consent, both the employee and MAVERICKS HIGH/MIE have the right to terminate employment "at-will", with or without cause and with or without notice, at any time. Employee benefits will be affected by employment termination in the following manner: Some benefits may be continued at the employee's expense (COBRA) and voluntary life insurance, if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions and limitations of such continuance.

The Company requests at least two (2) weeks written notice when an employee is voluntarily (resignation) leaving employment; however, the company governs the right to decide the last day of employment once placed on notice.

### Termination Processing Procedures:

The School Administration must notify the Human Resources department immediately of the termination. The Termination checklist along with the Personnel Action Form (PAF) must be completed and submitted to Human Resources and a copy kept at the school. Human Resources will direct and coordinate the termination procedure. All outstanding advances charged to the terminating employee will be deducted from the final paycheck by the payroll department. The employee's final payroll check will be mailed to his or her own address. The final check shall include all earned pay and any expenses due the employee.

### Types of Terminations

Resignation - Voluntary termination by the employee;

Dismissal - Involuntary termination for substandard performance or misconduct;

Layoff - Termination due to reduction of the work force or elimination of a position;

Non-renewal (similar to a dismissal) – Decision by School Administration not to renew the employee for the upcoming school year.

**SUSPENSION (UNPAID)** - Suspension or an investigative suspension may be used when an employee is temporarily released from his/her job duties. Suspension without pay may be justified when circumstances reasonably require an investigation of a serious incident in which the employee was allegedly involved. Unpaid suspension is determined by Human Resources or School Superintendent. A suspension may also be warranted when employee safety, welfare, or morale may be adversely affected if a suspension is not imposed. In addition, and with prior approval of the President, Chief of Operations, School Superintendent and Human Resources, suspension without pay is effective when the suspension commence until the suspension ends. A suspension is warranted if misconduct is proven as intentional violation of safety rules, fighting, and inappropriateness, drinking alcohol on the job or any FLDOE Code of Ethics violations. These examples do not limit management's use of suspension without pay in other appropriate circumstances, such as the need to investigate a serious incident. In implementing a suspension, a Personnel Action Form (PAF) must be completed detailing the incident and submitted to Human Resources (See Performance Management regarding suspension). In addition, health insurance is terminated once the suspension commences, where the employee can elect COBRA to avoid any interruptions in coverage. Such suspensions shall be in accordance with applicable wage and hour laws

### **EXIT INTERVIEWS**

Exit Interviews are only conducted on employees who have resigned and were laid off (voluntary termination). All Exit Interviews will be conducted by Human Resources. Exit Interviews are designed to retrieve honest and objective opinions regarding working conditions, compensation & benefits, supervision and overall satisfaction during the employee's employment at MAVERICKS HIGH/MIE. The feedback from our employees plays an important role in establishing and improving our goals as we continue to grow as an organization. Exit interviews can be conducted either via telephone or in person.

### **REHIRES**

All rehires are subject to MAVERICKS HIGH/MIE New Hire process regardless of the length of their break in service (includes background check and drug screening). Benefits eligibility rules will apply as they would with a new hire.

### **TRANSFERS**

MAVERICKS HIGH/MIE recognizes that employees in today's mobile society may seek job opportunities in, or transfers to, other department or schools of the Company. Requests by employees for such transfers will be considered by the Management team along with the needs of the Company and will be determined on a case-by-case basis. In addition, an employee must have one (1) year of service with Mavericks, cannot have any write-ups in the past year and no suspensions. Transfer requests must be submitted in written form to Human Resources. School Administration or Human Resources will notify the employee of approved or denied requests.

## **PROMOTIONS/DEMOTIONS**

A promotion is the movement of an employee from one position to another position in a higher level and salary range. Internal candidates shall be given preference for promotion opportunities over external candidates, when training, skills and ability for the position are otherwise equal.

A demotion is the movement of an employee from one position to another position in a lower level and salary range. Depending on management's decision, there may be times when an employee is demoted and the same salary remains in effect or salary could decrease to the approved budget salary.

## **EMPLOYMENT VERIFICATION**

MAVERICKS HIGH/MIE will NOT conduct any verbal employment verifications via telephone under any circumstances. Only faxed requests will be considered. NO EXCEPTIONS. The company will confirm dates employment and position. Salary is provided with the written consent of the employee.

## **CODE OF CONDUCT**

It is essential to the mission of MAVERICKS HIGH/MIE that employees conduct themselves professionally. As an integral member of MAVERICKS HIGH/MIE, you are expected to accept certain responsibilities, adhere to acceptable professional principles in matters of personal conduct, and exhibit a high degree of personal integrity at all times. This not only involves sincere respect for the rights and feelings of others, but also demands that in your work you refrain from any behavior that might be harmful to you, your coworkers, your students, and/or MAVERICKS HIGH/MIE, or that might be viewed unfavorably by the community in which you are employed.

Please keep in mind that your conduct reflects on MAVERICKS HIGH/MIE and you are; consequently, encouraged to observe the highest standards of professionalism at all times.

Employees will be expected to:

- comply with all policies contained within the personnel policies guide, operations manuals, and any other manual used in the course of an employee's job assignment or other procedural/policy manual
- comply with any applicable local, state and federal regulations, statutes, and guidelines
- comply with all MAVERICKS HIGH/MIE policies and federal laws regarding harassment
- comply with all Department of Education Principles of Professional Conduct
- comply with all School District policies which apply to Charter Schools
- treat each other, students, parents, and all other visitors on the campus with dignity and respect
- strive to build confidence and professionalism in every employee; act professional at all times
- provide a work environment free from harassment, retaliation and intimidation

Listed below are some of the standards of conduct of MAVERICKS HIGH/MIE; the list should not be viewed as being all-inclusive. Types of behavior and conduct expected by MAVERICKS HIGH/MIE include, but are not limited to, the following:

1. Provide accurate and truthful information on MAVERICKS HIGH/MIE employment forms or other MAVERICKS HIGH/MIE records or documents;
2. Avoid engaging in unnecessary or unauthorized use of MAVERICKS HIGH/MIE supplies for personal purposes;
3. Comply with a School Administration's reasonable, work-related instructions;
4. Do not engage in intentional misrepresentation of facts to School Administration, other MAVERICKS HIGH/MIE employees, parents, students, clients or customers in the conduct of MAVERICKS HIGH/MIE business;
5. Do not attempt to encourage or coerce a student to withhold information from the students' parent;
6. Do not attempt to encourage or coerce a student to engage in inappropriate behavior and/or activities;
7. Do not attempt to influence any student regarding political or religious doctrine or beliefs on a campus or MAVERICKS HIGH/MIE location;
8. Comply with the Company's Guidelines for working with MAVERICKS HIGH/MIE students; and in the spirit of teamwork, maintain an effective working relationship and good rapport with parents, the community, the School District, and colleagues, where appropriate.

#### Actions Resulting in Immediate Discharge

Actions which have a severely unfair or harmful impact on other employees or the Company will not be condoned and may result in discharge on the first occurrence. Some examples of such conduct are, but are not limited to:

- Breach of Confidentiality - Any employee who willfully divulges student and/or employee personal information;
- Violation of the Company's Internet Usage, Computer and Email in the Workplace Policy;
- Insubordination/Refusal to work – Refusal of an employee to carry out the instructions set forth in the job description and by School Administration;
- Destruction of Property – Intentionally damaging or defacing Company property or any other property located on Company premises;
- Removal of company property (personnel files, work-related binders, laptops, computers, or any electronic devices) from the premises is prohibited, and removal of other's personal property without permission is prohibited.
- Weapons – The possession of any weapon, for whatever reason, on Company property, or on Company business of any type;
- Intoxicants and Drugs – Possession, consumption, distribution, or being under the influence of intoxicants or drugs on Company property or on Company business of any type, or violation of the Drug-Free Workplace Policy;

- Dishonesty – Altering or falsifying Company records; directly lying to your School Administration, management or co-workers. Theft of personal or Company property;
- Violation of Safety Standards, or willfully rendering safety devices ineffective;
- Physical assault, fighting, threatening violence or intimidating others in the workplace;
- Negligence – Negligence in the performance of job duties resulting in damage to the Company, its property, its customers, its students, its visitors, or its employees – or other conduct which causes MAVERICKS HIGH/MIE to lose confidence in an employee’s ability to adequately perform his or her job;
- Leave the Company premises except at end of shifts or designated breaks and lunch without properly notifying management;
- Absent for a period of two (2) days without notifying management constitutes job abandonment and is considered a resignation;
- Omission or falsification of timekeeping records, or any other MAVERICKS HIGH/MIE documents or records;
- Borrowing money from students, parents, co-workers, vendors, and visitors;
- Giving money or wiring money to students, parents, co-workers, vendors, and visitors;
- Insubordinate acts or statements, or refusal to follow directions;
- Sleeping or giving the appearance of sleeping on duty;
- Inappropriateness towards students, co-workers, parents or visitors;
- Misconduct activities must be reported immediately to the School Administration and/or Human Resources.
- Engaging in a romantic and sexual relationship with a student or students.
- Violation of the Equal Employment, drug / alcohol or anti-harassment policy.
- Failure to Report Accidents – Failure of an employee to immediately report to his/her School Administration any personal injury resulting from an on-the-job work situation.
- Other conduct or action which is found, in the sole discretion of the Company, to not be in the best interests of MAVERICKS HIGH/MIE.

Actions Normally Resulting in Warning Prior to Discharge

For actions usually less severely negative in their impact, except in their repeated occurrence or under unusual circumstances, employees will normally receive progressive discipline prior to discharge. (The Company reserves the right to discharge for the first offense if, in the sole discretion of the Company, such action is appropriate.) Some examples of such actions are:

- Excessive Absenteeism – Absence without justifiable cause or chronic absenteeism for any reason.
- Tardiness – Chronic or unauthorized lateness to work.
- Non-willful security violations.
- Poor Housekeeping – Failure to maintain a clean and orderly personal work area.
- Smoking in non-designated areas.
- Not following the proper chain of command.
- Abusive Language or Actions – The use of profane language and other forms of disorderly conduct or disturbance, if minor.
- Refusal to leave the work area of another employee upon request.
- Non-willful safety violations; non-willful security violations - Not working safely, not maintaining safety devices, not notifying management of unsafe conditions, not following safe lifting procedures.
- Policy Violations – violating any minor Company policy or procedure not specifically designated herein.
- No employee is allowed to transport students in personal vehicles at any given time before, during or after school hours.
- Not following safety procedures/guidelines while putting yourself and others at risk.

**Violation of Policy**

Violations of this policy will result in appropriate disciplinary action, up to and including suspension without pay and immediate termination.

**Anti-Retaliation**

The Company prohibits retaliation, in any form, against any Employee who makes a complaint under this Policy or participates in the Company’s investigation of such a complaint. In the event that an investigation establishes that a violation of the Policy has occurred, the Company will reimburse the employee for any amount owed and will take all appropriate corrective action to ensure that such errors or conduct does not occur again.

**BULLYING AND HARASSMENT**

To assist Districts in developing policies prohibiting bullying and harassment, the Department of Education has developed a model policy for School Districts to follow.

1. This section may be cited as the “Jeffrey Johnston Stand Up and All Students Act.”
2. Bullying or harassment of any student or employee of a public K-12 education institution is prohibited.
  - a. During any education program or activity conducted by a public K-12 educational institution;
  - b. During any school-related or school-sponsored program or activity or on a school bus of a public K-12 educational institution; or
  - c. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 educational institution.

3. For purposes of this section:
  - a. “Bullying” means systematically and chronically inflicting physical hurt or psychological distress on one or more students and may involve:
    - i. Teasing;
    - ii. Social exclusion;
    - iii. Threat
    - iv. Intimidation;
    - v. Stalking;
    - vi. Physical violence’
    - vii. Theft;
    - viii. Sexual, religious, or racial harassment
    - ix. Public humiliation; or
    - x. Destruction of property
  - b. “Harassment” means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that:
    - i. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
    - ii. Has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits, or
    - iii. Has the effect of substantially disrupting the orderly operation of a school.
  - c. Definitions in s.815.03 and the definition in s.784.048(l) (d) relating to stalking are applicable to the section:
  - d. The definitions of “bullying” and “harassment” include:
    - i. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
    - ii. Perpetuation of conduct listed in paragraph (a) or paragraph (b) by an individual or group with intent to demean, dehumanize, embarrass, or cause physical harm to a student or school employee by:
      1. Incitement or coercion;
      2. Accessing or knowingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District School system or company system to the effect of bullying or harassment.

A school employee, school volunteer, student, or parent who promptly reports in good faith as act of bullying or harassment to the appropriate school official designated in the school district’s policy, and who makes this report in compliance with procedures set forth in the policy, is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary actions initiated under this section. This section does not apply to any person who uses data or computer software that is accessed through a computer, computer system, or computer network when acting within the scope of his or her lawful employment or investigating a violation of this section in accordance with school district policy.

## **EMPLOYEE BENEFITS**

### **PAID TIME OFF (PTO) POLICY**

MAVERICKS HIGH/MIE provides paid leave to full-time active employees who satisfy the eligibility requirements set forth below. Paid Time Off (PTO) may be utilized for approved time taken from work (vacation, sick and personal leave).

School year: July 1<sup>st</sup> – June 30<sup>th</sup>

#### **PTO Schedule for Full-Time Employees ONLY – see below**

Employees may earn up to a designated amount of days, depending on their category, per school year pursuant to the following schedule.

Instructional: Five (5) days annually (see details below).

Administrative & Support: Seven (7) days annually (see details below).

Instructional = Teachers and Academic Coaches

Administrative & Support = Data Coordinators, Academic Advisors, Career Coordinator, School Leaders, Assistant School Leader, Deans, Secretaries, ESE Specialists and Admissions/Family Coordinators.

*Part-Time, Temporary & Contract Employees are not eligible for Paid Time Off (PTO)*

All PTO hours must be taken before June 30th or time will be forfeited. **NO PTO ROLLOVER!**

#### **Instructional: PTO time is accrued at the end of each quarter.**

- Available July 1st One (1) PTO day; hired prior to July
- July – September PTO days eligible: 1 day; available to use October 1st
- October – December PTO days eligible: 2 days; available to use January 1st
- January – March PTO days eligible: 1 day; available to use April 1st

#### **Administrative & Support: PTO time is accrued at the end of each quarter.**

- Available July 1st One (1) PTO day; hired prior to July
- July – September PTO days eligible: 2 days; available to use October 1st
- October – December PTO days eligible: 2 days; available to use January 1st
- January – March PTO days eligible: 2 days; available to use April 1st

#### **Student Critical Dates 2014-2015:**

- October 2nd – October 23rd FOCUS: TESTING & FTE WINDOW
- January 29th – March 4th FOCUS: FTE WINDOW
- March 28th – April 22nd FOCUS: TESTING & GRADUATION PREPARATIONS

**NOTE: During FTE, FCAT and Graduation periods, no time away from work will be granted unless for sickness or disability, death in the family, professional development, jury duty or a mandatory court appearance. Documentation must be provided for reason away from work when the employee returns. If an employee takes off during this critical period without approval, disciplinary action may be taken up to and including termination.**

**Procedures**

- Employees are responsible for scheduling their time away from work at least two (2) weeks in advance or as soon as time permits; one (1) day is not acceptable.
  
- For an illness or personal time, the employee must notify the School Administration at least two (2) hours prior to the employee’s normal start time. If a message is left, the employee is responsible to follow up within two (2) hours from the time the message was taken. If an employee is unable to get through to the school, he/she must contact their direct report immediately.
  
- Absence Report form must be completed and signed by the employee for planned and unplanned absences from work. In fact, an Absence Report must be completed anytime an employee is away from the work, even if it is Professional Development training or new Hire Orientation. Final approval by the School Administration is required for pre-planned absences for reason other than illnesses.
  
- Unpaid time off (no PTO available) must be approved by the School Administration.

**Important Points**

- Donating of PTO hours to another employee is not permitted.
  
- PTO is not counted as time worked when computing overtime.
  
- Absences without approval may result in disciplinary action up to and including termination.
  
- Signs of abuse of PTO (such as patterns – ex: call outs on a Monday and or Friday frequently) may result in disciplinary action up to and including termination.
  
- Once an employee has been approved for a leave under the Family & Medical Leave Act (FMLA), any available PTO hours will be used in conjunction with FMLA and or any other unpaid leave.
  
- PTO will not be used for any serious policy violations, such as the Code of Conduct policy or any work-related suspension.
  
- PTO Pay Out – Resignation: PTO will not be paid out at the end of employment and will be forfeited. Discharge: PTO will be paid at the end of employment, unless discharge is for cause.

**Note: This policy is subject to change at the discretion of Management at any given time. Rev. 7/1/2015.**

**VOTING**

MAVERICKS HIGH/MIE encourages all employees to vote. Please make plans to vote at your local precinct before or after scheduled work hours. Poll precincts are open from 7:00am thru 7:00pm.

## **JURY DUTY**

MAVERICKS HIGH/MIE encourages employees to fulfill their civic responsibilities by serving on jury duty when required. Jury duty will be paid up to a maximum of two (2) weeks. Beyond two (2) weeks, vacation hours (PTO) will be automatically used. Employees must show the jury duty summons to their School Administration as soon as possible so that the School Administration may make arrangements to accommodate their absence. Employees are expected to report to work whenever the court schedule permits.

Either MAVERICKS HIGH/MIE or the employee may request an excuse from jury duty if, in MAVERICKS IN EDUCATION's judgment, the employee's absence would create serious operational difficulties. PTO and holiday benefits will continue to accrue during paid jury duty leave. Employees are required to submit documentation from the court system justifying days out while on jury duty. Failure to produce the appropriate documentation is grounds for dismissal.

## **BEREAVEMENT LEAVE**

Up to three (3) working days (24 working hours) with pay for Full-time Employees may be granted only in the event of a death in an Employee's immediate family. Bereavement days will be taken consecutively. Additional time off must be approved by the School Administration. This benefit, granted in order to handle family affairs and attend the funeral, represents time actually lost from work and will not be paid for any day which the Employee is not regularly scheduled to work. Immediate family is defined as: spouse, children, step-children, parents, step-parents, grandparents, grandchildren, brothers and sisters, step-brothers and step-sisters, half brothers and half sisters, mother-in-law and father-in-law. Bereavement Leave will only be paid up to a maximum of two (2) events per year, or a total of six (6) working days (48 working hours) per year. Employees are required to submit documentation to justify requested bereavement days taken. Failure to produce the appropriate documentation is grounds for dismissal.

## **COMPANY HOLIDAYS**

MAVERICKS HIGH/MIE: Required to follow the School District's calendar schedule during the traditional school year which includes holidays and professional development days. (Early Release days are not honored due to the organization model). Employees must work the last scheduled day before a holiday and the first scheduled working day following the holiday to be eligible for holiday pay. If you are out sick or a child or spouse, a doctor's note is required before returning to work. MAVERICKS HIGH/MIE management team governs the right to schedule operational hours for all school during the summer months. **All school employees: Floating holiday is no longer available.**

MAVERICKS SUPPORT CENTER: Scheduled holidays for the MAVERICKS SUPPORT CENTER are as follows: New Year' Day, Martin Luther King Day, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Day, Day After Thanksgiving, Christmas Eve, Christmas Day and New Year's Eve. The floating holiday may be used for any day or holiday not recognized by MAVERICKS IN EDUCATION. The floating holiday must be scheduled and approved two (2) weeks in advance. Only one (1) floating holiday per year is allowed per employee, *may not* be carried over to the next year, and *may not* be used during the first 30 days of employment.

### Eligibility for Holiday Pay or Summer Break

- Full time (active) employees.
- Part-time employees (entitled to the number of hours they would have regularly worked).
- Temporary and/or contract employees are not eligible for holiday pay.

Scheduled work on holidays is discouraged since the company sees the purpose of holidays as a provision for employee relaxation. If a designated holiday falls within an employee's vacation period, the holiday is not considered a vacation day. Employees may take religious holidays not designated as a company holiday either as a vacation day (PTO) or without pay. Prior approval in advance must be obtained from the School Administration.

## **FAMILY MEDICAL LEAVE ACT (FMLA)**

### *General*

Eligible employees will be granted up to twelve (12) weeks of unpaid family, medical, or exigency leave during a 12-month period in accordance with the Family and Medical Leave Act (FMLA) of 1993. Eligible employees will be granted up to 26 workweeks of unpaid leave to care for a member of the Armed Forces, including a member of the National Guard or Reserves, who is a family member or next of kin, during a single 12-month period in accordance with the FMLA as amended from time to time.

### *Notice*

Employees need to provide the School Administration with no less than thirty (30) days written notice of their intent to take such leave when the leave is foreseeable. If such leave is unforeseeable, the employee shall provide notice as soon as possible after the employee learns of the need for the leave. Employees on approved family leave, medical leave, exigency leave, or service member leave with or without pay make at least monthly contact with their School Administration during their absence. Family Medical Leave runs concurrently with other leaves.

### *Eligibility*

To be eligible for family leave, medical leave, exigency leave, or service member leave, an employee must have been employed by MAVERICKS HIGH/MIE for at least twelve (12) months and must have worked for at least 1250 hours during the previous twelve (12)-month period.

In addition to the foregoing eligibility requirements, the employee must also show that the reason for the leave falls into one of the following categories:

1. For the birth of a son or daughter, and to care for the newborn child;
2. For the placement with the employee of a child for adoption or foster care, and to care for the newly placed child;
3. To care for an immediate family member (spouse, child, and parent) with a serious health condition; or
4. When the employee is unable to work because of a serious health condition.
5. To care for an injured or ill covered service member. The employee must be the family member or next of kin (nearest blood relative) of the covered service member. "Covered service member" means:
  - a. A member of the Armed Forces, including the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for an injury or illness incurred in the line of duty on covered active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) that may render the service member medically unfit to perform the duties of the service member's office, grade, rank or rating.
6. To address any qualifying exigency arising out of the fact that a spouse, child, or parent who is able a covered military member in the National Guard or Reserves or of a regular component of the Armed Forces when the covered service member is on covered active duty or called to covered active duty status. Additionally the call to active duty refers to a Federal call and not a State call, unless the State call was ordered by the President of the United States under certain circumstances.

Leave due to Birth, Adoption or Foster Care of a Child or Adult Child with a disability regardless of age of Child.

1. An eligible employee can take up to twelve (12) weeks of leave during a twelve (12)-month period measured forward from the first date family or medical leave is used. This applies equally to mothers and fathers. However, if both the mother and father are employed by MAVERICKS HIGH/MIE, the aggregate number of workweeks of leave that both can receive is limited to twelve (12) work weeks any twelve (12)-month period;
2. The entitlement to leave expires at the end of the twelve (12)-month period beginning on the date of the birth, or placement of a child;
  - a. Employees are also required to use their paid time off (PTO) before taking unpaid leave;
  - b. This type of leave (unpaid) shall not be taken by employees intermittently or on a reduced work schedule.

Leave due to serious health condition of the employee or to care for a family member having a serious health condition.

For purposes of this section, family member is defined as a spouse, parent, or child. Spouse is defined in accordance with applicable state law. Parent means a biological parent or an individual who legally stands or stood in the place of the biological parent. Child means a biological, adopted or foster child, a stepchild, a legal ward or child or a person standing in the place of the biological parent.

Serious health condition is defined as an illness, injury, impairment, or physical condition that involves:

1. Any period of incapacity or subsequent treatment connected with inpatient (overnight) care in a hospital, hospice, or residential medical care facility; includes physical and psychological care, comfort, and support or
2. A period of incapacity requiring absence of more than three consecutive, full calendar days from work, school, or other regular daily activities and any subsequent treatment or period of incapacity relating to the same condition that also involves:
  - a. Treatment two (2) or more times within thirty (30) days on incapacity, unless extenuating circumstances exist, by (or under supervision of) a health care provider; or
  - b. Treatment by a health care provider on at least one (1) occasion that results in a regimen of continuing treatment under supervision of a health care provider.
  - c. The first, or only, treatment visit under Subsections (a) or (b) must take place in person within seven (7) days of the first day of incapacity.
3. Any period of incapacity due to pregnancy, or for prenatal care;
4. Any period of incapacity (or treatment therefore) due to a chronic serious health condition, which is defined as:
  - a. A condition that requires visits at least two (2) times per year for treatment by (or under the supervision of) a health care provider;
  - b. Continues over an extended period of time, including episodes of a single underlying condition; and
  - c. May cause episodic rather than a continuing period of incapacity such as asthma, diabetes and epilepsy.
5. A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective such as Alzheimer's stroke, or terminal diseases;
6. Any absences for restorative surgery after an accident or injury or to receive multiple treatments (including any period of recovery there from) by, or on referral by, a health care provider for a condition that likely would result in incapacity of more than three (3) consecutive days if left untreated, such as chemotherapy, physical therapy, or dialysis.

An eligible employee can take up to twelve (12) weeks of leave during a twelve (12)-month period measured forward from the first date leave is used. Employees using FMLA leave for a serious health condition are required to exhaust their PTO time before FMLA leave becomes unpaid.

*Leave due to care for the serious injury or illness of a family member or next of kin who is a covered service member.*

For purposes of this section, family member is defined as a spouse, parent, or child. Spouse is defined in accordance with applicable state law. Parent means a biological parent or an individual who legally stands or stood in the place of the biological parent. Child means a biological, adopted or foster child, a stepchild, a legal ward or child of a person standing in the place of the biological parent. Next of kin is the nearest blood relative of the service member (other than the spouse, parent, or child of the covered service member) in the following order of priority: blood relative who has been granted legal custody of the covered service by court decree or statute; brothers and sisters; grandparents; aunts and uncles; and first cousins; unless the covered service member has specifically designated in writing another blood relative as the nearest blood relative for purposes of military caregiver leave under the FMLA.

An eligible employee can take up to twenty-six (26) weeks of leave during a single twelve (12)-month period measured forward from the first date service member leave is used to care for a family member or next of kin who is:

A member of the Armed Forces, including the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for an injury or illness incurred in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) that may render the service member medically unfit to perform the duties of the service member's office, grade, rank or rating. Outpatient status means the service member is presently assigned to a military treatment facility as an outpatient or is assigned to a unit established for the purpose of providing command and control of service members receiving medical care as outpatients.

1. During the single twelve (12)-month period, eligible employees are entitled to a combined total of twenty-six (26) workweeks of leave for all types of FMLA leave;
2. If both a husband and wife are employed by MAVERICKS HIGH/MIE, the aggregate number of workweeks of leave that both can receive is limited to twenty-six (26) workweeks during the single twelve (12)-month period of service member leave or a combination of service member leave and the other types of FMLA leave available;
3. If an eligible employee does not take all of his or her twenty-six (26) workweeks of leave entitlement under this section during the single twelve (12)-month period, the remaining part of the twenty-six (26) workweeks of leave entitlement is forfeited. However, the leave entitlement is applied on a per-covered service member, per-injury basis such that an eligible employee may be entitled to take more than one (1) period of twenty-six (26) workweeks of leave if the leave is to care for a different covered service member or to care for the same service member with a subsequent serious injury or illness, except that no more than twenty-six (26) workweeks of leave may be taken within any single twelve (12)-month period. When the eligible employee takes leave to care for more than one covered service member or for a subsequent serious injury or illness of the same covered service member, and the single twelve (12)-month periods corresponding to the different military caregiver leave entitlements overlap, the employee is limited to taking no more than twenty-six (26) workweeks of leave in each single twelve (12)-month period;
4. Where leave qualifies as both leave to care for a covered service member and leave to care for a family member with a serious health condition during the single twelve (12)-month period, MAVERICKS HIGH/MIE must designate such leave as leave to care for a covered service member in the first instance. This leave must not be designated and counted as both leave to care for a covered service member and leave to care for a family member with a serious health condition.

5. Service member leave may be taken intermittently or on a reduced leave schedule when medically necessary;
6. Employees using FMLA leave for service member leave are required to exhaust their Paid Time Off (PTO) before leave becomes unpaid.

Leave due to a qualifying exigency arising out of the fact that spouse, child or parent, who is also a National Guard or Reserve or a service member of a regular component of the Armed Forces, is on covered active duty or called to covered active duty status.

For purposes of this policy, a qualifying exigency is one that is related to, or necessitated by, the active duty or call to active duty status of a covered military member and is also one of the following:

1. Short-notice deployment;
  - a. Leave for this purpose may be used for seven (7) calendar days beginning on the date the covered military member is notified of an impending call or order to covered active duty.
  - b. Leave for this purpose is used to address issues that may arise from the fact that a covered active duty is seven (7) or less calendar days prior to the date of deployment.
2. Military events and related activities;
  - a. To attend any official ceremony, program, or event sponsored by the military; and
  - b. To attend family support or assistance programs and informational briefings sponsored or promoted by the military service organizations, or the American Red Cross.
3. Childcare and school activities;
  - a. To arrange for alternative childcare when the active duty or call to covered active duty status of a covered military member necessitates a change in the existing childcare arrangement for a child of a covered military member at the time FMLA leave is to commence;
  - b. To provide childcare on an urgent, immediate need basis (but not on a routine, regular or everyday basis);
  - c. To enroll in or transfer to a new school or day care facility a child of the covered military member when enrollment or transfer is necessitated by the active duty or call to covered active duty of a covered military member.
  - d. To attend meetings with staff at a school or a daycare facility, such as meetings with school officials regarding disciplinary measures, parent-teacher conferences, or meetings with school counselors, for a child of the covered military member.
4. Financial and legal arrangements;
  - a. To make or update financial or legal arrangements to address the covered military member's absence while on covered active duty or call to covered active duty status, such as preparing and executing financial and healthcare powers of attorney, transferring bank account signature authority, enrolling in the Defense Enrollment Eligibility Reporting System (DEERS), obtaining military identification cards, or preparing or updating a will or living trust.
  - b. To act as the covered military member's representative before a federal, state, or local agency for purposes of arranging or appealing military service benefits while the covered military member is on covered active duty or call to covered active duty status, and for a period of ninety (90) days following the termination of the covered military member's covered active duty status.

5. Counseling;
    - a. To attend counseling provided by someone other than a healthcare provider for:
      - i. The employee
      - ii. The covered military member; or
      - iii. The child of the covered military member;
  6. Rest and recuperation;
    - a. Leave may be taken for up to five (5) days for each instance of rest and recuperation.
    - b. To spend time with a covered military member who is on short-term, temporary, rest and recuperation leave during the period of deployment.
  7. Post-deployment activities;
    - a. To attend arrival ceremonies, reintegration briefings and events, and any other official ceremony or program sponsored by the military for a period of ninety (90) days following the termination of the covered military member's covered active duty status; and
    - b. To address issues that arise from the death of a covered military member while on covered active duty status, such as meeting and recovering the body of the covered military member and making funeral arrangements.
  8. Additional activities.
    - a. To address other events provided that the employer and employee agree that such leave shall qualify as an exigency, and agree to both the timing and duration of such leave.
- Leave taken due to a qualifying exigency may be taken on an intermittent or reduced leave schedule basis.
9. Definition of Covered Service member: Including veterans who are undergoing medical treatment, recuperations, or therapy for a serious injury or illness incurred or aggravated in the line of duty or active duty and that manifested before or after the veteran left active duty.
  10. Definition of a Covered Veteran: The final rule defines a covered veteran as a veteran who has been discharged or released under conditions other than dishonorable within the five-year period preceding the date the employee first takes military care giver leave to care for a veteran.

#### Medical Certification

The employee shall provide MAVERICKS HIGH/MIE Human Resource department with complete and sufficient certification of the need for leave from the health care provider of the employee, family member, or covered service member within fifteen (15) days of notification of the need for leave.

The certification shall state:

1. Health care provider contact information
2. The date on which the serious health condition began;
3. The probable duration of the condition;
4. The appropriate medical facts of the condition
5. If the patient is the employee, information sufficient to establish the employee cannot perform the essential of the job, any other work restrictions, and the duration of the inability;
6. For family leave or service member leave, a statement that the employee is needed to care for the family member and an estimate of the amount of time that such care is needed; and,
7. The medical necessity of any intermittent leave request and estimate of the frequency and duration of episodes of incapacity.

MAVERICKS HIGH/MIE shall provide the appropriate form to be used for all employees requesting FMLA leave. When the certification is returned incomplete or insufficient, MAVERICKS HIGH/MIE will notify the employee in writing what additional information is necessary. A certification is not sufficient if it is complete, but the information provided is vague, ambiguous, or non-responsive. MAVERICKS HIGH/MIE will give the employee seven (7) calendar days to correct an incomplete or insufficient certification.

The certification shall be signed by the health care provider responsible for providing such services and not by a staff member employed by the health care provider.

The employee will be required to submit a medical recertification if any of the following occurs:

1. The employee's own, their immediate family member's or covered service member's medical condition or duration or frequency of absences changes significantly;
2. After six (6) months of the date the most recent medical certification that was completed by the attending physician, in connection with an absence by the employee;
3. MAVERICKS HIGH/MIE receives information that casts doubt upon the stated reason for the absence or the continuing validity of the certification;
4. The employee's need for leave extends beyond the time their own, their immediate family member's or covered service member's health care provider indicates on the most recent medical certification;
5. A qualifying exigency arises out of a different covered active duty or call to covered active duty status of the same or different covered military member; or,
6. The employee's need for leave due to the employee's own serious health condition, or the serious health condition of a covered family member, lasts beyond a single leave year.

MAVERICKS HIGH/MIE may require that the employee obtain the opinion of a second health care provider only if the first certification completed casts doubt upon the stated reason for the absence. Employees failing to provide complete and sufficient certifications as required, and after any opportunity to correct, may be denied the taking of FMLA leave.

#### Intermittent or reduced work week leave

Leave can be taken intermittently or on a reduced work schedule when medically necessary or as a result of a qualifying exigency. The taking of the leave intermittently or on a reduced work schedule shall not reduce the total amount of leave to which the employee is entitled. However, the employee must provide a certification from the health care provider stating that the employee's reduced work schedule is necessary and the expected duration and schedule of the intermittent leave or reduced work schedule when intermittent leave is medically necessary. Such certification must also include the information listed under the foregoing "Medical Certification" section and shall also be signed by the health care provider for providing such services and not by a staff member employed by the health care provider.

If an employee requests intermittent leave or leave on a reduced work schedule that is foreseeable based on a planned medical treatment, the employee:

1. Must make reasonable efforts to schedule the treatment so as not to unduly disrupt operations.
2. May be required to transfer temporarily to an available alternative position (for which they are qualified) which has an equivalent pay and benefits and which better accommodates recurring periods of leave than the regular position of the employee.

#### Health Insurance during FMLA Leave

If the employee is unable to pay their health insurance premiums while on leave, there will be an arrangement pay-back schedule set up to assure owed health insurance premiums are paid. If the employee refuses to pay back the health insurance premiums owed, their health insurance benefits will be terminated dated back to the premium due date.

If an employee is provided group health insurance, the employee is entitled to the continuation of the group health insurance coverage during FMLA leave on the same terms as if he or she had continued to work. If family member coverage is provided to an employee, family member coverage must be maintained during the FMLA leave. The employee must continue to make any normal contributions to the cost of the insurance premiums.

If paid leave is substituted for FMLA leave, the employee's share of group health plan premiums must be paid by the method normally used during paid leave (usually payroll deduction). An employee on an unpaid FMLA leave must make arrangements to pay the normal employee portion of the insurance premiums in order to maintain insurance coverage. If the employee's premium payment is more than 30 days late, the employee's coverage may be dropped unless the employer has a policy of allowing a longer grace period. The employer must provide written notice to the employee that the payment has not been received and allow at least 15 days after the date of the letter before coverage stops.

In some instances, an employer may choose to pay the employee's portion premium, for example, in order to ensure that it can provide the employee with equivalent benefits upon return from FMLA leave. In that case, the employer may require the employees to repay these amounts. In addition, the employer may require the employee to repay the employer's share of the premium payment if the employee fails to return to work following the FMLA leave unless the employee does not return because of circumstances that are beyond the employee's control, including a FMLA-qualifying medical condition.

#### *Return from FMLA*

Employees returning from FMLA leave to his/her same position or an equivalent position even if employee has been replaced are required to submit a doctor's release note prior to returning to work or on the actual day he/she returns to work. The employer may require employees who take FMLA leave to submit a certification from their health care provider that the employee is able to resume work.

An employee who accepts other employment, or who fails to return to work on the next regularly scheduled work day following the expiration of the leave, or who does not accept a position offered by MAVERICKS HIGH/MIE when returning from a leave, will be considered to have voluntarily resigned from their employment.

#### *Employee Responsibilities*

1. Request leave in writing and submit a health care providers' (WH-380 form & GINA forms - see HR) statement verifying the need for leave at least thirty (30) days prior to the intended commencement of the leave when possible.
2. Regarding benefit premiums – contact Human Resources
3. Periodically, at least every thirty (30) days or more often as directed by the human resource department given the facts and circumstances of the situation, advise supervisor of status of leave and projected return to work date.
4. Provide advance notice of at least two (2) days for any changes in return to work date.
5. Provide a doctor's release statement upon return to work.  
NOTE: A spouse may take leave to care for pregnant wife and to care for a newborn. If both spouses are employed by the same employer, both can take a combination of the entitled 12 work weeks of FMLA. Ex: One spouse may take 3 weeks and the other 9 weeks.

#### *Human Resources Responsibilities*

1. Designate and track leave as FMLA and ensure all communications with an employee on FMLA are delivered in writing.
2. Notify the School Administration of FMLA eligibility, start date of the leave and twelve (12) or twenty-six (26) week ending date.
3. Track leave time and dates
4. Communicate with employee regarding health insurance
5. As appropriate, verify of exigency leave when the reason for such leave involves meeting with a third party.
6. As appropriate, verification through the Department of Defense that the covered service member is on covered active duty or called to covered active duty.
7. If applicable, communicate with employees' or family members' health care provider for clarification and authentication of certification after employee has had an opportunity to cure the deficiencies and after the employee has voluntarily authorized Human Resources to clarify the certification with the health care provider.
8. Verify medical certification meets eligibility requirements for a qualifying condition under FMLA.

9. Collect and verify return to work documentation.
10. Ensure compliance of all FMLA regulations.
11. Assist employees and management in understanding policy, paper work and requirements.
12. Salary PTO: If a salary increase occurs during the period, the employee is out on an approved FMLA leave, pay and PTO time will be deferred by the length of time of the leave.
13. PTO: When an employee returns from an approved leave (FMLA or personal), PTO will be deferred by the length of time of the leave.

#### *School Administration Responsibilities*

1. Notify Human Resources of any unforeseen circumstances of any employee that may fall under FMLA.
2. Notify Human Resources if you receive any updated information for the employee regarding their leave or return to work status.
3. Ensure proper documentation has been received in Human Resources prior to allowing an employee to return to work.

NOTE: Employee cannot be retaliated against for exercising their rights under the FMLA (29 U.S.C. 2617)

### **PERSONAL LEAVE**

Should a situation arise that temporarily prevents an employee from working, he or she may be eligible for a personal Leave of Absence. However, employees must be employed for at least three (3) months prior to the requested leave. A personal leave may be granted for a period of up to 30 days once within a 24 month period. Any request for a leave of absence must be submitted in writing to the School Administration as far in advance as possible and it will be reviewed on a case-by-case basis by the Deputy Superintendent and Human Resources. The decision to approve or disapprove is based on the circumstances, the length of time requested, the employee's job performance and attendance and punctuality record, the reasons for the leave, the effect the employee's absence will have on the work in the department and the expectation that the employee will return to work when the leave expires. Employees are required to exhaust any available PTO time during their personal leave before the leave becomes unpaid.

#### *Continuing Benefit Plan Coverage*

While on a personal leave of absence, the employee will be provided COBRA information while out on personal leave. If an employee is out on an unpaid administrative leave, COBRA information will be sent to employee for continued coverage. Please contact Human Resources for further clarification.

Unemployment insurance benefits cannot be collected while on a leave of absence.

#### *Salary and PTO Time*

If salary increases occur during the period the employee is out on personal leave, pay will be deferred by the length of time of the leave. PTO time will be deferred by the length of the leave.

#### *Returning/Not Returning From a Leave*

Due to the nature of our business, MAVERICKS HIGH/MIE cannot guarantee either that an employee's job will remain available or that a comparable position will exist when return from leave. When an employee is ready to return from a leave of absence, MAVERICKS HIGH/MIE will attempt to reinstate the employee to his or her former position or to one with similar responsibilities. If the position or similar position is not available, the employee will be terminated.

## **MILITARY LEAVE**

Non-exempt: Unpaid

Exempt: Paid unless out for a full work week

For exempt employees, military leave of absence may be unpaid for full workweeks; in a partial workweek exempt employee works Monday and Tuesday and is on military leave for Wednesday through Friday, an employer cannot dock the exempt employee's pay due to the salary basis requirement.

For more details, please go to - [http://www.dol.gov/whd/overtime/fs17g\\_salary.pdf](http://www.dol.gov/whd/overtime/fs17g_salary.pdf)

Upon request, employees are eligible for an unpaid leave of absence to serve in the active or reserve military services of the United States or to attend United States military service school in accordance with applicable federal and state laws. The Company complies with the Uniform Service Employment and Re-employment Rights Act (USERRA). USERRA applies to all employees who voluntarily perform services in the Armed Forces, Army National Guard, Public Health Services, or any other category of service designated by the President in time of war or emergency. If an employee receives military pay for a partial work week, an employer can offset the employee's regular pay by what the employee receives in military pay.

The following guidelines will be followed for an employee requesting a leave of absence:

- Employees are required to give the Company advanced written or verbal notice of any absence for military service unless circumstances make it unreasonable or impossible to do so.
- Employees may use any accrued vacation or other paid leave during the military leave or the employee may request not to use PTO during the leave.
- After the conclusion of their military service, employees must report to the Company, or submit an application for re-employment with a prescribed timeframe, which varies depending on the length of the leave of absence.
- Employees are entitled to take a cumulative leave of absence due to military service for up to five (5) years. (This includes previous leave absences).

Employees eligible for vacation (PTO) or other paid leave time should contact their supervisor or Human Resources for specific details.

Subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible, health insurance benefits will be provided by MAVERICKS HIGH/MIE until the end of the month the military leave begins if the leave is longer than two weeks. At that time, the employee will become responsible for the full costs of these benefits if he/she wishes coverage to continue. When the employee returns from military leave, MAVERICKS HIGH/MIE will again provide benefits according to the applicable plans.

Benefit accruals, such as vacation (PTO) or holiday benefits will be suspended during the leave and will resume upon the employee's return to active employment.

Upon return from extended military leave, MAVERICKS HIGH/MIE will comply with all applicable laws with regard to returning eligible employees to their previous position or a comparable one. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service, such as the rate of vacation accrual and any job seniority rights.

## **MILITARY CAREGIVER LEAVE**

- 26 work weeks of leave during a single 12 month period to care for a covered service member with a serious injury or illness.
- Employee must be the son, daughter, spouse, parent, or the "next of kin" of covered service member.

## **HEALTH BENEFITS CONTINUATION (COBRA)**

The Federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the company's health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at the company's group rates plus an administration fee. MAVERICKS HIGH/MIE provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the company's health insurance plan. The notice contains important information about the employee's rights and obligations.

## **ADDITIONAL EMPLOYEE BENEFITS**

MAVERICKS HIGH may offer employees additional benefits which may include, (Short Term & Long Term Disability, Personal Illness, Hospitalization, Wellness & Cancer Insurance Program), Dental, Vision, Life Insurance, Cafeteria Plan, Accidental Death and Dismemberment, Critical Illness Plan, 401(k) retirement program, Employee Assistance Program - EAP, and other ancillary benefits.

## **WHAT MAVERICKS EXPECT OF YOU**

### **DRUG-FREE WORKPLACE POLICY**

#### **Introduction**

MAVERICKS HIGH/MIE believes that drugs (including alcohol), taken for non-medical purposes, have no place on the job. An employee's use of drugs and/or alcohol subjects the employee, co-workers and the public to unacceptable safety risks; impairs the employee's ability to perform on the job; and undermines the Company's ability to operate effectively and efficiently. Accordingly, the Company has implemented a drug-free workplace policy consistent with federal law and Section 440.101 et seq., Florida Statutes (1997) and Title 34, Chapter 9. It is a condition of employment that all employees abide by this policy concerning drugs and alcohol. Employees and School Administration will be required to participate in a Drug and Alcohol Free awareness program on an annual basis.

Taking or being under the influence of any controlled substance or intoxicant, without a prescription, during work time -- on or off the Company's premises -- will not be tolerated. Manufacturing, distributing, dispensing, possessing, selling, or using any nonprescription controlled substance or intoxicant during work time -- on or off Company premises -- is strictly prohibited. This prohibition also applies to alcohol and the misuse or abuse of prescription and/or over-the-counter drugs.

Employees who violate this rule will be subject to discipline, up to and including termination, and may forfeit eligibility for medical and indemnity benefits and/or unemployment compensation benefits. At its discretion, the Company may require employees who violate this policy to successfully complete a drug or alcohol abuse assistance or rehabilitation program, at the employee's own expense, as a condition of their continued employment.

Employees who are taking prescription or nonprescription drugs which could affect their ability to perform their job in a safe and efficient manner must notify their School Administration of this fact.

## Drug & Alcohol Testing Policy

In order to maintain a drug and alcohol free work environment and in accordance with the Drug-Free Workplace Program the Company will test for the presence of drugs and/or alcohol in the following circumstances:

- Pre-Employment: All job applicants who have been offered a position of employment must submit to a drug and/or alcohol test before beginning employment or work for the Company.
- Random: The Company reserves the right to utilize random testing in the future at its discretion.
- Reasonable Suspicion: Employees, who are determined to be under reasonable suspicion of drug or alcohol use, will be required to submit to a drug and/or alcohol test.

The following is a list of some but not all circumstances that could be indicators of a substance abuse problem and considered reasonable suspicion:

- observed alcohol or drug abuse during work hours on Company premises;
  - apparent physical state of impairment;
  - incoherent mental state;
  - marked changes in personal behavior that are otherwise unexplainable;
  - deteriorating work performance that is not attributable to other factors; and
  - accidents, on-the-job injuries, or other actions that provide reasonable cause to believe the employee may be under the influence of drugs or alcohol, or that result in off-premises medical attention to the employee, injury to others, or property damage in excess of \$250.00 dollars.
- Fitness-For-Duty: All employees who are subject to routine fitness for duty medical examinations must take a drug and/or alcohol test as part of their medical examination at management's discretion.
  - Follow-up: All employees who have entered an employee assistance program or rehabilitation program for drug and/or alcohol abuse must take drug and/or alcohol tests on a quarterly, semi-annual or annual basis for two years after return to work. This requirement may be waived in the sole discretion of the Company in cases where an employee voluntarily enters a drug treatment program before disciplinary action has been taken.
  - Post Accident or Injury: All employees who are involved in an accident or injury to an employee which requires medical treatment occurring while at work which was caused by, contributed to by, or involved an employee must take a drug and/or alcohol test after administration of emergency medical treatment.

Tests will be conducted only by laboratories licensed and approved by the proper state and/or federal agencies. Employees who refuse substance testing under these circumstances will be terminated.

Results of all drug tests performed will be sent directly to a Medical Review Officer (“MRO”) for final verification of the drug test results. Prior to testing, the job applicant or employee will be given a list of the most common medications by brand name or common name and chemical name which may alter or affect a drug test. Job applicants and employees have the right to confidentially consult the MRO for technical information regarding prescription and non-prescription medication and may contest or explain the test result to the MRO both before and after being tested. A Drug Use Information Form, which is a confidential report, may be filled out by job applicants and employees before or after being drug tested. This form permits individuals to provide to the MRO a list of all prescription and non-prescription drugs they are currently using or have used in the last month, as well as any other information they consider relevant to the test.

The type of testing to be conducted includes, but is not limited to, any chemical, biological or physical instrumental analysis, and may require the collection of blood, urine, breath, saliva, or hair of an employee or job applicant. The Company shall test for the following substances:

- (i) Alcohol (booze, drink, distilled spirits, wine, malt beverages, beer, intoxicating liquors, alcoholic beverages, etc.)
- (ii) Amphetamines (Binhetamine, Desoxyn, Dexedrine)
- (iii) Cannabinoids (marijuana, hashish, hash, hash oil, pot, joint, roach, spleaf, grass, weed, reefer)
- (iv) Cocaine (coke, blow, nose candy, snow, flake, crack)
- (v) Phencyclidine (PCP, angel dust, hog)
- (vi) Methaqualone
- (vii) Opiates (opium, dover’s powder, paregoric, parepectolin)
- (viii) Barbiturates (Phenobarbital Tuinal, Amytal)
- (ix) Benzodiazophines (Ativan, Azene, Klonopin, Dalmane, Diazepam, Halcion, Librium, Poxipam, Restoril, Serax, Tranxene, Valium, Vertron, Xanax)
- (x) Methadone (Dolophine, Methadose)
- (xi) Propoxyphene (Darvocet, Darvon N, Dolene)
- (xii) Metabolites of any substances listed above.

Under most circumstances, positive confirmed test results of the presence of 0.05% alcohol or the presence of any other controlled substances in the body is a violation of this policy and shall subject the employee to discipline, up to and including termination. An employee or a job applicant who receives a positive confirmed test result may submit information to the MRO contesting or explaining the results in writing within five (5) working days of receipt of notification of a positive confirmed test result.

For Florida Employees: If the applicant's or employee's challenge is unsatisfactory to the MRO or the Company, the applicant or employee may have the right to contest the test results pursuant to rules adopted by the Florida Division of Workers' Compensation or in a court of competent jurisdiction. A job applicant or employee has the responsibility of notifying the drug testing laboratory of any administrative or civil action brought pursuant to Chapter 440, Florida Statutes. If timely notified, the testing laboratory will maintain the sample until the case or administrative appeal is settled.

Drug Rehabilitation Programs & Other Help Lines: A list of names, addresses, and telephone numbers of employee assistance programs and local drug rehabilitation programs are on file with the Company. This information will be provided to any person upon request. Information about local assistance programs and/or rehabilitation programs may also be obtained at:

Florida:

Switchboard of Miami  
(305) 358-4357

Crisis Information Line  
(305) 296-4357

National Suicide Prevention Hotline  
(800) 273-8255

Confidentiality

All information, interviews, reports, statements, memoranda and drug test results, written or otherwise, received by the Company as part of this drug testing program are confidential communications. Unless authorized by state laws, rules or regulations, or judicial process, the Company will not release such information without a written consent form signed voluntarily by the person tested. The Company or its legal counsel may disclose such information in the event that a challenge or other form of civil, disciplinary or administrative litigation is commenced by a job applicant or employee.

**SMOKE-FREE WORKPLACE**

In accordance with the Florida Clean Indoor Air Act, smoking is strictly prohibited throughout all Mavericks schools/facilities and the Support Center. MAVERICKS HIGH/MIE is dedicated to providing a healthy, safe and productive work environment for its employees. This goal can be achieved through ongoing efforts to reduce the risk of harmful and potentially harmful elements in our immediate environment.

Employees and visitors are prohibited from smoking inside any Mavericks facilities (schools and Support Center), including all stairwells. MAVERICKS HIGH/MIE expects for all employees and visitors to adhere to this policy, as MAVERICKS HIGH/MIE is striving to project a positive health image; therefore, smoking is NOT ALLOWED.

**ATTENDANCE GUIDELINES**

It is every employee's responsibility to maintain regular and consistent attendance and punctuality.

Because a scheduled absence is much easier to manage than an unscheduled absence, please plan or communicate your absences with your School Administration in advance whenever possible. Your team counts on you and everyone depends on your contribution.

Management will give sincere consideration and effort to accommodate requests for time off.

Excessive absenteeism or tardiness is reason for concern, attention, or counseling, and may result in disciplinary action, up to and including termination.

Excessive or abuse of absenteeism can be defined in several ways at the discretion of MAVERICKS HIGH/MIE.

- Comparison with the average absence/tardiness record of all MAVERICKS HIGH/MIE employees.  
Patterns of periodic unscheduled absences/tardiness; i.e. every Monday, the day prior to or after a holiday, etc.
- Any absence without notification to the Company.
- The number or length of absences interferes with the Company's ability to reasonably get the job done with temporary measures. Habitual unexcused absences/tardiness adversely affects productivity in the workplace and will not be tolerated.

When emergencies, illness or inclement weather necessitate unexpected absence from work, the employee has a responsibility to notify his/her School Administration at least two (2) hours prior to the start of their shift. If a message is left with the Secretary or Receptionist, it is the employee's responsibility to call back within two (2) hours from the time the message was left to speak directly to School Administration regarding their unexpected absence. Text messages are acceptable in the event the employee cannot get through at the school. Failure to timely notify your School Administration is grounds for disciplinary action up to and including termination.

### **REPORTING ABSENCES**

Employees are expected to call their School Administration or other designated contact two (2) hours prior to the start of their shift. If an employee anticipates an absence of several days, he or she must notify the School Administration directly, which means no voice messages, text messages, emails or a message left with a co-worker. Moreover, an employee must provide an anticipated date of return. If the anticipated date of return changes, the employee will be required to notify the School Administration with updated information and a revised date of return in written format.

If an employee or someone on the employee's behalf does not call in to report an absence or fails to report to work within a 48 hour period (2 days), the Company will consider this to be job abandonment and will make recommendation for termination, unless good cause can be shown for the failure to report or to call in. Out due to illness: If you are out 2 days, you will be required to provide a doctor's note to your direct report. Further, School Administration can require a doctor's note after one (1) day of illness or after a doctor's appointment. All doctor's notes must be signed by the treating physician, no exceptions.

### **NO FRATERNIZATION**

MAVERICKS HIGH/MIE prohibits supervisors or manager from engaging in romantic relationships with employees and students. Relationships between management personnel and employees raise issues of equity, fairness, and favoritism and therefore will not be permitted or tolerated. Disciplinary action will be rendered up to and including termination if there is a violation.

Relationships between two employees are also discouraged. If the relationship between two employees results in disruptions in the workplace or other performance problems, discipline may be imposed, and termination of employment may result for either or both employees. A relationship between an employee and student will be grounds for immediate termination. Remember, you are acting in the role of an educator, once an educator, always an educator.

Anyone aware of a violation of this policy is required to advise Human Resources immediately for investigation.

## DRESS CODE/PERSONAL APPEARANCE

MAVERICKS HIGH/MIE is a company of professionals. As a professional company, all employees are expected to maintain dress and grooming standards that are appropriate to their job function, and maintain a professional image. For daily workplace, a standard of Business Casual dress will be applied. On special occasions, employees may be asked to wear more formal business attire. If the School Administration feels your dress code/personal appearance is inappropriate, you may be asked to leave the workplace until you are properly dressed or groomed. Under such circumstance, you will **not** be compensated for the time away from work.

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the business image MAVERICKS HIGH presents to students, customers and visitors.

During business hours or when representing MAVERICKS HIGH, you are expected to present a clean, neat, and tasteful appearance. You should dress and groom yourself according to the requirements of your position and accepted social standards. No employee will be permitted to have un-natural hair coloring, visible body piercing or painting of any kind that is deemed offensive by MAVERICKS HIGH. Consult your School Administration if you have questions as to what constitutes appropriate appearance.

### Examples of Unacceptable Attire

- Denim of any kind, any color (Exception: Casual Fridays)
- Leggings, sweat pants, sweatshirts
- Shorts, bike shorts or tennis skirts
- Tee Shirts, tank tops, abbreviated tops, or halter tops
- Clothing with slogans or advertising, except Mavericks shirt
- Tee-shirts pant sets or sweat bottoms
- Hats of any kind (including ball caps)
- Visible body piercing (including eyebrows, nose, chin, tongue and lips)
- Earrings for men
- Sheer/transparent clothing worn without appropriate undergarments.
- Clothes that are stained, torn, frayed, unlaundered, and/or wrinkled
- Sandals or open-toe shoe without the strap
- Beachwear, including beach type sandals (no flip-flops)
- Garments that are inappropriately tight, short, revealing or form-fitting
- Clothing that reveal midriff
- Tattoos should not be visible; may be perceived as offensive
- Sagging pants

## **ARREST AND/OR CONVICTION**

Employees shall not engage in any unlawful activity either on or off the job, as this can adversely affect the Company's reputation. Thus, any employee arrested, charged, indicted, and/or convicted (including a plea of nolo contendere or no contest, regardless of whether adjudication was withheld) for the commission of, or participation in, a felony or misdemeanor (including criminal traffic violations, such as, for example, reckless driving, driving with a suspended license, and driving "under the influence"), regardless of whether the conduct occurs on or off-duty, shall immediately notify the School Administration. [The only exception to this rule is for non-criminal traffic violations while in a non-Company or non-customer vehicle when the employee is off-duty. "Non-criminal traffic violations" are ones that do not involve prosecuting authority and only a traffic citation is issued.]

Failure to advise your School Administration or Human Resources in a timely manner (no more than 2 days after the occurrence) may result in disciplinary action, up to and including termination. Any discussion of possible criminal activity by an employee shall be kept confidential and communicated to others only on a "need to know" basis.

Employees who are arrested or convicted of crimes are not necessarily subject to discipline; however, management will decide on the next course of action. Failure to report an arrest within 48 hours will result in a suspension without pay. Each situation is handled on a case-by-case basis.

## **EMPLOYEE SEARCHES AND INVESTIGATIONS**

MAVERICKS HIGH/MIE is committed to the safety of its employees, compliance with its policies, and employees' confidentiality records. Surveillance of work areas is in place. Employee's personal property, offices, desks, and other company property may be searched at any time, with or without notice, for any reason, both during and outside of normal business hours.

For numerous reasons, investigations are sometimes necessary in the workplace. Employees are expected to cooperate fully with any investigation. Failure to comply with a search or an investigation is grounds for immediate discharge.

## **ATTITUDE AND COURTESY**

Courtesy is the responsibility of every employee. Everyone is expected to behave in a professional, business-like manner, being courteous, polite and friendly to our customers (students, visitors, vendors and the community) as well as to their fellow employees. No one should be disrespectful to co-workers or students or use profanity or any other language which injures the image or reputation of the Company. Every employee should display a positive attitude toward their job -- a bad attitude creates a difficult working environment and prevents the Company from providing quality service to our customers. Remember to conduct yourself at all times in a way that best represents you and the Company.

## **WORKERS' COMPENSATION INSURANCE**

MAVERICKS HIGH/MIE provides comprehensive workers' compensation insurance program at no cost to employees. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately. Employees are eligible for workers compensation on their first day of employment.

Employees who sustain work-related injuries or illnesses must inform their School Administration or Human Resources immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. The original incident (First Notice of Injury and School Incident Report) must be completed timely and submitted to Human Resources.

Neither MAVERICKS HIGH/MIE nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by MAVERICKS HIGH/MIE. Importantly, management retains the right to direct employees to a health care provider of the Company's choice.

### ***Injuries/Illnesses Requiring Emergency Medical Treatment***

If an employee sustains an injury/illness that requires emergency medical treatment.

- Contact emergency response personnel (e.g. 911) and/or coordinate employee transport to nearest hospital ER
- Supply emergency response personnel and/or hospital ER staff with as much information as possible.
- Once the emergency is under control, the School Administration or Secretary is responsible for completing the internal Incident Report and submitting a copy to HR within 24 hours of the incident and a copy is kept at the school.

### ***Non-Emergency Injuries/Illnesses***

- Assuming employee's capability, the employee is responsible for reporting the incident immediately to the School Administration.
- School Administration or Secretary must complete the Incident Report and submit a copy to HR within 24 hours of the incident and a copy is kept at the school.
- If the employee requires non-emergency medical treatment, School Administration or HR will coordinate transportation to the approved medical provider.
- Follow up is required to Human Resources as appropriate.

### ***Post-Reporting of Incident Procedures***

- In conjunction with HR, the School Administration or should conduct an investigation into the cause of the incident.
- The School Administration, wherever possible, should recommend to HR what steps the company and or school should take to prevent future recurrence of the incident.
- The School Administration and HR will determine if a safety rule or regulation occurred which resulted in the incident.

### ***Drug/Alcohol Testing***

- All accidents that involve a vehicle while the employee is conducting business or en route to conduct Mavericks-related business will require a mandatory drug/alcohol test. Regardless of whether the employee sustained injury or not.
- All work-related injuries/illnesses where an employee may require medical treatment will include a mandatory drug/alcohol test.
- Work-related injuries/illnesses that do not require medical treatment may require a mandatory drug/alcohol test at Mavericks' discretion.
- Failure to participate will result in immediate disciplinary action up to and including termination.

### ***Continued Medical Treatment***

- Employees are required to notify their School Administration in advance, when applicable, when they have an appointment with the health care provider.
- Appointments should be scheduled outside work hours whenever possible.
- If scheduling outside work hours is not possible, the employee should coordinate with their School Administration so that the appointment's time causes the least amount of hardship on the school.

### ***Work Restrictions***

- Employees with a work-related injury/illness that are placed on work restrictions by the physician are required to supply certification to their School Administration indicating their work restrictions and anticipated duration.
- HR and the School Administration will address job-related injury/illness work restrictions as follows:
  - o Employees placed on permanent work restrictions, the ADA regulations will be followed, if applicable.
  - o Employees placed on temporary work restrictions, will follow the restrictions until authorization is given by the treating physician to lift restrictions.

## **SAFETY AND LOSS PREVENTION**

To assist in providing a safe and healthful work environment for employees, students, customers, suppliers and visitors, MAVERICKS HIGH/MIE has established a workplace safety program. Success depends on the alertness and personal commitment of all. MAVERICKS HIGH/MIE provides information to employees about workplace safety and health issues through regular internal communication channels such as employee meetings, bulletin board postings, memos, or other written communication (email).

All employees are expected to conduct themselves in a safe and sensible manner at all times, which all employees will be held accountable as a condition of continued employment.

## **ON-SITE EMERGENCY ILLNESS OR INJURY**

In responding to workplace situations and emergencies involving a sick or injured person, our overriding and primary concern must be the welfare of the sick or injured person. Concerns with Company liability, while real or secondary issues that should not confuse or delay effective handling of the situation. In these situations there are no set procedures that can substitute for the judgment of the person on the scene.

### *General Guidelines*

Be certain that all employees know that injuries and illnesses occurring at work must be immediately reported to management.

In the case of employee sickness or injury, judgments must be made as quickly as possible as to the seriousness of the sickness or injury and its disabling effects on the employee in order to render proper assistance. *Such assistance may run the gamut from the immediate administration of emergency first aid/CPR and calling the local rescue squad to a short rest period away from the job.*

As a general rule, treatment for employees who are sick or injured will be administered and directed by management trained in emergency first aid and CPR, unless circumstances call for quicker emergency action by those on the scene.

Persons injured on the job that require more assistance than can be rendered on site must be accompanied by management to the proper medical care facility.

Judgments as to the type of transportation used by the sick or injured person to go home, to the doctor or to an emergency care facility must be made on site based on the circumstances.

If the sick or injured person is fully competent to drive him or herself home or to the doctor, that is the most reasonable decision. It may be that a relative should be called or management may decide to take the person home or to the doctor. In such cases, a third party (preferably the same sex as the sick or injured person) would normally accompany management.

Obviously, paramedics must be called for anyone in need of emergency medical transportation service, or, in cases where such services are not immediately available and immediate action is called for, management may decide to take the sick or injured person himself or herself. In such cases, a manager or employee trained in first aid/CPR should accompany (preferably the same sex as the sick or injured person).

After care is taken of the sick or injured person, proper documentation of the circumstances and actions taken must be made by all parties concerned, with the School Administration present responsible for seeing that the documentation is completed and submitted to Human Resources.

Follow up to see if more assistance is needed is the responsibility of the sick or injured employee's School Administration.

### How to report an Incident or Work-Related Injury

- Report incident or injury immediately to your School Administration.
- Severity of the incident or injury determines if medical treatment is required.
- If medical treatment is required, the WC First Notice of Injury form and Incident Report- MUST be completed and submitted to Human Resources immediately.
- Completed statements from witnesses, if applicable.
- All forms MUST be completed the same day of incident or injury.
- Human Resources will provide WC provider information if needed.
- Use WC providers at all time – NO Emergency Room visits unless the incident and/or injury is life threatening.
- All incidents and work related injury documents must be kept at the school (folder labeled “WC”) and copies are kept in Human Resources.

### WORKPLACE VIOLENCE

The safety and security of the Company’s employees, students, customers, clients, vendors, contractors and the general public are of vital importance. Therefore, acts of violence made by an employee against another person’s life, health, well-being, family, or property will not be tolerated. Employees found guilty of acts or threats of violence will be subject to discipline, up to and including immediate termination. The Company prohibits the following:

- (A) Any act or threat of violence of any type, including but not limited to, intimidation, harassment, coercion, or physical harm, made by an employee, directly or indirectly, on Company property or on Company business;
- (B) The use or possession of a weapon of any kind, ammunition, fireworks, or other similar items on Company property or on Company business.

It is a requirement that employees (students report immediately to their Teacher) report to the School Administrations, in accordance with this policy, any behavior that violates this policy or compromises the Company’s ability to maintain a safe work environment. All reports will be investigated immediately and kept confidential to the extent reasonable possible.

### PARKING POLICY

Parking is provided at each work/school location. The Company **is not** responsible for lost or damage to any vehicle, its accessories or contents resulting from an employee’s negligence acts of third parties (including but not limited to, theft, vandalism or collision) acts of nature, fire, accident or any cause other than the sole negligence of the Company, while parked on the premises of the work/school location.

### VISITORS IN THE WORKPLACE

To provide for the safety and security of employees/students and the facilities at MAVERICKS HIGH/MIE, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures the security of employees and students, protects confidential information, and avoids potential distractions and disturbances.

All visitors should enter MAVERICKS HIGH/MIE at the main entrance. Authorized visitors will be escorted to their destination. Employees are responsible for the conduct and safety of their visitors. **All visitors must check in at the Front Desk and where a “visitor” ID badge during their visit.**

If an unauthorized or unescorted individual is observed in MAVERICKS HIGH/MIE's workplace, employees should escort the individual to the lobby and immediately notify their School Administration.

## **CHILDREN IN THE WORKPLACE**

MAVERICKS HIGH/MIE is a family-oriented company and attempts to reasonably accommodate the needs of parents and their children. However, MAVERICKS HIGH/MIE prohibits children in the workplace with the exception if a Company emergency occurs and the Company authorizes an employee to bring their child to work. At no time should children be allowed on the premise or in the office unless approved by Mavericks Support Center.

## **EMPLOYEE CERTIFICATIONS**

Certain positions at MAVERICKS HIGH/MIE require specific certifications based on local, state and federal codes or required by management. Employees required by their individual job description to have specific certifications are required to maintain those certifications to continue employment at MAVERICKS HIGH/MIE. Any employee who allows their certification to lapse will be placed on 30-day probation, subject to disciplinary action, and will be terminated if the certification is not renewed in 30 days or the Company can terminate employment immediately. The employee will be responsible to cover the cost of maintaining his or her certification. For employees taking certification exams as required by their job description, the employee is required to pass the examination in order to maintain employment with MAVERICKS HIGH/MIE. Instructional staff is responsible for meeting deadline timely along with imposed deadline by the Company. Employees are expected to provide their School Administration and Human Resources with certification updates once received.

## **CONTINUING EDUCATION REQUIREMENTS**

Some positions at MAVERICKS HIGH/MIE require specific continuing education requirements based on local, state and federal codes or required by management. Each employee is responsible to maintain his or her own continuing education requirements in order to maintain certifications and continue employment at MAVERICKS HIGH/MIE. Should you have any questions and or concerns regarding continuing education, contact your School Administration or Human Resources. In the past MAVERICKS HIGH/MIE has asked employees to add a specific area to their teaching certification. When this happens, MAVERICKS HIGH/MIE will reimburse employees for fees imposed by FLDOE

## **INTERNET USAGE, COMPUTER AND EMAIL**

### **IN THE WORKPLACE**

The Internet access that we enjoy at MAVERICKS HIGH/MIE is a very important tool for our day-to-day operations of the company. This Internet access is for business use only and is not to be used in any manner for personal reasons except for brief periods of time during scheduled breaks and lunch periods, including the checking of personal email. The Internet usage at MAVERICKS HIGH/MIE is routinely monitored, and as such, no employee should have an expectation of privacy in any email communication or Internet web sites visited. Use of the Internet for personal reasons is grounds for dismissal. This rule applies to ALL MAVERICKS HIGH/MIE employees, including full-time, part-time, and temporary, as well as to contract labor.

All electronic and telephonic communications systems and all communications and information transmitted by, received from, or stored in these systems are the exclusive property of the Company and as such are to be used solely for job-related purposes. "Electronic communications" includes e-mail, Internet, pagers, voice mail, faxes and any other electronic communication systems used by the Company. The use of any software and business equipment, including but not limited to facsimiles, telecopiers, computers, postage meters, and copy machines, for personal purposes is strictly prohibited.

To ensure that the use of electronic and telephonic communications systems and business equipment is consistent with the Company's legitimate business interests, the Company may monitor use of such equipment from time to time. Such monitoring may include printing out and/or reading e-mail, monitoring computer systems of all employees, and listening to voice mail messages. Accordingly, there should be no expectation of privacy with regard to these communications or any information stored on the Company's systems. Employees using this equipment for personal purposes do so at their own risk.

Misuse of electronic and telephonic communications includes, but is not limited to:

- (A) Transmitting profane, obscene, dangerous, or offensive material;
- (B) Sending or forwarding messages or jokes that violate the Company's no-harassment policy or otherwise creates a hostile or offensive work environment;
- (C) Forwarding (or misuse of) confidential information to unauthorized individuals;
- (D) Using an unauthorized password to enter the system;
- (E) Expressing political or offensive views using a Company Email address;
- (F) Soliciting or advertising matters unrelated to the general business of the Company.
- (G) Using another employee's password to enter the system
- (H) Removing any electronic devices from the school/work location without permission.

#### Spamming

Employees are prohibited from sending spam (unsolicited e-mail). Employees are prohibited from sending company-wide e-mail messages to all employees without the approval of their School Administration or Support Center.

#### Spoofing

Employees are prohibited from hiding their identity (spoofing) when sending e-mail. Any anonymous or pseudonymous e-mail messaging is prohibited.

Violation of this policy may result in disciplinary action, up to and including discharge.

### **ELECTRONIC MAIL (E-MAIL) PASSWORDS**

Only authorized employees issued e-mail passwords are permitted to use passwords to access their own e-mail accounts. Only authorized employees are permitted to use the password of another employee to access that employee's e-mail account. Misuse of passwords and the unauthorized sharing of passwords will result in disciplinary action, up to and including termination. Employees must check their emails daily.

### **MANAGEMENT ACCESS TO TECHNOLOGY RESOURCES**

#### Information Assets are Company Property

All messages sent and received, including personal messages, and all data and information stored on the company's electronic mail system, voicemail system, or computer systems are company property regardless of the content. As such, the company reserves the right to access all of its information technology resources including its computers, voicemail, and electronic mail systems, at any time, at its sole discretion.

### Employee Privacy

Although the company does not wish to examine personal information of its employees, on occasion, the company may need to access its information technology resources including computer files, electronic mail messages, and voicemail messages. Employees should understand, therefore, that they have no right of privacy with respect to any messages or information created or maintained on the company's technology resources, including personal information or messages. The company may, at its discretion, inspect all files or messages on its information technology resources at any time for any reason. The company may also monitor its information technology resources at any time in order to determine compliance with these policies, for purposes of legal proceedings, to investigate misconduct, to locate information, or for any other business purpose.

Employees should assume that any communication - whether business related or personal - that they create, send, receive, or store on the company's information technology resources may be read or heard by someone other than the intended recipient. In particular, highly confidential or sensitive information should not be sent through e-mail, or the Internet.

The company reserves the right to keep an employee's e-mail address active for a reasonable period of time following an employee's departure from the company to ensure that important business communications reach the company. MAVERICKS HIGH/MIE will review such communications and send any appropriate personal communications to the former employee if forwarding information is provided at separation of employment.

### Monitoring

MAVERICKS HIGH/MIE has the right to monitor any and all usage of its computer systems including (but not limited to) sites visited by users on the Internet, chat groups, blogs, social networking sites and newsgroups, and downloaded or uploaded software. All employees must be aware that the company may use automated software to monitor documents created, stored, sent, or received.

### Data Collection by the Company

The best way to guarantee the privacy of personal information is not to store or transmit it on the company's information technology resources. To ensure that employees understand the extent to which information is collected and stored, below are examples of information maintained by the company. The company may, however, at its sole discretion, and at any time, alter the amount and type of information that it retains.

### Telephone Use and Voicemail

Records may be kept of all calls made from and to a given telephone extension. Although voicemail is password protected, an authorized administrator can reset the password and listen to voicemail messages at any given time.

### Desktop Facsimile Use

Copies of all facsimile transmissions sent and received may be maintained on a facsimile server.

### Document Use

Each document stored on the company computers has a history, which shows which users have accessed the document for any purpose.

### Deleted Information

Deleting or erasing information, documents, or messages maintained on the company's information technology resources is, in most cases, ineffective. All employees should understand that any information kept on the information technology resources may be electronically recovered regardless of whether it may have been "deleted" or "erased" by an employee. Because the company periodically backs up all files and messages, and because of the way in which computers re-use file storage space, files and messages may exist that are thought to have been deleted or erased. Therefore, employees who delete or erase information or messages should not assume that such information or messages are confidential.

## **IDENTITY THEFT PROTECTION**

MAVERICKS HIGH/MIE respects the privacy of your personal data and is committed to ensuring that it will only be accessed and utilized as necessary, in a professional and confidential capacity. In all circumstances, we take reasonable steps to:

- Give you clear notice when we are requesting information from you, the types of information we request from you, the general purposes for which that information will be used or disclosed, and the categories of users to whom we provide the information; and
- Use safe and secure systems, physical and electronic, to safeguard your non-public personal information, including your social security number.

If at any time you feel as if your personal data has been misused or improperly accessed, please report your concerns to Human Resources for further investigation.

### **BREAK ROOM (KITCHEN)**

MAVERICKS HIGH/MIE provides a break room (kitchen) for the benefit of its employees. Employees shall be responsible for the general clean-up of the area, including the washing of personal dishes and utensils. All trash should be disposed of in the trash container. Any empty aluminum cans or glass bottles shall be disposed of in the trash container marked “Aluminum Cans Only” or “Glass Bottles Only,” whichever is applicable.

### **EMPLOYEE RECOGNITION**

The company encourages the involvement of its employees in cultural, social, service, and recreational activities during their non-work hours. MAVERICKS HIGH/MIE will be happy to recognize individual honors and achievements in these areas as well by reporting such items to be communicated by posting results on the company bulletin board. The School Administration should be notified of any such honors or achievements. No posting of any kind should be posted without the School Administration’s approval and/or Support Center.

### **TRAINING**

The Company schedules and conducts orientation/training for new employees. Attendance is mandatory. Ongoing training schedule for current employees are usually mandatory and attendance is required. Failure to attend such trainings and/or orientation may result in disciplinary action, up to an including termination.

### **EMPLOYMENT OF RELATIVES**

MAVERICKS HIGH/MIE permits the employment of qualified relatives of employees as long as such employment does not, in the opinion of MAVERICKS HIGH/MIE create actual or perceived conflicts of interest. For purposes of this policy, “relative” is a spouse, common law spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, or corresponding in-law or “step” relation. The following guidelines may be followed by MAVERICKS HIGH/MIE. The company reserves the right to modify these guidelines depending on particular circumstances and its business needs:

- Individuals who are related by blood or marriage are permitted to work in the same MAVERICKS HIGH/MIE facility, provided no direct reporting or supervisory/management relationship exists. That is, no employee is permitted to work within the “chain of command” of a relative such that one relative’s work responsibilities, salary, or career progress could be influenced by the other relative.
- No relatives are permitted to work in the same department or in any other positions in which MAVERICKS HIGH/MIE believe an inherent conflict of interest may exist.
- Employees who marry while employed are treated in accordance with these guidelines. That is, if, in the opinion of MAVERICKS HIGH/MIE a conflict or an apparent conflict arises as a result of the marriage, one of the employees will be transferred at the earliest practicable time.
- This policy applies to all categories of employment at MAVERICKS HIGH/MIE including regular full time, temporary, contract and part-time classifications.
- Management governs the right to the overall decision in any of the above cases..

## **MEDIA AND PRESS**

MAVERICKS HIGH/MIE and its staff and students will be in various forms of news media from time to time. Reporters are eager to cover all that is happening in our schools and in our business. That can be a big advantage in building community support for our educational system.

The key to working with the media is to try to make sure that coverage of MAVERICKS HIGH/MIE is balanced, fair, and accurate. That calls for preparedness and rapid response. To help MAVERICKS HIGH/MIE personnel be prepared to cooperate with media representatives and gain favorable media coverage, MAVERICKS HIGH/MIE has adopted the company-wide media policy stated below. Among other issues, it covers 1) designation of spokespersons for MAVERICKS HIGH/MIE 2) procedures governing media access to MAVERICKS HIGH/MIE facilities, 3) procedures for working with media personnel in emergencies, and 4) procedures for conducting interviews and recording visual images at MAVERICKS HIGH/MIE facilities.

MAVERICKS HIGH/MIE supports the rights of citizens to have access to information that affects school programs and services for students. MAVERICKS HIGH/MIE encourages positive relations with news reporters and other communications representatives. Dissemination of timely, accurate, and newsworthy information to the community through the news media is the primary responsibility of the Mavericks Support Center in West Palm Beach, Florida. All media responses must be cleared through the Mavericks President/CEO. There are no exceptions. Only the Mavericks President/CEO is authorized to speak on behalf of MAVERICKS HIGH/MIE to the media or press.

The Company President/CEO and other personnel shall endeavor to create a positive, courteous relationship with members of the news media and maintain open communications on matters of a routine nature. However, MAVERICKS HIGH/MIE expects the welfare of students to be the guiding principle in all contacts with the news media. Maintaining a safe, orderly educational environment on the campus and in the classroom must be the most important consideration when working with the news media at the school level.

### **MEDIA AND PRESS (Procedures)**

The Company President/CEO shall coordinate news coverage of any campus or facility. The Company President/CEO is responsible for overseeing official communications between MAVERICKS HIGH/MIE and the news media. The Company President/CEO provides assistance and training to the School Administration regarding effective relations with the news media.

All news conferences and public events at which news coverage is requested must be coordinated through the Company President/CEO.

### **ACCESS TO SCHOOLS AND FACILITIES**

News reports and other communications representatives must initiate requests to interview, film, videotape, and/or photograph students and/or MAVERICKS HIGH/MIE personnel on MAVERICKS HIGH/MIE property through the Company President/CEO. Although schools are public buildings, the School Administration is responsible for maintaining discipline and the safety of all persons in the school. The School Administration will contact the Support Center prior to a media visit. If media appear on campus without notifying the Mavericks Support Center, the School Administration should notify the Company President/CEO. No media representatives will be allowed in the school without approval of the Company President/CEO. Schools and School Administrations; however, are encouraged to assist with any reasonable request for media access and cooperate to the fullest extent possible. The Company President/CEO must be notified.

Once contacted by the media, the School Administration may request on-site assistance from the Mavericks Support Center before allowing access to media representatives. The School Administration is encouraged to seek the advice of the Company President/CEO on addressing media requests. Maintaining a safe, orderly educational environment on the campus and in the classroom is the most important consideration when working with the news media at the school level, and the School Administration's judgment in this regard will be the primary factor in determining the extent to which the news media will be allowed to access MAVERICKS HIGH/MIE facilities.

News representatives must first check into the School Administration's office before proceeding to other areas of the school building. Reporters are considered visitors at the campus and are required to sign in at the Front Desk. Media representatives will be escorted by the School Administration or his/her designee while they are in the building. Mavericks may refuse access to media representatives on school property if their presence or behavior would be disruptive to the school environment.

### **INTERVIEW AND PHOTOGRAPHY (Film and Videotape)**

Interviews, filming, or videotaping on MAVERICKS HIGH/MIE property may not occur without prior approval from the Company President/CEO.

Filming, videotaping, and photographing students in classrooms, on campus, or in school sponsored events are allowed only if there is a signed parental consent form or release form for each student who participates in such activities. Signed parental consent forms must be in the school files and accessible upon request. The filming, videotaping, and photographing of students for classroom instructional purposes or for a purpose related to a co-curricular or extracurricular activity do not require parental permission forms.

MAVERICKS HIGH/MIE personnel must adhere to the following general guidelines when working with the news media:

The privacy of a student or employee is the foremost concern when working with the news media and must be considered prior to the release of any information. No information regarding specific students should be released to the media and press without the specific approval of the parent/guardian and the School Administration.

- If there is no prior clearance from the Company President/CEO, names of students should never be released under any circumstances without prior parental consent or the consent of the student if he/she is 18 years or age or older.
- All employees are required to comply with the Family Educational Rights and Privacy Act (FERPA) and with any state or school district mandates regarding student privacy.
- Names of victims are not to be released; news media should be referred to the receiving hospital or police department for such information.
- Home addresses and telephone numbers of students, private citizens, and MAVERICKS HIGH/MIE employees are not to be released to the media.
- Media requests for MAVERICKS HIGH/MIE records shall be submitted in writing to the Mavericks Support Center.

### **Common Sense is Important, Too**

One final aspect of being prepared is simply to exercise common sense. In working with the media, you, as a MAVERICKS HIGH/MIE employee, should always remain composed, courteous, and thoroughly professional. Here are a few tips that will ensure good relations with the media representatives:

- Respect reporters' deadlines. Be sure to contact the Company President/CEO so that he/she may return their calls as soon as possible.
- Be truthful, accurate, and keep it simple. Get right to the point, and keep your statements brief, especially for broadcast media.
- Be confident. Remember, you are a seasoned professional. If you are composed and straightforward, reporters will respect your authority and appreciate your cooperation.
- Let the Company President help you. The Company President/CEO has wide experience in the different news media, and works closely with media representatives.
- Do not put yourself in a position of looking evasive or hostile. If a reporter insists on an interview and begins filming immediately, please do the following:

- Politely tell him/her you will be glad to comply with the request but the corporate policy requires you to contact the Company President/CEO prior to granting an interview.

**Do not allow yourself to be filmed shutting a door in the face of a reporter, putting your hand up in front of the camera, running from or turning your back on the camera, arguing with the reporter, or calling for security.**

## **CONFIDENTIALITY OF INFORMATION**

It is the policy of MAVERICKS HIGH/MIE to ensure that the operations, activities, and business affairs of MAVERICKS HIGH/MIE and its students are kept confidential. If, during their employment, employees acquire confidential or proprietary information about MAVERICKS HIGH/MIE, its students and its clients, such information is to be handled in strict confidence and is not to be discussed with outsiders. Employees are also responsible for the internal security of such information.

For purposes of this policy, “Confidential and Proprietary Information” means any and all data and information relating to MAVERICKS IN EDUCATION FLORIDA, LLC and MAVERICKS HIGH/MIE business, whether written or otherwise, of which the employee becomes aware as a consequence of, during, or through the employee’s association with MAVERICKS HIGH/MIE, including, without limitation: research, strategic plans, operating plans and methodologies, specialized teaching methods, Executive Information System (EIS) database, operations manual, academic records, student records and transcripts, marketing strategies, financial information, results of tests or other trade secrets, as well as any or all information which is disclosed to the employee or in any way acquired by the employee relating to MAVERICKS HIGH/MIE or its employees, clients, customers, students, prospective customers or clients, or vendors.

Employees will be asked to sign a Confidentiality Agreement at the time of hire and periodically throughout their term of employment to acknowledge their awareness of, and reaffirm their commitment to this policy.

## **USE OF COMPANY LOGOS**

Employees may not reproduce the corporate logo in any form or fashion without prior written permission from the Mavericks Support Center which handles the ordering of business cards, stationery, and marketing materials. Employees who need these supplies should contact the Support Center in Palm Beach Gardens, Florida. Employees need to get prior approval from their School Administration and/or the Support Center before using the Company’s letterhead or any other marketing materials for communication purposes.

## **EMERGENCY PREPARATION**

The Company will fully comply with the District’s Emergency Preparation policy and applicable state statutes that govern emergency preparation, such as disaster recovery and hurricane preparedness.

## **SOCIAL MEDIA POLICY**

At MAVERICKS HIGH/MIE, we understand that social media can be a fun and rewarding way to share your life and opinions with family, friends, and co-workers around the world. However, use of social media also presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, we have established these guidelines for appropriate use of social media.

This policy applies to all employees who work for MAVERICKS HIGH/MIE, or one of its subsidiary companies in the United States.

The School Administration should use the supplemental Social Media Management Guidelines for additional guidance in administering the policy.

## ***Guidelines***

In the rapidly expanding world of electronic communication, social media can mean many things. Social Media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal web site, social networking or affinity web site, web bulletin board or a chat room, whether or not associated or affiliated with MAVERICKS HIGH/MIE, as well as any other form of electronic communication.

The same principles and guidelines found in MAVERICKS HIGH/MIE policies and three basic beliefs apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job performance, the performance of fellow employees or otherwise adversely affects members, customers, suppliers, students, people who work on behalf of MAVERICKS HIGH/MIE or legitimate business interests may result in disciplinary action up to including termination.

### ***Know and Follow the Rules***

Carefully read these guidelines, Code of Conduct and Anti-Harassment/No Retaliation policies, ensure your postings are consistent with these policies. Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

### ***Be Respectful***

Always be fair and courteous to fellow employees, customers, members, students, suppliers or people who work on behalf MAVERICKS HIGH/MIE. Also, keep in mind that you are more likely to resolved work-related complaints by speaking directly with your co-workers or by utilizing our Open Door Policy than by posting complaints to a social media outlet. Nevertheless, if you decide to post complaints or criticism, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that disparage employees, customers, members, students, associates, or suppliers, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or company policy.

### ***Be Honest and Accurate***

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false about MAVERICKS HIGH/MIE, fellow employees, members, students, customers, suppliers, people working on behalf of MAVERICKS HIGH/MIE or competitors.

### ***Post Only Appropriate and Respectful Content***

- Maintain the confidentiality of MAVERICKS HIGH/MIE trade secrets and private or confidential information. Trades secrets may include information regarding the development of systems, processes, products, know-how and technology. Do not post internal reports, policies, procedures or other internal business-related confidential communications.
- Respect financial disclosure laws. It is illegal to communicate or give a "tip" on inside information to others so that they may buy or sell stocks or securities. Such online conduct may also violate the Insider Trading Policy.
- Do not create a link from your blog, website or other social networking site to a MAVERICKS HIGH/MIE website without identifying yourself as a MAVERICKS HIGH/MIE employee.

- Express only your personal opinions. Never represent yourself as a spokesperson for MAVERICKS HIGH/MIE. If MAVERICKS HIGH/MIE is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of MAVERICKS HIGH/MIE, fellow employees, students, members, customers, suppliers or people working on behalf of MAVERICKS HIGH/MIE. If you do publish a blog or post online related to the work you do or subjects associated with MAVERICKS HIGH/MIE, make it clear that you are not speaking on behalf of MAVERICKS HIGH/MIE. It is best to include a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of MAVERICKS HIGH/MIE.

### ***Using Social Media At Work***

Refrain from using social media while on work time or on equipment we provide, unless it is work-related as authorized by your School Administration or the Support Center personnel with the Company’s “Internet Usage, Computer and Email in the Workplace” policy. Do not use MAVERICKS HIGH/MIE email addresses to register on social networks, blogs, or any other online tools utilized for personal use.

### ***Retaliation is Prohibited***

MAVERICKS HIGH/MIE prohibits taking negative action against any employee or student reporting a possible deviation from this policy or for cooperating in an investigation. Any employee or student who retaliates against another employee or student for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

### ***Media Contacts***

Employees and students should not speak to the media on MAVERICKS HIGH/MIE’s behalf without permission of the Chief Executive Officer (CEO)/President of the company.

For any questions or concerns regarding this policy, please contact Human Resources.

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## **Acknowledgement of Employee Handbook -2015/2016**

I \_\_\_\_\_ have received a copy of the Company Employee Handbook, specifying policies, practices, and regulations, which I agree to observe and follow during my employment with the company. I understand that it is my responsibility to be familiar with its contents and to ask questions on any matters I don't understand. I also acknowledge that I must sign a confidentiality agreement, pass a drug screen, and pass a background investigation, which includes fingerprinting.

*After signing, please submit to Human Resources.*

\_\_\_\_\_

(Print Name)

\_\_\_\_\_

Employee's Signature

Date

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# **Appendix EE**

## **Blank Copy of Teacher and Administrator Evaluation Tool**

## School Leadership Evaluation Short Form - Florida Model

### Domain 1: A Data-Driven Focus on Student Achievement

1. The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.
2. The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.
3. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.
4. The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.
5. The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student subgroups in order to help all students meet...

### Domain 2: Continuous Improvement of Instruction

6. The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills...
7. The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.
8. The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the...
9. The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing...
10. District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional...
11. The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

### Domain 3: A Guaranteed and Viable Curriculum

12. The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.
13. The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
14. The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.
15. The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a...

## Domain 4: Communication, Cooperation and Collaboration

16. The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages...
17. The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.
18. The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect...
19. The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.
20. The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

## Domain 5: School Climate

21. The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.
22. The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.
23. The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.
24. The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.
25. The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and...
26. The school leader acknowledges the success of the whole school, as well as individuals within the school.

## Domain 1: A Data-Driven Focus on Student Achievement

**The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.**

**Evidence:**

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**Required Evidences:**

- Learning goals are established for eliminating the achievement gap for all students
- The school leader establishes high expectations for all students to show learning growth
- Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap
- Learning goals are established based on state and district curriculum and academic standards

**Add Evidence from Leadership Conference Responses::****Resources:**Scale**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader ensures high expectations with measurable learning goals are established and enables teacher and staff to work as a system focused on improving the achievement of students within the school.**

**Evidence:****Required Evidences:**

- Learning goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common assessments
- Faculty and staff work as a system focused on student learning
- Student performance data and expectations for learning are communicated to all stakeholders

**Add Evidence from Leadership Conference Responses::****Resources:**Scale

**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.**

**Add Evidence from Leadership Conference Responses::**

**Resources:**

Scale

**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.**

**Evidence:****Required Evidences:**

- The school leader achieves results on the school's learning goals
- Student learning results are evidenced by growth and progress on district and state assessments
- The school leader analyzes achievement data for student subgroups within the school
- Individual student results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)
- Data are analyzed for instructional planning, interpreted, and used to regularly monitor progress toward achievement goals for individual students

**Add Evidence from Leadership Conference Responses::**

**Resources:**Scale**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student subgroups in order to help all students meet...**

The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student subgroups in order to help all students meet individual achievement goals.

**Evidence:****Required Evidences:**

- The school leader ensures differentiated instruction is a predominant instructional practice
- When asked, students report their teachers provide culturally relevant instruction that helps them learn

**Add Evidence from Leadership Conference Responses::****Resources:**Scale**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills...**

The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

**Evidence:**

**Required Evidences:**

- The school leader demonstrates understanding of the Florida Educator Accomplished Practices and uses them as a priority instructional improvement model

**Add Evidence from Leadership Conference Responses::**

**Resources:**

Scale

**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.**

**Add Evidence from Leadership Conference Responses::**

**Resources:**

Scale

**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the...**

The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

**Evidence:**

**Required Evidences:**

- Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
- The school leader provides forthright feedback to teachers regarding their instructional practices using standards based content and the school instructional model
- The school leader can describe effective practices and problems of practice of the teachers in the school
- The school leader can describe the predominant instructional practices in the school and the effect of these practices on student learning

**Add Evidence from Leadership Conference Responses::**

**Resources:**

Scale

**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing...**

The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

**Evidence:****Required Evidences:**

- Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
- The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels
- Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
- The school leader can link teacher evaluation data with student achievement data
- When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement
- Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction

**Add Evidence from Leadership Conference Responses::****Resources:**Scale**Scale:**

Innovating    Applying    Developing    Beginning    Not Using    Not Applicable

**District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional...**

District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

**Evidence:****Required Evidences:**

- Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction

### **Add Evidence from Leadership Conference Responses::**

#### **Resources:**

Scale

#### **Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.**

### **Add Evidence from Leadership Conference Responses::**

#### **Resources:**

Scale

#### **Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

## **Domain 3: A Guaranteed and Viable Curriculum**

**The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.**

**Evidence:****Required Evidences:**

- The school leader provides faculty timely information regarding changes in state and district curriculum standards and their impact on student learning requirements

**Add Evidence from Leadership Conference Responses::****Resources:**Scale**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.**

**Add Evidence from Leadership Conference Responses::****Resources:**Scale**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.**

**Evidence:****Required Evidences:**

- The school leader ensures teachers have completed appropriate training for content specific strategies to minimize or eliminate achievement gaps

### Add Evidence from Leadership Conference Responses::

#### Resources:

Scale

#### Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a...**

The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

### Add Evidence from Leadership Conference Responses::

#### Resources:

Scale

#### Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

# Collaboration

**The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages...**

The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

## Evidence:

### Required Evidences:

- The school leader can describe the school's procedures for scheduling teachers to observe and discuss effective instructional practices
- Teachers have regular times to meet collegially and discuss effective instructional practices (e.g. lesson study, professional learning communities)

## Add Evidence from Leadership Conference Responses::

## Resources:

Scale

## Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.**

## Evidence:

### Required Evidences:

- The school leader provides evidence of actively listening and learning from faculty and staff
- The school leader utilizes electronic tools to collect teacher input data which are used in the school's decision making process for efficiency throughout the school (e.g. online surveys)

- The school leader engages faculty in constructive conversations on important school issues
- Teacher leaders are accountable for maintaining a focus on instructional proficiency and student learning
- The school leader enables teacher leaders to proactively initiate, plan, implement and monitor projects
- The school leadership team has critical roles in facilitating school initiatives
- Data-gathering techniques are in place to collect information from teachers

### Add Evidence from Leadership Conference Responses::

#### Resources:

Scale

#### Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

### The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect...

The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

#### Evidence:

##### Required Evidences:

- The school leader promotes practices that validate and value similarities and differences among all students and focuses on their success and well-being
- Student achievement and growth for all subgroups in the school are analyzed by PLCs for instructional planning
- The school leader uses PLC's to communicate the relationships among academic standards, effective instruction and student performance
- The school leader implements the Florida Continuous Improvement Model (FCIM)

### Add Evidence from Leadership Conference Responses::

**Resources:**Scale**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.**

**Evidence:****Required Evidences:**

- The school improvement team provides input to the leader regarding the school improvement plan and its impact on the functioning of the school\*
- The school leader identifies and mentors targeted faculty and staff for succession planning and provides appropriate growth opportunities
- Teacher leaders and other faculty are empowered to share in the leadership of the school
- Delegates responsibilities to emerging leaders in preparation for career advancement opportunities
- The school leader models effective leadership practices and mentors emerging leaders
- The school leader effectively identifies potential leaders and guides them in career development

**Add Evidence from Leadership Conference Responses::****Resources:**Scale**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the**

**school.****Evidence:****Required Evidences:**

- The school leader provides evidence of actively listening and learning from students, parents and community
- Data are available to support the leader engages students, parents and the community in constructive conversations about important school issues
- The school leader engages in virtual town hall meetings
- The school leader engages in appropriate social networking technologies (e.g. Twitter, Facebook) to involve students, parents, and community
- The school leader provides an interactive website for students, parents, and the community to provide input regarding the learning environment and uses the input to enhance decision making and efficiency throughout the school
- The school leader can explain how the use of input from the school community has resulted in improved functioning of the school
- When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school

**Add Evidence from Leadership Conference Responses::****Resources:**Scale**Scale:**

Innovating    Applying    Developing    Beginning    Not Using    Not Applicable

## Domain 5: School Climate

**The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.**

**Evidence:**

**Required Evidences:**

- The school leader has a written annual growth plan with deliberate practice goals and priorities
- The school leader is recognized as highly visible by the faculty, student, parents, and community and actively engages them in the work of the school
- The school leader uses facts and data in decision making and when prioritizing decisions that impact the priority goals of the school
- The school leader adheres to the Florida Code of Ethics and the Principles of Professional Conduct
- The school leader has demonstrated his or her ability to use thinking skills to solve problems and identify solutions
- The school leader has a track record of using facts and data when making tough decision to keep learning and teacher effectiveness as priorities
- The school leader constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed
- The school leader can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses
- The school leader uses prior evaluative feedback to identify professional development activities consistent with his or her deliberate practice plan

**Add Evidence from Leadership Conference Responses::****Resources:**Scale**Scale:**

Innovating    Applying    Developing    Beginning    Not Using    Not Applicable

**The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.**

**Evidence:****Required Evidences:**

- The school leader demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers
- The school leader can identify how learning from adversity has enabled him/her to be a focused leader
- The school leader reacts constructively and overcomes barriers to success that could include disagreement and descent with leadership

- The school leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local communities
- The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
- The school leader actively promotes practices and policies acknowledging the diversity in the school

### Add Evidence from Leadership Conference Responses::

#### Resources:

Scale

#### Scale:

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.**

#### Evidence:

##### Required Evidences:

- Instructional and behavioral routines and procedures are in place to support student engagement in learning
- Continuous feedback is provided teachers regarding the learning environment in their classrooms and the school
- The school leader maintains a school climate to support student engagement in learning
- School leader provides ongoing feedback to teachers regarding the learning environment
- Highly engaged classroom practices are routine at the school

### Add Evidence from Leadership Conference Responses::

#### Resources:

Scale

**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.**

**Evidence:****Required Evidences:**

- The school leader ensures that skills necessary to be contributing members of society and participate in a global community are listed among the essential elements
- The school leader ensures students are ready to be contributing members of society and participate in a global community
- Instructional strategies for highly engaged classrooms are part of the school learning environment
- When asked, students, parents, and community members describe the school as safe, respectful, and student centered

**Add Evidence from Leadership Conference Responses::****Resources:**

Scale

**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and...**

The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

**Evidence:**

**Required Evidences:**

- The school leader manages and imposes deadlines on self and the organization that effect the operation of the school
- The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)
- The school leader manages time effectively in order to maximize focus on instruction
- The school leader appropriately plans, budgets and directs the use of technology to improve teaching and learning

**Add Evidence from Leadership Conference Responses::****Resources:**Scale**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

**The school leader acknowledges the success of the whole school, as well as individuals within the school.**

**Evidence:****Required Evidences:**

- The school leader plans for and celebrates the success of the diverse populations in the school

**Add Evidence from Leadership Conference Responses::****Resources:**Scale**Scale:**

Innovating   Applying   Developing   Beginning   Not Using   Not Applicable

## Signatures

**Observer Signature:**

**Date:**

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**Learner Signature:**

**Date:**

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## Domain 1: Classroom Strategies and Behaviors (v3)

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Domain 1 of the 2014 Marzano Teacher Evaluation Model is updated for deep implementation of College and Career Readiness Standards containing explicit references to cognitive rigor and cognitive skills. Copyright Robert J. Marzano

### Marzano Protocol: Lesson Segment Involving Routine Events

#### DQ1: Communicating Learning Goals and Feedback

1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success  
Student Interview

#### DQ6: Establishing Rules and Procedures

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom  
Student Interview

### Marzano Protocol: Lesson Segment Addressing Content

#### DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Helping Students Process New Content
11. Helping Students Elaborate on New Content
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect on Learning  
Student Interview

#### DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
19. Helping Students Practice Skills, Strategies, and Processes
20. Helping Students Revise Knowledge  
Student Interview

#### DQ4: Helping Students Generate and Test Hypotheses

### Marzano Protocol: Lesson Segment Enacted on the Spot

#### DQ5: Engaging Students

24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information  
Student Interview

#### DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures  
Student Interview

#### DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Students' Interests and Backgrounds
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control  
Student Interview

21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance for Cognitively Complex Tasks Student Interview

## DQ9: Communicating High Expectations for All Students

39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students Student Interview

# Marzano Protocol: Lesson Segment Involving Routine Events

## DQ1: Communicating Learning Goals and Feedback

### Providing Rigorous Learning Goals and Performance Scales (Rubrics)

**Focus Statement:** The teacher provides rigorous learning goals and/or targets, both of which are embedded in a performance scale that includes application of knowledge.

**Desired Effect:** Students understand the learning goal and what the scale means.

#### Evidences:

##### Example Teacher Evidence:

- Teacher has a learning goal and/or target posted for student reference
- The learning goal or target clearly identifies knowledge or processes aligned to the rigor of required standards
- Teacher makes reference to the learning goal or target throughout the lesson
- Teacher has a scale that builds a progression of knowledge from simple to complex
- Teacher relates classroom activities to the scale throughout the lesson
- Teacher has goals or targets at the appropriate level of rigor
- Performance scales include application of knowledge

##### Example Student Evidence:

- Students can explain the learning goal or target for the lesson
- Students can explain how their current activities relate to the learning goal or target
- Students can explain the levels of performance, from simple to complex, in the scale
- Student artifacts demonstrate students know the learning goal or target
- Student artifacts demonstrate students can identify a progression of knowledge

**Resources:**

[Scale](#) | [Reflection Questions](#)

**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Tracking Student Progress**

**Focus Statement:** The teacher facilitates tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment.

**Desired Effect:** Students understand their current status on the scale and can articulate their progress toward the learning goal.

**Evidences:****Example Teacher Evidence:**

- Teacher helps students track their individual progress on the learning goal or target
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher uses formative data to chart progress of individual and entire class progress on the learning goal

**Example Student Evidence:**

- Students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal
- Students take some responsibility for providing evidence in reference to their progress on the scale
- Artifacts and data support that students are making progress toward a learning goal

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Celebrating Success**

**Focus Statement:** The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal or target.

**Desired Effect:** Students feel pride in their knowledge gain and accomplishments, and they are motivated to continue progress toward the goal.

## Evidences:

### Example Teacher Evidence:

- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
  - Show of hands
  - Certification of success
  - Parent notification
  - Round of applause
  - Academic praise

### Example Student Evidence:

- Students show signs of pride regarding their accomplishments in the class
- Students take some responsibility for celebrating their individual status and that of the whole class
- Student surveys indicate they want to continue making progress

## Resources:

[Scale](#) | [Reflection Questions](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Student Interview

### Student Questions

**What learning goal did today's lesson focus on?**

**How well are you doing on that learning goal?**

**Describe the different levels you can be at on the learning goal or target.**

# DQ6: Establishing Rules and Procedures

## Establishing Classroom Routines

**Focus Statement:** The teacher establishes expectations regarding rules and procedures that facilitate students working individually, in groups, and as a whole class.

**Desired Effect:** Students know and follow the rules and procedures.

### Evidences:

#### Example Teacher Evidence:

- Teacher involves students in designing classroom routines and procedures
- Teacher actively teaches student self-regulation strategies
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used
- Teacher focuses on procedures for students working individually or in small groups

#### Example Student Evidence:

- Students follow clear routines during class
- Students describe established rules and procedures
- Students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their behavior while working individually
- Students regulate their behavior while working in groups

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Organizing the Physical Layout of the Classroom

**Focus Statement:** The teacher organizes the physical layout of the classroom to facilitate movement and support learning.

**Desired Effect:** Students have easy access to classroom materials in an environment that focuses on communicating what is being taught and learned.

### Evidences:

**Example Teacher Evidence:**

- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom is designed to support long-term projects by individual students or groups of students
- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning
  - Bulletin boards relate to current content (e.g., word walls)
  - Student work is displayed

**Example Student Evidence:**

- Students move easily about the classroom
- Individual students or groups of students have easy access to materials that make use of long-term projects
- Students make use of materials and learning centers
- Students can easily focus on instruction
- Students can easily access technology
- Transition time is minimized due to layout of classroom

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Student Interview****Student Questions**

**What are the regular rules and procedures you are expected to follow in class?**

**How well do you do at following the rules and procedures and why?**

# Marzano Protocol: Lesson Segment Addressing Content

## DQ2: Helping Students Interact with New Knowledge

### Identifying Critical Content

**Focus Statement:** The teacher continuously identifies accurate critical content during a lesson or part of a lesson that portrays a clear progression of information that leads to deeper understanding of the content.

**Desired Effect:** Students know what content is important and what is not important.

## Evidences:

### Example Teacher Evidences:

- Teacher highlights critical content that portrays a clear progression of information related to standards or goals
- Teacher identifies differences between the critical and non-critical content
- Teacher continuously calls students' attention to accurate critical content
- Teacher integrates cross-curricular connections to critical content

### Example Student Evidence:

- Students can describe the level of importance of the critical content addressed in class
- Students can identify the critical content addressed in class
- Students can explain the difference between critical and non-critical content
- Formative data show students attend to the critical content (e.g., questioning, artifacts)
- Students can explain the progression of critical content

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Organizing Students to Interact with New Content

**Focus Statement:** The teacher organizes students into appropriate groups to facilitate the processing of new content.

**Desired Effect:** Students interact in small groups to process and understand new knowledge.

## Evidences:

### Example Teacher Evidences:

- Teacher has established routines for student grouping and student interaction for the expressed purpose of processing new content

### Example Student Evidence:

- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking

- |   |   |
|---|---|
| <input type="checkbox"/> Teacher provides guidance on one or more conative skills <ul style="list-style-type: none"> <li>• Becoming aware of the power of interpretations</li> <li>• Avoiding negative thinking</li> <li>• Taking various perspectives</li> <li>• Interacting responsibly</li> <li>• Handling controversy and conflict resolution</li> </ul> <input type="checkbox"/> Teacher organizes students into ad hoc groups for the lesson<br><input type="checkbox"/> Teacher provides guidance on one or more cognitive skills appropriate for the lesson | <input type="checkbox"/> Students take various perspectives<br><input type="checkbox"/> Students interact responsibly<br><input type="checkbox"/> Students appear to know how to handle controversy and conflict resolution<br><input type="checkbox"/> Students actively ask and answer questions about the content<br><input type="checkbox"/> Students add their perspectives to discussions<br><input type="checkbox"/> Students attend to the cognitive skill(s) |
|---|---|

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Previewing New Content

**Focus Statement:** The teacher engages students in previewing activities that require students to access prior knowledge and analyze new content.

**Desired Effect:** Students make a link from what they know to what is about to be learned: activating prior knowledge.

## Evidences:

### Example Teacher Evidences:

- Teacher facilitates identification of the basic relationship between prior ideas and new content
- Teacher uses preview questions before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher provides an advanced organizer
  - Outline
  - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide

### Example Student Evidence:

- Students can identify basic relationships between prior content and upcoming content
- Students can explain linkages with prior knowledge
- Students make predictions about upcoming content
- Students can provide a purpose for what they are about to learn
- Students cognitively engage in previewing activities
- Students can explain how prior standards or goals link to the new content

- Teacher uses motivational hook/launching activity
  - Anecdote
  - Short multimedia selection
  - Simulation/demonstration
  - Manipulatives
- Teacher uses digital resources to help students make linkages
- Teacher uses strategies associated with a flipped classroom

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Chunking Content into “Digestible Bites”

**Focus Statement:** Based on student evidence, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students to generate a clear conclusion.

**Desired Effect:** Students process and learn information in appropriate chunks.

## Evidences:

### Example Teacher Evidences:

- During a verbal presentation, the teacher stops at strategic points
- While utilizing multi-media, the teacher stops at strategic points
- While providing a demonstration, the teacher stops at strategic points
- While students are reading information or stories orally as a class, the teacher stops at strategic points
- Teacher uses appropriate questioning to determine if content chunks are appropriate
- Teacher uses formative data to break content into appropriate chunks

### Example Student Evidence:

- Students can explain why the teacher is stopping at various points
- Students appear to know what is expected of them when the teacher stops at strategic points
- Students can explain clear conclusions about chunks of content

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Helping Students Process New Content

**Focus Statement:** The teacher systematically engages student groups in processing and generating conclusions about new content.

**Desired Effect:** Students are cognitively engaged with new content during interactions with other students.

## Evidences:

### Example Teacher Evidences:

- Teacher employs formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- Teacher uses informal strategies to engage group members in actively processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning
- Teacher facilitates group members in generating conclusions

### Example Student Evidence:

- Students can explain what they have just learned
- Students volunteer predictions
- Students voluntarily ask clarification questions
- Groups are actively discussing the content
  - Group members ask each other and answer questions about the information
  - Group members make predictions about what they expect next
- Students generate conclusions about the new content
- Students can verbally summarize or restate the new information

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Helping Students Elaborate on New Content

**Focus Statement:** The teacher asks questions that require inferences about the new content but also requires students to provide evidence for their inferences.

**Desired Effect:** Students draw conclusions that were not explicitly taught within the chunk.

## Evidences:

### Example Teacher Evidences:

- Teacher asks questions that require students to make elaborative inferences about the content
- Teacher asks students to provide evidences for their inferences
- Teacher presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught

### Example Student Evidence:

- Students volunteer answers to inferential questions
- Students provide evidence for their inferences
- Student artifacts demonstrate students can make elaborative inferences
- Students can identify basic relationships between ideas and how one idea relates to others

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Helping Students Record and Represent Knowledge

**Focus Statement:** The teacher engages students in activities that require recording and representing knowledge emphasizing creation of a variety of types of models that organize and summarize the important content.

**Desired Effect:** Students accurately record and represent their understanding of critical content in linguistic and/or nonlinguistic ways.

## Evidences:

### Example Teacher Evidences:

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content

### Example Student Evidence:

- Student summaries and notes include critical content
- Student nonlinguistic representations include critical content
- Student models and other artifacts represent critical content
- Students can explain main points of the lesson

- Teacher asks students to create nonlinguistic representations for new content
  - Graphic organizers
  - Pictures
  - Pictographs
  - Flow charts
- Teacher asks students to represent new knowledge through various types of models
  - Mathematical
  - Visual
  - Linguistic (e.g., mnemonics)
- Teacher facilitates generating and manipulating images of new content
- Student explanations of mental images represent critical content

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Helping Students Reflect on Learning

**Focus Statement:** The teacher engages students in activities that help them reflect on their learning and the learning process.

**Desired Effect:** Students examine their level of understanding and identify areas where they are clear and confused.

## Evidences:

### Example Teacher Evidences:

- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning
- Teacher utilizes reflection activities to cultivate a growth mindset
- Teacher utilizes reflection activities to cultivate resiliency
- Teacher utilizes reflection activities to avoid negative thinking

### Example Student Evidence:

- Students can explain what they are clear about and what they are confused about
- Students can describe how hard they tried
- Students can explain what they could have done to enhance their learning
- Student actions and reflections display a growth mindset
- Student actions and reflections display resiliency
- Student actions and reflections avoid negative thinking
- Student reflections involve examining logic of learning and the learning process

- Teacher utilizes reflection activities to examine logic of learning and the learning process

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Student Interview

### Student Questions

Why is the information that you are learning today important?

How do you know what things are most important to pay attention to?

What are the main points of this lesson?

# DQ3: Helping Students Practice and Deepen New Knowledge

## Reviewing Content

**Focus Statement:** The teacher engages students in a brief review of content that highlights the cumulative nature of the content.

**Desired Effect:** Students produce an accurate representation of previously taught critical content.

## Evidences:

### Example Teacher Evidence:

- Teacher begins the lesson with a brief review of content
- Teacher systematically emphasizes the cumulative nature of the content

### Example Student Evidence:

- Students identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- Students can articulate the cumulative nature of the content

- Teacher uses specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity
- Student responses to class activities indicate that they recall previous content
  - Artifacts
  - Pretests
  - Warm-up activities

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Organizing Students to Practice and Deepen Knowledge

**Focus Statement:** The teacher organizes and guides grouping in ways that appropriately facilitate practicing and deepening knowledge.

**Desired Effect:** Students practice and deepen knowledge by interacting in small groups.

## Evidences:

### Example Teacher Evidence:

- Teacher organizes students into groups with the expressed idea of deepening their knowledge of content
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process
- Teacher provides guidance regarding group interactions
- Teacher provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- Teacher provides guidance on one or more cognitive skills appropriate for the lesson

### Example Student Evidence:

- Students explain how the group work supports their learning
- While in groups, students interact in explicit ways to deepen their knowledge of informational content or practice a skill, strategy, or process
  - Students actively ask and answer questions about the content
  - Students add their perspective to discussions
- Students move and work within groups with an organized purpose
- Students have an awareness of the power of interpretations
- Students avoid negative thinking
- Students take various perspectives
- Students interact responsibly

- Students appear to know how to handle controversy and conflict resolution
- Students attend to the cognitive skill(s)

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Using Homework

**Focus Statement:** The teacher designs homework activities that allow students to access and analyze content to deepen knowledge or practice a skill, strategy, or process.

**Desired Effect:** Students' understanding of content and/or practice of skills, strategies, or processes is deepened with appropriate homework.

## Evidences:

### Example Teacher Evidence:

- Teacher utilizes strategies associated with a flipped classroom
- Teacher communicates a clear purpose and gives directions for homework
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher utilizes homework assignments that allow students to practice skills, strategies, and processes and/or deepen knowledge independently
- Teacher utilizes homework assignments that allow students to access and analyze content independently

### Example Student Evidence:

- Students can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process
- Students ask clarifying questions about homework that help them understand its purpose

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Helping Students Examine Similarities and Differences

**Focus Statement:** When presenting content, the teacher helps students deepen their knowledge by examining similarities and differences.

**Desired Effect:** Students describe how elements are similar and different and what new information they have learned as a result of their comparisons.

### Evidences:

#### Example Teacher Evidence:

- Teacher engages students in activities that require students to examine similarities and differences
  - Comparison activities
  - Classifying activities
  - Analogy activities
  - Metaphor activities
  - Identifying basic relationships between ideas that deepen knowledge
  - Generating and manipulating mental images that deepen knowledge
- Teacher asks students to summarize what they have learned from the activity
- Teacher asks students to linguistically and non-linguistically represent similarities and differences
- Teacher asks students to explain how the activity has added to their understanding
- Teacher asks students to draw conclusions after the examination of similarities and differences
- Teacher facilitates the use of digital resources to find credible and relevant information to support examination of similarities and differences

#### Example Student Evidence:

- Students can create analogies and/or metaphors that reflect their depth of understanding
- Student comparison and classification activities reflect their depth of understanding
- Student artifacts indicate that student knowledge has been extended as a result of the activity
- Student responses indicate that they have deepened their understanding
- Students can present evidence to support their explanation of similarities and differences
- Students navigate digital resources to find credible and relevant information to support similarities and differences

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Helping Students Examine Their Reasoning

**Focus Statement:** The teacher helps students produce and defend claims by examining their own reasoning or the logic of presented information, processes, and procedures.

**Desired Effect:** Students can identify and articulate errors in logic or reasoning, or the structure of an argument, and explain new insights resulting from this analysis.

### Evidences:

#### Example Teacher Evidence:

- Teacher asks students to examine and analyze information for errors or informal fallacies in content or in their own reasoning
  - Faulty logic
  - Attacks
  - Weak reference
  - Misinformation
- Teacher asks students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- Teacher asks students to examine logic of errors in procedural knowledge
- Teacher asks students to analyze errors to identify more efficient ways to execute processes
- Teacher facilitates the use of digital sources to find credible and relevant information to support examination of errors in reasoning
- Teacher involves students in taking various perspectives by identifying the reasoning behind multiple perspectives

#### Example Student Evidence:

- Students can describe errors or informal fallacies in content
- Students can explain the overall structure of an argument presented to support a claim
- Student artifacts indicate students can identify errors in reasoning or make and support a claim
- Students navigate digital resources to find credible and relevant information to support examination of errors in reasoning
- Student artifacts indicate students take various perspectives by identifying the reasoning behind multiple perspectives

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Focus Statement:** When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

**Desired Effect:** Students develop automaticity with skills, strategies, or processes by engaging in appropriate practice activities.

## Evidences:

### Example Teacher Evidence:

- Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- Teacher guides students to generate and manipulate mental models for skills, strategies, and processes
- Teacher employs “worked examples”
- Teacher provides opportunity for practice immediately prior to assessing skills, strategies, and processes
- Teacher models the skill, strategy, or process

### Example Student Evidence:

- Students perform the skill, strategy, or process with increased confidence
- Students perform the skill, strategy, or process with increased competence
- Student artifacts or formative data show fluency and accuracy is increasing
- Students can explain mental models

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable    Not Using    Beginning    Developing    Applying    Innovating

## Helping Students Revise Knowledge

**Focus Statement:** The teacher engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information.

**Desired Effect:** Students make additions and deletions to previous knowledge that deepen their understanding.

## Evidences:

### Example Teacher Evidence:

### Example Student Evidence:

- Teacher asks students to examine previous entries in their digital or traditional academic notebooks or notes to correct errors and misconceptions as well as add new information
- Teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed
- Teacher guides students to identify alternative ways to execute procedures
- Students make corrections and/or additions to information previously recorded about content
- Students can explain previous errors or misconceptions they had about content
- Students demonstrate a growth mindset by self-correcting errors as knowledge is revised
- Student revisions demonstrate alternative ways to execute procedures

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Student Interview

### Student Questions

**How did this lesson add to your understanding of the content?**

**What changes did you make in your understanding of the content as a result of the lesson?**

**What do you still need to understand better?**

# DQ4: Helping Students Generate and Test Hypotheses

## Organizing Students for Cognitively Complex Tasks

**Focus Statement:** The teacher appropriately organizes and guides groups to work on short- and long-term complex tasks that require them to generate and test hypothesis.

**Desired Effect:** Students interact in small groups for the purpose of generating and testing hypotheses to enhance understanding of content.

### Evidences:

**Example Teacher Evidence:**

**Example Student Evidence:**

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- |  |   |
|--|---|
| <input type="checkbox"/> Teacher establishes the need to generate and test hypotheses for short- or long-term tasks  | <input type="checkbox"/> Students describe the importance of generating and testing hypotheses about content  |
| <input type="checkbox"/> Teacher organizes students into groups for the expressed purpose of problem solving, decision making, experimenting, or investigating   | <input type="checkbox"/> Students explain how groups support their learning   |
| <input type="checkbox"/> Teacher provides guidance on one or more conative skills <ul style="list-style-type: none"> <li>• Becoming aware of the power of interpretations</li> <li>• Avoiding negative thinking</li> <li>• Taking various perspectives</li> <li>• Interacting responsibly</li> <li>• Handling controversy and conflict resolution</li> </ul> | <input type="checkbox"/> Students use group activities to help them generate and test hypotheses  |
| <input type="checkbox"/> Teacher provides guidance on one or more cognitive skills appropriate for the lesson  | <input type="checkbox"/> While in groups, students interact in explicit ways to generate and test hypotheses <ul style="list-style-type: none"> <li>• Students actively ask and answer questions about the content</li> <li>• Students add their perspectives to discussions</li> </ul> |
|  | <input type="checkbox"/> Students move and work within groups with an organized purpose   |
|  | <input type="checkbox"/> Students have an awareness of the power of interpretations   |
|  | <input type="checkbox"/> Students avoid negative thinking   |
|  | <input type="checkbox"/> Students take various perspectives   |
|  | <input type="checkbox"/> Students interact responsibly  |
|  | <input type="checkbox"/> Students appear to know how to handle controversy and conflict resolution  |
|  | <input type="checkbox"/> Students attend to the cognitive skill(s)  |

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable    Not Using    Beginning    Developing    Applying    Innovating

## Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

**Focus Statement:** The teacher engages students in short- and long-term complex tasks that require them to generate and test hypotheses and analyze their own thinking.

**Desired Effect:** Students generate and test hypotheses to enhance their understanding of content and the inquiry process.

## Evidences:

**Example Teacher Evidence:**

**Example Student Evidence:**

- Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to
  - Generate conclusions
  - Identify common logical errors
  - Present and support claims
  - Navigate digital resources
- Teacher facilitates students in generating their own individual or group tasks that require them to generate and test hypotheses
  - Generate conclusions
  - Identify common logical errors
  - Present and support claims
  - Navigate digital resources
- Students participate in tasks that require them to generate and test hypotheses
- Students can explain the hypothesis they are testing
- Students can explain whether their hypothesis was confirmed or disconfirmed and support their explanation
- Student artifacts indicate that while engaged in decision making, problem solving, experimental inquiry, or investigation, students can
  - Generate conclusions
  - Identify common logical errors
  - Present and support claims
  - Navigate digital resources
  - Identify how one idea relates to others

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Providing Resources and Guidance for Cognitively Complex Tasks

**Focus Statement:** The teacher acts as resource provider and guide as students engage in short- and long-term complex tasks.

**Desired Effect:** Students have adequate resources and guidance to complete the hypothesis generation and testing task.

## Evidences:

### Example Teacher Evidence:

- Teacher makes himself/herself available to students who need guidance or resources
  - Circulates around the room
  - Provides easy access to himself/herself
- Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks

### Example Student Evidence:

- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- Students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks
- Students can give specific examples of how their teacher provides assistance and resources that helped them in cognitively complex tasks

- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

- Digital
- Technical
- Human
- Material

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Student Interview

### Student Questions

How did this lesson help you apply or use what you have learned?

What change has this lesson made in your understanding of the content?

# Marzano Protocol: Lesson Segment Enacted on the Spot

## DQ5: Engaging Students

### Noticing When Students are Not Engaged

**Focus Statement:** The teacher scans the room and notices when students are not paying attention or not cognitively engaged and takes overt action.

**Desired Effect:** Students modify their level of engagement as a result of teacher action.

### Evidences:

**Example Teacher Evidence:**

- Teacher notices when specific students or groups of students are not paying attention or not cognitively engaged
- Teacher notices when the energy level in the room is low or students are not participating
- Teacher takes action or uses specific strategies to re-engage students

**Example Student Evidence:**

- Students appear aware of the fact that the teacher is noticing their level of engagement
- Students increase their level of engagement when the teacher uses engagement strategies
- Students explain that the teacher expects high levels of engagement
- Students report that the teacher notices when students are not engaged

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Using Academic Games**

**Focus Statement:** The teacher uses academic games to cognitively engage or re-engage students.

**Desired Effect:** Students cognitively engage or re-engage as a result of using academic games and inconsequential competition.

**Evidences:****Example Teacher Evidence:**

- Teacher uses academic games that focus on or reinforce important concepts
- Teacher uses academic games that create generalizations or test principles
- Teacher uses structured, inconsequential competition games such as Jeopardy and Family Feud
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- Teacher uses friendly competition along with classroom games
- Teacher develops conative skills during academic games
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict

**Example Student Evidence:**

- Students engage in the games with some enthusiasm
- Students can explain how the games keep their interest and help them learn or remember content
- Students appear to take various perspectives when engaged in academic games
- Students interact responsibly during academic games
- Students handle controversy and conflict during academic games

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Managing Response Rates**

**Focus Statement:** The teacher uses response rate techniques to maintain student engagement through questioning processes.

**Desired Effect:** Students cognitively engage or re-engage as a result of using questioning strategies or probes.

**Evidences:****Example Teacher Evidence:**

- Teacher uses appropriate wait time
- Teacher uses a variety of activities that require all students to respond
  - Response cards
  - Students use hand signals to respond to questions
  - Choral response
- Teacher uses technology to keep track of student responses
- Teacher uses response chaining
- Teacher increases response rates by requiring students to back up responses with evidence

**Example Student Evidence:**

- Multiple students, or the entire class, respond to questions posed by the teacher
- Students can describe their thinking about specific questions posed by the teacher
- Students engage or re-engage in response to teacher's use of questioning techniques

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Using Physical Movement

**Focus Statement:** The teacher uses physical movement to maintain student engagement in content.

**Desired Effect:** Students cognitively engage or re-engage as a result of using physical movement activities.

### Evidences:

#### Example Teacher Evidence:

- Teacher facilitates movement to learning stations or to work with other students
- Teacher has students move after brief chunks of content engagement
- Teacher has students stand up and stretch or do related activities when their energy is low
- Teacher uses activities that require students to physically move to respond to questions
  - Vote with your feet
  - Go to the part of the room that represents the answer you agree with
- Teacher has students physically act out or model content to increase energy and engagement
- Teacher uses give-one-get-one activities that require students to move about the room

#### Example Student Evidence:

- Student behavior shows physical movement strategies increase cognitive engagement
- Students engage in the physical activities designed by the teacher
- Students can explain how the physical movement keeps their interest and helps them learn

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Maintaining a Lively Pace

**Focus Statement:** The teacher uses pacing techniques to maintain student engagement in content.

**Desired Effect:** Students cognitively engage or re-engage as a result of the teacher maintaining a lively pace.

### Evidences:

**Example Teacher Evidence:**

- Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments
- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e., speeds up and slows down)

**Example Student Evidence:**

- Students stay engaged when the pace of the class is not too fast or too slow
- Students quickly adapt to transitions and re-engage when a new activity is begun
- Students describe the pace of the class as not too fast or not too slow

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Demonstrating Intensity and Enthusiasm**

**Focus Statement:** The teacher demonstrates intensity and enthusiasm for content by sharing a deep level of content knowledge in a variety of ways.

**Desired Effect:** Students cognitively engage or re-engage as a result of the teacher using intensity and enthusiasm.

**Evidences:****Example Teacher Evidence:**

- Teacher enthusiastically demonstrates depth of content knowledge
- Teacher demonstrates importance of content by relating it to authentic, real-world situations
- Teacher describes personal experiences that relate to the content
- Teacher signals excitement for content by
  - Physical gestures
  - Voice tone
  - Dramatization of information
- Teacher strategically adjusts his/her energy level in response to student engagement

**Example Student Evidence:**

- Students say that the teacher "likes the content" and "likes teaching"
- Student attention levels or cognitive engagement increase when the teacher demonstrates enthusiasm and intensity for the content

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Using Friendly Controversy

**Focus Statement:** The teacher uses friendly controversy techniques to maintain student engagement in content.

**Desired Effect:** Students cognitively engage or re-engage as a result of using friendly controversy.

## Evidences:

### Example Teacher Evidence:

- Teacher structures mini-debates about the content
- Teacher structures activities that require students to provide evidence for their positions in a friendly controversy
- Teacher has students reveal sources of evidence to support their positions
- Teacher has students examine multiple perspectives and opinions about the content
- Teacher elicits different opinions on content from members of the class
- Teacher develops conative skills during friendly controversy
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict

### Example Student Evidence:

- Students engage or re-engage in friendly controversy activities with enhanced engagement
- Students describe friendly controversy activities as “stimulating,” “fun,” and “engaging”
- Students explain how a friendly controversy activity helped them better understand the content
- Students appear to take various perspectives while engaged in friendly controversy
- Students interact responsibly during friendly controversy
- Students appropriately handle controversy and conflict while engaged in friendly controversy

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Providing Opportunities for Students to Talk about Themselves

**Focus Statement:** The teacher provides students with opportunities to relate content being presented in class to their personal interests.

**Desired Effect:** Students cognitively engage or re-engage as a result of having opportunities to talk about themselves.

### Evidences:

#### Example Teacher Evidence:

- Teacher is aware of student interests and makes connections between these interests and class content
- Teacher structures activities that ask students to make connections between the content and their personal interests
- Teacher appears encouraging and interested when students are explaining how content relates to their personal interests
- Teacher highlights student use of specific cognitive skills (e.g., identifying basic relationships, generating conclusions, and identifying common logical errors) and conative skills (e.g., becoming aware of the power of interpretations) when students are explaining how content relates to their personal interests

#### Example Student Evidence:

- Students engage in activities that require them to make connections between their personal interests and the content
- Students explain how making connections between content and their personal interests engages them and helps them better understand the content

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Presenting Unusual or Intriguing Information

**Focus Statement:** The teacher uses unusual or intriguing and relevant information about the content to enhance cognitive engagement.

**Desired Effect:** Students cognitively engage or re-engage as a result of presentation of unusual or intriguing information.

### Evidences:

#### Example Teacher Evidence:

#### Example Student Evidence:

- |   |  |
|---|--|
| <input type="checkbox"/> Teacher systematically provides interesting facts and details about the content  | <input type="checkbox"/> Student attention increases when unusual information is presented about the content     |
| <input type="checkbox"/> Teacher encourages students to identify interesting information about the content  | <input type="checkbox"/> Students explain how the unusual information makes them more interested in the content  |
| <input type="checkbox"/> Teacher engages students in activities like “Believe it or not” about the content  | <input type="checkbox"/> Students explain how the unusual information deepens their understanding of the content |
| <input type="checkbox"/> Teacher uses guest speakers and various digital resources (e.g., media clips) to provide unusual information about the content |  |

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Student Interview

### Student Questions

How engaged were you in this lesson?

What are some things that keep your attention?

What are some things that make you bored?

# DQ7: Recognizing Adherence to Rules and Procedures

## Demonstrating “Withitness”

**Focus Statement:** The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.

**Desired Effect:** Students adhere to rules and procedures as a result of the teacher’s “withitness.”

### Evidences:

#### Example Teacher Evidence:

- Teacher physically occupies all quadrants of the room

#### Example Student Evidence:

- Students recognize that the teacher is aware of their behavior

- |   |   |
|---|---|
| <input type="checkbox"/> Teacher scans the entire room, making eye contact with all students                | <input type="checkbox"/> Students interact responsibly  |
| <input type="checkbox"/> Teacher recognizes potential sources of disruption and deals with them immediately | <input type="checkbox"/> Students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head” |
| <input type="checkbox"/> Teacher proactively addresses inflammatory situations                              |   |

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable    Not Using    Beginning    Developing    Applying    Innovating

## Applying Consequences for Lack of Adherence to Rules and Procedures

**Focus Statement:** The teacher consistently and fairly applies consequences for not following rules and procedures.

**Desired Effect:** Students adhere to rules and procedures as a result of the teacher applying consequences consistently and fairly.

## Evidences:

### Example Teacher Evidence:

- Teacher reminds students of self-regulation strategies
- Teacher provides nonverbal signals when student behavior is not appropriate
  - Eye contact
  - Proximity
  - Tap on the desk
  - Shaking head “no”
- Teacher provides verbal signals when student behavior is not appropriate
  - Tells students to stop
  - Tells students that their behavior is in violation of a rule or procedure
- Teacher uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior)
- Teacher involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior)
- Teacher uses direct cost consequences when appropriate (e.g., student must fix something he/she has broken)

### Example Student Evidence:

- Students demonstrate use of self-regulation strategies
- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- Students describe the teacher as fair in application of rules

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Acknowledging Adherence to Rules and Procedures**

**Focus Statement:** The teacher consistently and fairly acknowledges adherence to rules and procedures.

**Desired Effect:** Students adhere to rules and procedures as a result of the teacher acknowledging adherence to rules and procedures.

**Evidences:****Example Teacher Evidence:**

- Teacher acknowledges when students use self-regulation strategies
- Teacher provides nonverbal signals that a rule or procedure has been followed
  - Smile
  - Nod of head
  - “High five”
- Teacher gives verbal cues that a rule or procedure has been followed
  - Thanks students for following a rule or procedure
  - Describes student behaviors that adhere to a rule or procedure
- Teacher notifies the home when a rule or procedure has been followed
- Teacher uses tangible recognition when a rule or procedure has been followed
  - Certificate of merit
  - Token economies

**Example Student Evidence:**

- Students self-monitor and cease inappropriate behavior after receiving acknowledgement from the teacher
- Student verbal and nonverbal behaviors indicate appreciation of the teacher acknowledging their positive behavior
- Students describe the teacher as appreciative of their good behavior
- Students say that the teacher fairly and consistently acknowledges adherence to rules and procedures
- The number of students adhering to rules and procedures increases

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Not Applicable    Not Using    Beginning    Developing    Applying    Innovating

**Student Interview****Student Questions**

**How well did you follow classroom rules and procedures during this lesson?**

**What are some things that helped you follow the rules and procedures?**

**What are some things that didn't help you follow the rules and procedures?**

**DQ8: Establishing and Maintaining Effective Relationships with Students****Understanding Students' Interests and Backgrounds**

**Focus Statement:** The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.

**Desired Effect:** Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher exhibiting understanding of students' interests and backgrounds.

**Evidences:****Example Teacher Evidence:**

- Teacher relates content-specific knowledge to personal aspects of students' lives
- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons
- Teacher uses discussion of students' personal interests to highlight or reinforce conative skills (e.g., cultivating a growth mindset)

**Example Student Evidence:**

- Students describe the teacher as someone who knows them and/or is interested in them
- Students respond when the teacher demonstrates understanding of their interests and backgrounds
- Student verbal and nonverbal behaviors indicate they feel accepted by their teacher
- Students can describe how their personal interests connect to specific conative skills (e.g., cultivating a growth mindset)

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

**Focus Statement:** The teacher uses verbal and nonverbal behaviors that demonstrate and foster respect for student thinking and initiative.

**Desired Effect:** Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher using verbal and nonverbal behaviors that indicate affection for students.

## Evidences:

### Example Teacher Evidence:

- Teacher compliments students regarding academic and personal accomplishments
- Teacher compliments students regarding academic and personal accomplishments relative to their initiative
- Teacher engages in informal conversations with students that are not related to academics
- Teacher uses humor with students when appropriate
- Teacher smiles and nods to students when appropriate
- Teacher uses "high five"-type signals when appropriate
  - Pat on shoulder
  - Thumbs up
  - "High five"
  - Fist bump
  - Silent applause
- Teacher encourages students to share their thinking and perspectives

### Example Student Evidence:

- Students describe the teacher as someone who cares for them
- Students respond positively to verbal interactions with the teacher
- Students respond positively to nonverbal interactions with the teacher
- Students readily share their perspectives and thinking with the teacher

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Displaying Objectivity and Control

**Focus Statement:** The teacher behaves in an objective and controlled manner to demonstrate a commitment to students and academic rigor.

**Desired Effect:** Students' perceptions of acceptance and sense of community are enhanced as a result of the teacher displaying objectivity and control.

### Evidences:

#### Example Teacher Evidence:

- Teacher does not exhibit extremes in positive or negative emotions
- Teacher does not allow distractions to change the focus on academic rigor
- Teacher addresses inflammatory issues and events in a calm and controlled manner
- Teacher interacts with all students in the same calm and controlled fashion
- Teacher does not demonstrate personal offense at student misbehavior

#### Example Student Evidence:

- Students describe the teacher as not becoming distracted by interruptions in the class
- Students are settled by the teacher's calm demeanor
- Students describe the teacher as in control of himself/herself and in control of the class
- Students say that the teacher does not hold grudges or take things personally

### Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Student Interview

### Student Questions

**How accepted and welcomed did you feel in class today?**

**What are some things that made you feel accepted and welcomed?**

**What are some things that did not make you feel accepted and welcomed?**

## DQ9: Communicating High Expectations for All Students

### Demonstrating Value and Respect for Low Expectancy Students

**Focus Statement:** The teacher exhibits behaviors that demonstrate value and respect for low expectancy students' thinking regarding the content.

**Desired Effect:** All students feel equally valued by the teacher.

#### Evidences:

##### Example Teacher Evidence:

- The teacher provides low expectancy students with nonverbal indications that they are valued and respected
  - Makes eye contact
  - Smiles
  - Makes appropriate physical contact
- The teacher provides low expectancy students with verbal indications that they are valued and respected
  - Playful dialogue
  - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about low expectancy students
- When asked, the teacher can identify students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- The teacher provides students with strategies to avoid negative thinking about one's thoughts and actions

##### Example Student Evidence:

- Students say that the teacher cares for all students
- Students treat each other with respect
- Students avoid negative thinking about their thoughts and actions

#### Resources:

[Scale](#) | [Reflection Questions](#)

#### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

### Asking Questions of Low Expectancy Students

**Focus Statement:** The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

**Desired Effect:** All students are asked questions with the same frequency and depth.

## Evidences:

### Example Teacher Evidence:

- Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- Teacher makes sure low expectancy students are asked complex questions that require conclusions at the same rate as high expectancy students

### Example Student Evidence:

- Students say that the teacher expects everyone to participate
- Students say that the teacher asks difficult questions of every student

## Resources:

[Scale](#) | [Reflection Questions](#) | [Video](#)

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Probing Incorrect Answers with Low Expectancy Students

**Focus Statement:** The teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their conclusions and examine the sources of their evidence.

**Desired Effect:** All students who respond with incorrect answers are probed in the same manner.

## Evidences:

### Example Teacher Evidence:

- Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- Teacher probes low expectancy students to provide evidence of their conclusions
- Teacher asks low expectancy students to examine the sources of their evidence
- When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time
- Teacher asks low expectancy students to further explain their answers when they are incorrect

### Example Student Evidence:

- Students say that the teacher won't "let you off the hook"
- Students say that the teacher "won't give up on you"
- Students say that the teacher helps them think about and analyze their incorrect answers
- Student artifacts show the teacher holds all students to the same level of expectancy for drawing conclusions and providing sources of evidence

**Resources:**

[Scale](#) | [Reflection Questions](#) | [Video](#)

**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Student Interview**

**Student Questions**

How does your teacher demonstrate that he/she cares about and respects you?

How does your teacher communicate that everyone is expected to participate and answer difficult questions?

What are some ways that your teacher helps you answer questions successfully?

**Signatures**

**Observer Signature:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

**Learner Signature:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

## Domain 2: Planning and Preparing (v2)

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success.

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### Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information within Lessons
2. Lessons within Units
3. Attention to Established Content Standards

### Planning and Preparing for Use of Resources and Technology

4. Use of Available Traditional Resources
5. Use of Available Technology

### Planning and Preparing for Special Needs of Students

6. Needs of English Language Learners
7. Needs of Special Education Students
8. Needs of Students Who Lack Support for Schooling

## Planning and Preparing for Lessons and Units

### Effective Scaffolding of Information within Lessons

Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.

#### Evidence:

#### Planning Evidence:

- Content is organized to build upon previous information
- Presentation of content is logical and progresses from simple to complex
- Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units
- The plan anticipates potential confusions that students may experience

#### Teacher Evidence:

- When asked, the teacher can describe the rationale for how the content is organized
- When asked, the teacher can describe the rationale for the sequence of instruction
- When asked, the teacher can describe how content is related to previous lessons, units or other content
- When asked, the teacher can describe possible confusions that may impact the lesson or unit

**Resources:**Scale**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Lessons within Units**

The teacher organizes lessons within units to progress toward a deep understanding of content.

**Evidence:****Planning Evidence:**

- Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways
- Plans incorporate student choice and initiative
- Plans provide for extension of learning

**Teacher Evidence:**

- When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content
- When asked, the teacher can describe how students will make choices and take initiative
- When asked, the teacher can describe how learning will be extended

**Resources:**Scale**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Attention to Established Content Standards**

The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.

**Evidence:**

**Planning Evidence:**

- Lesson and unit plans include important content identified by the district (scope)
- Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district

**Teacher Evidence:**

- When asked, the teacher can identify or reference the important content (scope) identified by the district
- When asked, the teacher can describe the sequence of the content to be taught as identified by the district

**Resources:**Scale**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

# Planning and Preparing for Use of Resources and Technology

## Use of Available Traditional Resources

The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.

**Evidence:****Planning Evidence:**

- The plan outlines resources within the classroom that will be used to enhance students' understanding of the content
- The plan outlines resources within the school that will be used to enhance students' understanding of the content
- The plan outlines resources within the community that will be used to enhance students' understanding of the content

**Teacher Evidence:**

- When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content
- When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content
- When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content

**Resources:**Scale**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Use of Available Technology**

The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.

**Evidence:****Planning Evidence:**

- The plan identifies available technology that will be used:
- Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion Boards
- The plan identifies how the technology will be used to enhance student learning

**Teacher Evidence:**

- When asked, the teacher can describe the technology that will be used
- When asked, the teacher can articulate how the technology will be used to enhance student learning

**Resources:**Scale**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

# Planning and Preparing for Special Needs of Students

## Needs of English Language Learners

The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.

### Evidence:

#### Planning Evidence:

- The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson
- The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction

#### Teacher Evidence:

- When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson
- When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

### Resources:

Scale

### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Needs of Special Education Students

The teacher identifies the needs of special education students by providing accommodations and modifications that must be made for specific special education students.

### Evidence:

#### Planning Evidence:

- The plan describes accommodations and modifications that must be made for individual special education students or groups of students according to the Individualized Education Program (IEP) for a lesson

#### Teacher Evidence:

- When asked, the teacher can describe the specific accommodations that must be made for individual special education students or groups of students according to their IEP for a lesson

- The plan describes the accommodations and modifications that must be made for individual special education students or groups of students according to the IEP for a unit of instruction

- When asked, the teacher can describe the specific accommodations and modifications that must be made for individual special education students or groups of students according to their IEP for a unit of instruction

## Resources:

Scale

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Needs of Students Who Lack Support for Schooling

The teacher identifies the needs of students who come from home environments that offer little support for schooling.

## Evidence:

### Planning Evidence:

- The plan provides for the needs of students who come from home environments that offer little support for schooling
- When assigning homework, the teacher takes into consideration the students' family resources
- When communicating with the home, the teacher takes into consideration family and language resources

### Teacher Evidence:

- When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed
- When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework
- When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources

## Resources:

Scale

## Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Signatures

**Observer Signature:**

**Date:**

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---

**Learner Signature:**

**Date:**

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## Domain 3: Reflecting on Teaching (v2)

Copyright 2011 Robert J Marzano, exclusive in iObservation (2)

### Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness
2. Evaluating the Effectiveness of Individual Lessons and Units
3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

### Developing and Implementing a Professional Growth Plan

4. Developing a Written Growth and Development Plan
5. Monitoring Progress Relative to the Professional Growth and Development Plan

## Evaluating Personal Performance

### Identifying Areas of Pedagogical Strength and Weakness

The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).

#### Evidence:

##### Teacher Evidence:

- The teacher identifies specific areas of strengths and weaknesses within Domain 1
- The teacher keeps track of specifically identified focus areas for improvement within Domain 1
- The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1
- When asked, the teacher can describe how specific areas for improvement are identified within Domain 1

#### Resources:

Scale

**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Evaluating the Effectiveness of Individual Lessons and Units**

The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.

**Evidence:****Teacher Evidence:**

- The teacher gathers and keeps records of his or her evaluations of individual lessons and units
- When asked, the teacher can explain the strengths and weaknesses of specific lessons and units
- When asked, the teacher can explain the alignment of the assessment tasks and the learning goals
- When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals

**Resources:**

Scale

**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

**Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors**

The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.

**Evidence:****Teacher Evidence:**

- The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- The teacher provides a written analysis of specific causes of success or difficulty

- When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students

### Resources:

Scale

### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

# Developing and Implementing a Professional Growth Plan

## Developing a Written Growth and Development Plan

The teacher develops a written professional growth and development plan with specific and measurable goals, action steps, manageable timelines and appropriate resources.

### Evidence:

#### Teacher Evidence:

- The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources
- When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources

### Resources:

Scale

### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Monitoring Progress Relative to the Professional Growth and Development Plan Page 368

The teacher charts his or her progress toward goals using established action plans, milestones and timelines.

**Evidence:**

**Teacher Evidence:**

- The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)
- When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

**Resources:**

Scale

**Scale:**

Not Applicable    Not Using    Beginning    Developing    Applying    Innovating

**Signatures**

**Observer Signature:**

**Date:**

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**Learner Signature:**

**Date:**

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## Domain 4: Collegiality and Professionalism (v2)

Copyright 2011 Robert J Marzano, exclusive in iObservation (2)

### Promoting a Positive Environment

1. Promoting Positive Interactions with Colleagues
2. Promoting Positive Interactions about Students and Parents

### Promoting Exchange of Ideas and Strategies

3. Seeking Mentorship for Areas of Need or Interest
4. Mentoring Other Teachers and Sharing Ideas and Strategies

### Promoting District and School Development

5. Adhering to District and School Rules and Procedures
6. Participating in District and School Initiatives

## Promoting a Positive Environment

### Promoting Positive Interactions with Colleagues

The teacher interacts with other teachers in a positive manner to promote and support student learning.

#### Evidence:

#### Teacher Evidence:

- The teacher works cooperatively with appropriate school personnel to address issues that impact student learning
- The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher accesses available expertise and resources to support students' learning needs
- When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

#### Resources:

Scale

**Scale:**

Not Applicable    Not Using    Beginning    Developing    Applying    Innovating

**Promoting Positive Interactions about Students and Parents**

The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.

**Evidence:****Teacher Evidence:**

- The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns
- The teacher encourages parent involvement in classroom and school activities
- The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families
- The teacher uses multiple means and modalities to communicate with families
- The teacher responds to requests for support, assistance and/or clarification promptly
- The teacher respects and maintains confidentiality of student/family information
- When asked, the teacher can describe instances when he or she interacted positively with students and parents
- When asked, students and parents can describe how the teacher interacted positively with them
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents

**Resources:**

Scale

**Scale:**

Not Applicable    Not Using    Beginning    Developing    Applying    Innovating

# Promoting Exchange of Ideas and Strategies

## Seeking Mentorship for Areas of Need or Interest

The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.

### Evidence:

#### Teacher Evidence:

- The teacher keeps track of specific situations during which he or she has sought mentorship from others
- The teacher actively seeks help and input in Professional Learning Community meetings
- The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction
- When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction

### Resources:

Scale

### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Mentoring Other Teachers and Sharing Ideas and Strategies

The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.

### Evidence:

#### Teacher Evidence:

- The teacher keeps tracks of specific situations during which he or she mentored other teachers
- The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- When asked, the teacher can describe specific situations in which he or she has mentored colleagues

**Resources:**Scale**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

# Promoting District and School Development

## Adhering to District and School Rules and Procedures

The teacher is aware of the district's and school's rules and procedures and adheres to them.

**Evidence:****Teacher Evidence:**

- The teacher performs assigned duties
- The teacher follows policies, regulations and procedures
- The teacher maintains accurate records (student progress, completion of assignments, non-instructional records)
- The teacher fulfills responsibilities in a timely manner
- The teacher understands legal issues related to students and families
- The teacher demonstrates personal integrity
- The teacher keeps track of specific situations in which he or she adheres to rules and procedures

**Resources:**Scale**Scale:**

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Participating in District and School Initiatives

The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.

### Evidence:

#### Teacher Evidence:

- The teacher participates in school activities and events as appropriate to support students and families
- The teacher serves on school and district committees
- The teacher participates in staff development opportunities
- The teacher works to achieve school and district improvement goals
- The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives
- When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives

### Resources:

Scale

### Scale:

Not Applicable   Not Using   Beginning   Developing   Applying   Innovating

## Signatures

**Observer Signature:**

**Date:**

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**Learner Signature:**

**Date:**

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# FL DOE Instructional Support Member Evaluation Form (Certificated Non-Instructional Personnel)

Florida Department of Education

## Domain A: Data-Based Decision Making and Evaluation of Practices

1. A-1. Collects and uses data to develop and implement interventions within a problem-solving framework.
2. A-2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.
3. A-3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.
4. A-4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.

## Domain B: Instruction/Intervention Planning and Design

5. B-1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.
6. B-2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.
7. B-3. Applies evidence-based research and best practices to improve instruction/interventions.
8. B-4. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.
9. B-5. Engages parents and community partners in the planning and design of instruction/interventions.

## Domain C: Instruction/Intervention Delivery and Facilitation

10. C-1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.
11. C-2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.
12. C-3. Implements evidence-based practices within a multi-tiered framework.
13. C-4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.
14. C-5. Promotes student outcomes related to career and college readiness.
15. C-6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.

## Domain D: Learning Environment

16. D-1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.
17. D-2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).
18. D-3. Promotes safe school environments.

## Domain E: Professional Learning, Responsibility, and Ethical Practice

21. E-1. Develops a personal professional growth plan that enhances professional knowledge, skills, and practice and addresses areas of need on the evaluation.
22. E-2. Engages in targeted professional growth opportunities

19. D-4. Integrates relevant cultural issues and contexts that impact family-school partnerships.
20. D-5. Provides a continuum of crisis intervention services.
23. E-3. Implements knowledge and skills learned in professional development activities.
24. E-4. Demonstrates effective recordkeeping and communication skills.
25. E-5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.
- and reflective practices (e.g., professional learning community [PLC]).

## Domain A: Data-Based Decision Making and Evaluation of Practices

### A-1. Collects and uses data to develop and implement interventions within a problem-solving framework.

#### Resources:

Scale

#### Scale:

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

### A-2. Analyzes multiple sources of qualitative and quantitative data to inform decision making.

#### Resources:

Scale

#### Scale:

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**A-3. Uses data to monitor student progress (academic, social/emotional/behavioral) and health and evaluate the effectiveness of services on student achievement.**

**Resources:**

Scale

**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**A-4. Shares student performance data in a relevant and understandable way with students, parents, and administrators.**

**Resources:**

Scale

**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

## Domain B: Instruction/Intervention Planning and Design

**B-1. Uses a collaborative problem-solving framework as the basis for identification and planning for academic, behavioral, and health interventions and supports.**

**Resources:**

Scale

**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**B-2. Plans and designs instruction/intervention based on data and aligns efforts with the school and district improvement plans and state and federal mandates.**

**Resources:**

Scale

**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**B-3. Applies evidence-based research and best practices to improve instruction/interventions.**

**Resources:**

Scale

**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**B-4. Develops intervention support plans that help the student, family, or other community agencies and systems of support to reach a desired goal.**

**Resources:**

Scale

**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**B-5. Engages parents and community partners in the planning and design of**

**instruction/interventions.****Resources:**Scale**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

## Domain C: Instruction/Intervention Delivery and Facilitation

**C-1. Collaborates with school-based and district-level teams to develop and maintain a multi-tiered continuum of services (MTSS) to support the academic, social, emotional, and behavioral success and health of all students.**

**Resources:**Scale**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**C-2. Consults and collaborates at the individual, family, group, and systems levels to implement effective instruction and intervention services.**

**Resources:**Scale**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

### **C-3. Implements evidence-based practices within a multi-tiered framework.**

#### **Resources:**

Scale

#### **Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

### **C-4. Identifies, provides, and/or refers for supports designed to help students overcome barriers that impede learning.**

#### **Resources:**

Scale

#### **Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

### **C-5. Promotes student outcomes related to career and college readiness.**

#### **Resources:**

Scale

#### **Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

### **C-6. Provides relevant information regarding child and adolescent development, barriers to learning, and student risk factors.**

**Resources:**Scale**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

## Domain D: Learning Environment

**D-1. Collaborates with teachers and administrators to develop and implement school-wide positive behavior supports.****Resources:**Scale**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**D-2. Collaborates with school personnel and students to foster student engagement (e.g., involvement, motivation, persistence, resilience, ownership).****Resources:**Scale**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**D-3. Promotes safe school environments.**

**Resources:**

Scale

**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**D-4. Integrates relevant cultural issues and contexts that impact family–school partnerships.**

**Resources:**

Scale

**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**D-5. Provides a continuum of crisis intervention services.**

**Resources:**

Scale

**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

# Domain E: Professional Learning, Responsibility, and Ethical Practice

**E-1. Develops a personal, professional growth plan that enhances professional**

**knowledge, skills, and practice and addresses areas of need on the evaluation.****Resources:**Scale**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**E-2. Engages in targeted professional growth opportunities and reflective practices (e.g., professional learning community [PLC]).****Resources:**Scale**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**E-3. Implements knowledge and skills learned in professional development activities.****Resources:**Scale**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**E-4. Demonstrates effective recordkeeping and communication skills.****Resources:**Scale

**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**E-5. Complies with national and state laws, district policies and guidelines, and ethical educational and professional standards.**

**Resources:**

Scale

**Scale:**

Highly Effective    Effective    Emerging    Ineffective    Not Applicable

**Signatures**

**Observer Signature:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

**Learner Signature:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

# **Appendix FF**

**Copy of Pay Performance Plan**

**And Salary Schedule**

## **Salary Progression – Teachers and School Based Administrators**

### **Performance-based compensation plan for Teachers**

1. Teachers assigned to Mavericks of North Broward may receive an annual salary increase contingent upon receiving an overall performance rating of either Highly Effective or Effective for the prior school year. Salary increases are subject to negotiation and Board approval.
2. Salaries for teachers shall remain the same for overall performance ratings less than Effective. Salary progression shall resume in the year following receiving an overall Effective performance rating.
3. As stated in Florida Statute 1012.22, teachers rated “Highly Effective” shall receive the highest percentage annual increase available based on the performance-based compensation plans. Teachers rated “Effective” shall receive 50% - 75% of the salary increase awarded to Highly Effective-rated teachers. A rating of “Highly Effective” may receive a 3 percent salary increase and a rating of “Effective” may receive a 2 percent salary increase.

### **Performance-based compensation plan for School Based Administrators (ACCEL) 1.**

1. School Based Administrators assigned to Mavericks of North Broward may receive an annual salary increase contingent upon receiving an overall performance rating of either Highly Effective or Effective for the prior school year. Salary increases are subject to Board approval.
2. Salaries for School Based Administrators shall remain the same for overall performance ratings less than Effective. Salary progression shall resume in the year following receiving an overall Effective performance rating.
3. As stated in Florida Statute 1012.22, School Based Administrators rated “Highly Effective” shall receive the highest percentage annual increase available based on the performance-based compensation plans. School Based Administrators rated “Effective” shall receive 50% - 75% of the salary increase awarded to Highly Effective-rated School Based Administrators. A rating of “Highly Effective” may receive a 3 percent salary increase and a rating of “Effective” may receive a 2 percent salary increase.

# **Appendix GG**

**N/A**

# **Appendix HH**

**Screen Shot of Parent Liaison**

**Information in Website**

Principal Deanna Allen



The Principal of Mavericks High School of North Broward County, located in Pompano, Florida is Deanna Allen. She can be contacted at (954) 944-4123.



The Governance Board Members of New Alternative Education of Broward County include:

Jennifer Russell, Steven Bracy, Charles Bethel, Ira Paul, Debbie Schatz

Mavericks High is managed by Mavericks in Education Florida, LLC. The management company can be contacted at 4500 PGA Blvd., Ste 302, Palm Beach Gardens, FL 33418. [School Organization Chart](#)

Parent Association Chairperson for Mavericks High of North Broward is Mrs. Tuchette Torres-Lee. She can be contacted at [ttorreslee@mavericksineducation.com](mailto:ttorreslee@mavericksineducation.com) or (954) 944-4123.

Concerns email:

[concernbro@mavericksineducation.com](mailto:concernbro@mavericksineducation.com)



### Diploma Types

Mavericks High Schools offers traditional high school diplomas. Our Schools are all SACS Accredited. A list of Diploma Types offered can be found on this document.

[Mavericks High School Diploma Types](#)



### Student Handbook

Mavericks High School promotes personal integrity with an emphasis on the lifelong learning process. There are rules and standards required with our Student Handbook.

[Mavericks High School Student Handbook](#)



### Graduation Requirements

The Graduation Requirements for a standard diploma in Florida can be found in Florida Statute Sections [1003.4282](#) and [Section 1002.3105](#). Mavericks High offers both the 24-credit and the 18-credit ACCEL option. More information can be found at the [FLDOE Website](#).



### Accounting | Finance

We maintain a copy of our most recent audited financials and approved budget online. Please find the most recent [approved budget](#). Please find the most recent [audited financials](#).

# **Appendix II**

## **Student/Parent Contract**



## PARENT/GUARDIAN-STUDENT CONTRACT

\_\_\_\_\_  
Student Name (Please Print)

\_\_\_\_\_  
Parent/Guardian's Name (Please Print)

Research indicates that student success is far greater when parents and/or guardians are actively involved in the educational process. Support by means of open communication with teachers and School Leaders, participation in school-sponsored events, and consistently providing praise and encouragement to your student makes for a successful experience. With your support we will work together to provide the best, individualized educational program for your student.

Your signature below indicates your willingness to make the commitment to support your student's educational experience while in attendance at MAVERICKS HIGH School.

### Grievance Procedure:

Any parent/guardian and/or student may file a complaint regarding a violation of school policies, regulations, rules, or procedures electronically via email at : [concernsnbro@mavericksineducation.com](mailto:concernsnbro@mavericksineducation.com) or via mail to MAVERICKS HIGH's management office located at: Mavericks In Education Florida, LLC, 4500 PGA Blvd Ste 302 - Palm Beach Gardens, FL 33418.

We have read and understand all of the information contained in the Handbook. We agree to abide by and support MAVERICKS HIGH School's rules and regulations, including the Student Code of Conduct. All students that attend MAVERICKS HIGH remain students of Broward County School District, and therefore, must also abide by the Broward County School District's Code of Conduct.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

*A comprehensive educational and support model focuses on student's success. Our mastery-based, self-paced, teacher-supported instruction responds constructively to student's underlying needs; increases social bonding to teacher and school, enhances self-esteem and academic self-concept leading to a greater sense of control over their future.*

***Small School – Big Opportunities!***

MAVERICKS HIGH NORTH BROWARD  
3500 North Andrews Avenue, Pompano, FL 33064  
954-944-4123 Phone

# Acceptable Internet Use Policy

## Student Guidelines

Students are expected to follow all guidelines stated below as well as those given orally by staff and to demonstrate ethical behavior in using the network. Any actions that might harm the computer equipment or software, impair its effective use, or that show disregard for the proper procedures set up for network access will not be tolerated.

- Students may not allow others to use their account name and or their password. To do so is a violation of the Acceptable Use Policy.
- Any action by a student that is determined by his/her classroom teacher or a system administrator to constitute an inappropriate use of Internet at Mavericks High, or to improperly restrict or inhibit others from using and enjoying the internet is a violation of the Acceptable Use Policy.
- Transmission of material, information or software in violation of any school district policy, or local, state or federal law is prohibited and is a breach of the Acceptable Use Policy.
- Any use of the Internet proxy services to circumvent the network filters will result in suspension and loss of Internet privileges.

## Violating the Acceptance Use Policy may result in:

- Restricted network access
- Loss of Network access
- Disciplinary or legal action including, but not limited to, criminal prosecution under appropriate state and federal laws.

In order to ensure smooth system operations, the Systems Administrator has the authority to monitor all accounts. Every effort will be made to maintain privacy and security in this process.

## Student Access Contract

I understand that when I am using the Internet or any other telecommunications environment, I must adhere to all rules of courtesy, etiquette and laws regarding access and copying of information as prescribed by either Federal, State or Local law, Mavericks High of North Broward, Broward County School district, and Mavericks In Education, LLC

My signature below and that of my parents, means that I agree to follow the guidelines of the Acceptable Use Policy for the Internet at Mavericks High of North Broward.

\_\_\_\_\_  
Student Name (Please Print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent's Name (Please Print)

\_\_\_\_\_  
Parent's Signature (if under the age of 18)

\_\_\_\_\_  
Date

# **Appendix JJ**

## **Parent Handbook**



2015 - 2016

# Student/Parent Handbook



Welcome to MAVERICKS HIGH. MAVERICKS HIGH was established to meet the needs of students who were not successful or who were at risk of not succeeding in the traditional high school environment. Using 21st century technology and a focus on individualized attention, MAVERICKS HIGH offers students, who are challenged by the traditional approach to learning, the opportunity to earn a state-recognized high school diploma. This high-tech high provides students, ages 15-21, a strong research-based curriculum and support for pursuing continuing education or a suitable vocation.

*We are. . .*

*Mature*

*Accountable*

*Valued*

*Educated*

*Resourceful*

*Independent*

*Confident*

*Kind*

*Successful*

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## **ENROLLMENT**

Applications are accepted at any time of the year at MAVERICKS HIGH. Interested students must complete a MAVERICKS HIGH application and return it to the school. If the student has a copy of his/her transcripts, this should also be attached. If the student does not have a copy of his/her transcripts, the student and/or parent/guardian will need to sign a “Request for Records” form from the last school attended. These records will only be used to verify existing credits. An assessment test will be scheduled. At the time of the assessment, the student is required to submit documentation verifying that he/she is at risk of not completing another high school’s academic program, e.g., work permit or a report card. Within five working days, the student will be notified of the enrollment status. If accepted, the student will sign a student contract, complete Professional Development Orientation (PDO), and be assigned an academic class and session, based upon availability.

## **FEES**

There are no tuition fees of any kind required to attend MAVERICKS HIGH.

## **NON-DISCRIMINATION POLICY**

MAVERICKS HIGH does not discriminate against any person, regardless of a person’s religion, national origin, age, race, creed, color, disability, condition, sexual orientation, or gender.

## **SCHOOL HOURS**

MAVERICKS HIGH offers two (and in some schools three) sessions in a school day. Students may choose a session convenient to them. However, if the session is at capacity he/she will be put on a wait list and required to choose an alternate session. Once a student has been assigned to a session, he/she is required to attend each day during that session. In the event that the student is unable to attend his/her assigned session on a given day, he/she may call the school and arrange to attend a different session for that day only. The mentor must give permission as space will indicate whether or not a student may attend a different session. The Office Hours are 7:15a.m. - 5:15p.m. Monday-Friday.

## **CURRICULUM**

Student learning and academic achievement instructional strategies and methodology used at Mavericks High is met through customized academic learning levels. The model provides small classes, highly qualified teachers and community involvement to foster a strong network to provide educational equity and excellence. The model is designed to ensure that all students are provided the opportunity and support to succeed at completing their high school education and pursue post-secondary education and career opportunities.

The Mavericks High Instructional Model is grounded on individualized and differentiated instruction, teacher driven, with digital and paper based curriculum that offers a blended approach of

rigor and relevance, supported by research-based and data-driven practices intended to ensure learning, achievement and development of the whole student. Each student attending the school follows an individualized program designed collectively by school staff with input from the student and parents, in which the student is responsible for fully utilizing the opportunities provided.

## **GRADUATION REQUIREMENTS**

Please refer to [MavericksHigh.com](http://MavericksHigh.com) regarding the graduation requirements & types of Diplomas awarded.

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Special Diploma option

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments, depending on the year the student entered the ninth grade (refer to <http://www.fldoe.org/bii/studentpro/grad-require.asp> for additional information.

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012)
- Algebra II (if enrolled)

Students may participate in the credit acceleration program (CAP) that allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

# Mavericks High School

## Students Entering Grade Nine in the 2015-2016 School Year

### Diploma Option

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option

### State Assessment Requirements

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

! Algebra I\*                      ! U.S. History  
! Biology I                        ! Algebra II (if enrolled)\*  
! Geometry\*

\*Special Note: Thirty percent not applicable if enrolled in the 2014-2015 school year.

\*Special Note: **EOC participation and 30% calculation is dependent on the year a student enters the ninth grade.**

### Credit Acceleration Program (CAP)

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

! Algebra I                        ! Biology I  
! Geometry                       ! Algebra II  
! U.S. History

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History). (See your ESE Specialist to determine eligibility).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement</li> </ul>
4 Credits Mathematics
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
3 Credits Science
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts <sup>†</sup>
1 Credit Physical Education <sup>†</sup>
To include the integration of health
<sup>†</sup> Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

# Mavericks High School

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▪ Earn 1 credit in Algebra II (must pass EOC);</li> <li>▪ Pass the Geometry EOC;</li> <li>▪ Earn 1 credit in statistics or an equally rigorous mathematics course;</li> <li>▪ Pass the Biology I EOC;</li> <li>▪ Earn 1 credit in chemistry or physics;</li> <li>▪ Earn 1 credit in a course equally rigorous to chemistry or physics;</li> <li>▪ Pass the U.S. History EOC;</li> <li>▪ Earn 2 credits in the same world language; and</li> <li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▪ Takes the respective AP, IB or AICE assessment; and</li> <li>▪ Earns the minimum score to earn college credit.</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>▪ Meet the standard high school diploma requirements</li> <li>▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes).</li> </ul>

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>▪ High school graduation with a standard diploma</li> <li>▪ Admission test scores</li> <li>▪ 16 Credits of approved college preparatory academic courses</li> <li>▪ 4 English (3 with substantial writing)</li> <li>▪ 4 Mathematics (Algebra I level and above)</li> <li>▪ 3 Natural Science (2 with substantial lab)</li> <li>▪ 3 Social Science</li> <li>▪ 2 World Language (sequential, in the same language)</li> <li>▪ 2 Approved electives</li> </ul> <p><a href="http://www.fibog.edu/forstudents/planning">http://www.fibog.edu/forstudents/planning</a></p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml</a></p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="#">Career and Technical Directors</a></p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-

# Mavericks High School

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funded grants and scholarships. To learn more, visit  
<http://www.floridastudentfinancialaid.org/>.

## **EMPLOYMENT**

The Academic Advisor will meet to discuss employment opportunities with each student. Students who are already employed at the time of admission will meet with the Academic Advisor as well. The following topics will be covered by the Academic Advisor:

- Writing a resume
- Interviewing skills
- Work attendance and punctuality
- Appropriate dress
- Career exploration
- Post-secondary plan

## **TRANSPORTATION**

Many students choose to drive or carpool to school. Another option is to utilize the public transportation system. MAVERICKS HIGH does not provide transportation, however, for those students outside the legal mileage range, a bus pass will be provided. No employee is permitted to transport students in their personal vehicles. The school is not responsible for lost or damage to any vehicles, its accessories or contents resulting from a student's negligence, acts of third parties (including but not limited to, theft, vandalism or collision), acts of nature, fire, accident or any other cause, while parked on the premises of the school location.

## **ADMISSIONS/FAMILY COORDINATOR**

The Family Coordinator is available to provide students the support needed to solve issues and problems that may arise while enrolled in school. Such issues may include a need for childcare, health services, shelter, substance rehabilitation, conflict resolution, abuse, and other issues specific to each student. The Admissions/Family Coordinator is on staff to help and will keep each student's situation confidential.

## **MENTOR**

Each student is assigned a mentor. The mentor's role is to meet with the student and make them feel welcome right from the start. In addition to helping the student get acquainted with the school and the classroom, the mentor will also work with the student to develop his/her educational plan. The student can depend on his/her mentor to assist with anything he/she may need while at school. The mentor will also check in on absent students. Each student's mentor is there to support, encourage and assist not only with the academic but also the social areas of need.

## **ATTENDANCE POLICY**

Regular attendance and arrival on time is expected of all students at MAVERICKS HIGH. While there may be circumstances that prevent a student from attending school on a given day, it is the responsibility of the student and/or parent/guardian to notify the school of such absence. Excessive

absences or tardiness will be addressed by the School Leaders in accordance with school district policy.

### Excused Absences:

An excused absence or tardy may be granted if the student is not in school for any of the following reasons:

<ul style="list-style-type: none"><li>✓ Medical appointment*</li><li>✓ Under doctor's care*</li><li>✓ Automotive difficulties with proof of towing or repair shop receipt</li><li>✓ Scheduled road test for Driver's License*</li><li>✓ Other absences as deemed appropriate by and at the sole discretion of the School Leader</li></ul>	<ul style="list-style-type: none"><li>✓ Employment that cannot be conducted outside of school hours*</li><li>✓ Death of an immediate family member*</li><li>✓ Personal illness*</li><li>✓ Other appointments, i.e., case workers, probation officers, signing residential lease*</li><li>✓ Court appointment*</li></ul>
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\*With appropriate verifiable documents.

### Unexcused Absences:

An absence for any of the following reasons may be determined to be unexcused:

<ul style="list-style-type: none"><li>✗ Any absence that is not excused</li><li>✗ Leaving school early without proper authorization</li></ul>	<ul style="list-style-type: none"><li>✗ Any absence where the student fails to provide appropriate verifiable documentation - <b>Students must submit written documentation on the first day returning back to school</b></li></ul>
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### Tardy Policy:

On occasion, situations arise when a student will be late to school. The student must notify the school if he/she will be arriving to school late. Excessive late arrivals will be handled by the School Leader.

## **STUDENT CODE OF CONDUCT**

- |                 |                    |                       |
|-----------------|--------------------|-----------------------|
| 1. Be Attentive | 7. Be Orderly      | 13. Take Initiative   |
| 2. Be Obedient  | 8. Be Forgiving    | 14. Have Self-Control |
| 3. Be Truthful  | 9. Be Sincere      | 15. Be Punctual       |
| 4. Be Grateful  | 10. Be Virtuous    | 16. Be Resourceful    |
| 5. Be Generous  | 11. Be Responsible | 17. Have Discretion   |
| 6. Be Creative  | 12. Be Tolerant    | 18. Be Patient        |

**MAVERICKS HIGH is committed to providing a safe teaching and learning environment for students, staff, and members of the community. The Student Code of Conduct identifies, recognizes and rewards model student behavior within a framework of clearly established and enforceable rules and policies. It advocates a holistic approach to promoting and maintaining a safe learning environment and requires active participation from students, parents/guardians, and school staff. Mavericks High complies with the School Districts Code of Conduct.**

MAVERICKS HIGH will have a strict discipline policy for students who engage in fighting or other aggressive behaviors as outlined in the School District's Code of Conduct. MAVERICKS HIGH will enforce a "ZERO TOLERANCE" policy regarding substance abuse, weapons, and crime. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately. Students may be isolated through in-school suspension, out-of-school suspension, or dismissal.

Student infractions\*:

<ul style="list-style-type: none"> <li>➤ Truancy</li> <li>➤ Use of profane, obscene, indecent, immoral language or gestures</li> <li>➤ Distraction to student learning in classrooms</li> <li>➤ Destruction of school property</li> <li>➤ Possession, use or storage of any weapons on campus</li> <li>➤ Smoking within 100 feet of campus</li> <li>➤ Excessive tardiness</li> <li>➤ Threat or harm made to staff, students or self</li> <li>➤ Inappropriate use of Internet</li> </ul>	<ul style="list-style-type: none"> <li>➤ Insubordinate behavior toward authority</li> <li>➤ Cheating on coursework, tests, quizzes, etc.</li> <li>➤ Fighting</li> <li>➤ Theft of school or student property</li> <li>➤ Under the influence of drugs or alcohol</li> <li>➤ Possession of or attempt to sell drugs or alcohol on campus</li> <li>➤ Sexual harassment towards a student or staff</li> <li>➤ Display of any gang-related activity, behavior and/or attire</li> <li>➤ Possession, use or storage of any pornographic materials</li> </ul>
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\*See Appendix A for Corrective Strategies.

**HARASSMENT & CYBER BULLYING LAW**

Section 1006.147, titled "Bullying and Harassment Prohibited," proscribes bullying and harassment in Florida's K-12 public educational institutions; in any educational program or activity conducted by an educational institution; or through the use of data or software accessed by a computer, computer system, or computer network of a K-12 public educational institution. Hence, using the school e-mail network, even while at home, to bully or harass other students is prohibited by this Florida law. The law expressly defines "bullying" as the act of systematically or chronologically inflicting physical harm or emotional distress on another student. The law also provides examples of conducts that may result in bullying:

1. Teasing
2. Social Exclusion
3. Threat
4. Intimidation
5. Stalking
6. Physical Violence
7. Theft

8. Sexual or Racial Harassment
9. Public Humiliation
10. Destruction of Property

Harassment is defined as any verbal, written, or physical conduct that threatens, insults, or dehumanizes public school students or employees. Written harassment includes those committed through electronic means and the use of computer software. The conduct must be sufficient to place the student or employee in reasonable fear of harm against them or their property; and sufficient to interfere with the student's school performance, opportunities, or benefits. The Florida anti-bullying law also penalizes those who induce or coerce others to bully or harass public school students or employees. Students, parents, volunteers, or employees that promptly and in good faith report bullying acts will be exempted from civil cause of actions against them.

### **INTERNET USE**

Coursework that is completed through the MAVERICKS HIGH computer system is monitored closely by each teacher. It is expected that students will refrain from inappropriate use of the internet and abuse of this privilege will result in disciplinary and/or legal action. At the time of orientation, students will be given an internet use contract to read and sign. This contract indicates that the student understands the expectations of internet use at school.

### **ELECTRONIC DEVICES**

Electronic devices (cell phones, musical devices, tablets, laptops and the like) are not to be used at school. If students choose to bring an electronic device, it will be collected upon entry to the building. The School is not responsible for any damage to the electronic device, including but not limited to damage caused by vandals or any other cause. The School shall not be responsible for theft of electronic devices or any other property left with the School. Student/parent/guardian agrees that the School is not responsible for any damages to persons or property resulting from the loss of the electronic device by the School.

### **SCHOOL PROPERTY**

A clean, safe environment is conducive to learning. All students deserve this setting. It is expected that the building will remain free of graffiti, damage or misuse. We strive to maintain a healthy setting and depend on each student to uphold his/her part by showing respect for school property. It is the student's responsibility to report any damage or misuse of the building and/or property to the School Leader.

### **STUDENTS PERSONAL PROPERTY**

Mavericks High is not responsible for any personal student materials, i.e., cell phones, tablets, laptops, musical devices, backpacks, purses, clothing, etc. Backpacks are not permitted in the classroom.

## **DRESS CODE**

We follow the district wide student dress code. Please refer to the district code of conduct.

## **ASSESSMENT**

Students attending Mavericks High School participate in formal district and state assessments including, but not limited to, the Florida Comprehensive Assessment Test (FCAT), End-of-Course (EOC) exams, FCAT Writes, ACT, SAT, and the Postsecondary Education Readiness Test (P.E.R.T.). Students are also assessed through a variety of formats including a student portfolio which consists of work accumulated throughout the year, course quizzes, unit tests, and final exams.

Assessment reports are available upon request and are readily available daily through our student information system.

## **TEACHER CONFERENCES**

All parents are welcome to meet with their student's teacher throughout the school year. We encourage you to have conferences more often; as effective communication is one of the cornerstones of education. To schedule a parent conference, please contact the school secretary.

## **VISITORS**

To provide for the safety and security of our students and the facilities at Mavericks High, only authorized visitors are allowed on campus. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures the security of students, protects against confidential information, and avoids potential distractions and disturbances.

All visitors should enter Mavericks High at the main entrance. Authorized visitors will be escorted to their destination. **All visitors must check in at the Front Desk and wear a "visitor" ID badge during their visit.**

## **COMMUNICATION**

You can contact the Main Office during the hours of 7:15a.m. - 5:15p.m Monday - Friday. Our voice mail system can be reached at any time throughout the day or night. Through this system, you can call in a student's absence; leave a message for anyone on our staff including the student's teacher. Please feel free to use this number whenever you feel it is necessary, as teachers and other staff members check their messages regularly.

## **PROGRESS REPORTS**

Progress reports and report cards are distributed periodically throughout the school year as indicated on the school's annual calendar. These reports enable parents to understand their student's progress in relation to the school's objectives, allow them to share in the planning for

future progress, and help the student grow through an evaluation of his/her habits, attitudes, and achievements.

## **MEDICATIONS**

**We do not supply or administer any non-prescription medication.** If a student needs to take any medication during school hours, please completely fill out the Medical Authorization form, have the form signed by the prescribing physician and return it to our office to be placed in the student's health folder. All prescription containers must be current and match the authorized prescription. No over the counter drugs can be administered by anyone on staff.

## **REPORTING INJURIES/ILLNESSES**

If a student is injured at MAVERICKS HIGH, he/she must immediately report the injury to a teacher or the School Leader so that an Incident Report can be completed. Proper steps in reporting an injury/illness:

1. Incident is reported immediately to the School Leader.
2. Depending on the severity of the incident/illness may require medical treatment.
3. Depending on the severity, the parent/guardian needs to be contacted immediately.
4. Incident is documented on the "Incident Report" form (includes statement from witnesses if any).
5. Copy of Incident Report kept at the School, and a copy submitted to Human Resources.

## **WEATHER-RELATED SCHOOL CLOSINGS**

In the event that the school should need to be closed for a weather-related emergency, such as a hurricane or other event, students and parents should watch the local TV and radio stations for updates on MAVERICKS HIGH status. MAVERICKS HIGH will follow the same opening/closing schedule as their School District. Information is also provided to parents via Parent Link, therefore it is imperative that contact information is accurate.

## **EMERGENCY PLAN**

*We ask that you please take a moment to review the seriousness of these drills:*

### **Fire Drill**

During a fire drill, all classes will take the primary route indicated on the room Evacuation Chart. Students will walk silently in a single file line out of the room and at least sixty feet (30 steps) away from the building.

Under ordinary circumstances, all doors and windows should be closed by the last one to leave the room. Do not lock your doors so that the fire crews have access. **The lights and air conditioning should be turned off.**

Fire drills are required by State Law at least once each quarter. MAVERICKS HIGH feels that

the students and staff need to be prepared, so our drills are practiced monthly. Students and staff **MUST** exit the building upon a fire alarm signal, with the exception of the School Leaders. No student or staff member should return to the building until the “all clear” signal is given. All students and staff should re-enter the building without talking in case verbal directions are needed to exit the building again.

## **Bomb Threat/Serious Threat or Endangerment**

Should a situation occur where student/staff safety is concerned regarding a Bomb Threat/Serious Threat or Endangerment, an evacuation signal will be issued. The signal used will be the fire alarm signal. All students and staff members, with the exception of the School Leaders, **MUST** evacuate the building immediately using the Fire Drill Plan unless otherwise specified. 911 will be called by the School Leaders and the Bomb Squad will be sent to investigate. No student or staff member should re-enter the building until the “all clear” signal is given.

## **Tornado (Hurricane) Drill**

Should a situation occur where student/staff safety is concerned regarding a tornado warning all students and teachers are to go to their designated areas, crouch on the floor with their arms covering their heads. If there is imminent danger, the teacher should instruct the students to lie face down, draw their knees up under their body and cover the back of their heads with their hands or a book. The students should take protective cover under a desk and away from windows or glass if at all possible. Those who cannot get under their desk will crouch at an interior wall with their heads covered and away from windows.

## **Serious Incident**

Should a situation occur where student/staff safety is concerned regarding a serious incident, an announcement will be made. At that time, all staff should remain in the rooms where they are located and the teacher should immediately lock all classroom doors. All students and staff should crouch on the floor away from all windows. When there is no longer an emergency, the following announcement will be made over the intercom system, **“Teachers and Students, the emergency situation at our school has been taken care of and you may resume your normal routine.”**

## **Students/Codes**

Please refer to your district’s website for specific codes that are used.

## **Biohazardous Threat**

Should a situation occur where student/staff safety is concerned regarding bio-hazardous material, all students are to evacuate their classrooms and go to a designated area. All air conditioning units are to be turned off immediately. In the event that the danger is imminent, remain in classrooms, ensuring that all doors are sealed shut as well as all windows.

## **Emergency Evacuation**

Should a situation occur that requires students and staff to be removed from campus, an evacuation route is in place. An announcement will be made by School Leaders stating that there is an incident threatening our school, and to immediately follow emergency evacuation procedures. ALL students and staff will leave their classrooms, and proceed in an orderly fashion toward the designated location. This event is not practiced, so it's imperative that all students are aware of procedures.

## **GRIEVANCE PROCEDURES**

If a parent/guardian-student disagrees with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure.

If a situation occurs where a parent/guardian believes that a decision affecting the student is unjust or inequitable, they are encouraged to make use of the following steps. The parent/guardian may discontinue the procedure at any step.

- \* Parent/guardian presents the problem to the School Leader, in writing, within 5 school days after the incident occurs. If the School Leader is unavailable or the parent/guardian believes it would be inappropriate to contact the School Leader, the parent/guardian may present the problem to the Superintendent or designee, or any other member of the Governance Board.
- \* School Leader responds to the problem during discussion or within 5 school days, after consulting with appropriate management when necessary. School Leader documents the decision.
- \* Parent/guardian presents the problem to the Superintendent or designee of MAVERICKS HIGH School, in writing, within 5 school days, if the problem is unresolved.
- \* The Superintendent or designee reviews and considers the problem. The Superintendent or designee and School Leader decide whether the problem can be resolved at the school level or requires a Board decision. The Superintendent or designee informs the parent/guardian of decision within 5 school days.

Parent/guardian may also, at any time, request to have an item placed on the Board agenda. This is done by putting the request in writing to the Superintendent at least 24 hours before a Board meeting.

Not every problem can be resolved to everyone's total satisfaction, but only through discussion and understanding of mutual problems can parents/guardians and educators develop confidence in each other. This confidence is important to keep the home-school partnership strong.

All grievances or complaints can be filed electronically as directed on the Parent/Guardian-Student Contract form.

## **GOVERNANCE BOARD MEETINGS**

The Governance Board Meetings allow for public input. Meeting dates and times are posted at the school and school website. Parents are welcome! If further information is needed, please contact the school secretary via phone.

## APPENDIX A

### **DISCIPLINARY ACTIONS<sup>1</sup>**

<p><b><u>BEHAVIORS - LEVEL 1</u></b>  <b>Level 1</b> behaviors are acts that disrupt the orderly operation of the classroom, school function or extracurricular activities.</p> <p><b>Disruptive Behaviors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unauthorized location</li> <li><input type="checkbox"/> Cutting class</li> <li><input type="checkbox"/> Confrontation with another student</li> <li><input type="checkbox"/> Failure to comply with school/class rules</li> <li><input type="checkbox"/> Possession of items that are inappropriate for a school setting <sup>2</sup></li> <li><input type="checkbox"/> Inappropriate public display of affection</li> <li><input type="checkbox"/> Repeated use of crude or profane language</li> <li><input type="checkbox"/> Unauthorized use of an electronic device</li> <li><input type="checkbox"/> Violation of the dress code</li> </ul>	<p><b><u>RANGE OF CORRECTIVE STRATEGIES</u></b>  The School Leader <b>must</b> select at least one of the following strategies from <b>Plan 1</b>. School Leaders may authorize Plan 2 for repeated, serious or habitual Level I infractions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent/guardian contact<sup>3</sup></li> <li><input type="checkbox"/> Reprimand</li> <li><input type="checkbox"/> Student/parent/or guardian/staff Conference</li> <li><input type="checkbox"/> Confiscation of wireless communication devices</li> <li><input type="checkbox"/> Peer mediation</li> <li><input type="checkbox"/> Detention</li> <li><input type="checkbox"/> Temporary assignment from class where infraction occurred</li> <li><input type="checkbox"/> Student contract</li> <li><input type="checkbox"/> Replacement or payment of any damaged property</li> <li><input type="checkbox"/> Temporary loss of bus passes</li> <li><input type="checkbox"/> Behavior plan</li> <li><input type="checkbox"/> Participation in informal counseling session</li> </ul>
<p><b><u>BEHAVIORS - LEVEL 2</u></b>  <b>Level 2</b> behaviors are more serious than level I because they significantly interfere with the learning and/or well being of others.</p> <p><b>Seriously Disruptive Behaviors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cheating/Misrepresentation</li> <li><input type="checkbox"/> Confrontation with a staff member</li> <li><input type="checkbox"/> Defiance of school personnel</li> <li><input type="checkbox"/> Distribution of items or materials that are inappropriate for an educational setting *</li> <li><input type="checkbox"/> Failure to comply with previous corrective strategies</li> <li><input type="checkbox"/> False accusation</li> <li><input type="checkbox"/> Fighting (minor)</li> <li><input type="checkbox"/> Harassment (non-sexual or isolated)</li> <li><input type="checkbox"/> Instigative behavior</li> <li><input type="checkbox"/> Leaving grounds without permission</li> <li><input type="checkbox"/> Joining clubs or groups not approved by the school board</li> <li><input type="checkbox"/> Libel/slander</li> <li><input type="checkbox"/> Petty theft (under \$300)</li> <li><input type="checkbox"/> Use of profane or provocative language directed at someone</li> <li><input type="checkbox"/> Prohibited sale on school grounds (other than controlled substances)</li> <li><input type="checkbox"/> Possession and/or use of tobacco products</li> <li><input type="checkbox"/> Vandalism (minor)</li> </ul>	<p><b><u>RANGE OF CORRECTIVE STRATEGIES</u></b>  The School Leader or designee <b>must</b> select at least one of the following strategies from <b>PLAN 2</b>. The use of appropriate strategies from Plan 1 can be used in conjunction with this Plan. School Leaders may authorize the use of Plan 3 for repeated, serious, or habitual Level 2 infractions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent/guardian contact <sup>3</sup></li> <li><input type="checkbox"/> School based program that focuses on modifying the student’s inappropriate behavior or promotes positive behavior</li> <li><input type="checkbox"/> Suspension from school for 1 – 5 days <sup>4</sup></li> <li><input type="checkbox"/> Recommendation for withdrawal <sup>5</sup></li> </ul>

<p><b><u>BEHAVIORS - LEVEL 3<sup>6</sup></u></b>  <b>Level 3</b> behaviors are more serious than Level 2 because they endanger health and safety, damage property and /or cause serious disruption to the learning environment.</p> <p><b>Offensive/Harmful Behaviors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assault/Threat against a non-staff member</li> <li><input type="checkbox"/> Breaking and entering/burglary</li> <li><input type="checkbox"/> Bully (repeated harassment)</li> <li><input type="checkbox"/> Disruption on campus/Disorderly conduct</li> <li><input type="checkbox"/> Fighting (serious)</li> <li><input type="checkbox"/> Harassment (Civil Rights)</li> <li><input type="checkbox"/> Hazing (misdemeanor)</li> <li><input type="checkbox"/> Possession or use of alcohol and/or controlled substances</li> <li><input type="checkbox"/> Possession of simulated weapons</li> <li><input type="checkbox"/> Sexual harassment <sup>2</sup></li> <li><input type="checkbox"/> Trespassing</li> <li><input type="checkbox"/> Vandalism (major)</li> </ul>	<p><b><u>RANGE OF CORRECTIVE STRATEGIES</u></b>  The School Leader or designee <b>must</b> select at least one of the following strategies from <b>PLAN 3</b>. The use of appropriate strategies from previous Plans may be used in conjunction with this Plan. School Leaders may authorize the use of Plan 4 for repeated, serious, or habitual Level 3 infractions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent/guardian contact <sup>3</sup></li> <li><input type="checkbox"/> Suspension from school for 1-10 days<sup>4</sup></li> <li><input type="checkbox"/> Permanent removal from class or change of class schedule</li> <li><input type="checkbox"/> Recommendation for withdrawal <sup>5</sup></li> <li><input type="checkbox"/> Recommendation for alternative educational setting</li> <li><input type="checkbox"/> Recommendation for expulsion</li> </ul>
<p><b><u>BEHAVIORS - LEVEL 4<sup>6</sup></u></b>  <b>Level 4</b> behaviors are more serious acts than Level 3. They seriously endanger the health and well-being of others and /or damage property.</p> <p><b>Dangerous or Violent Behaviors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Battery against a non-staff member</li> <li><input type="checkbox"/> Grand theft (over \$300)</li> <li><input type="checkbox"/> Hate crime</li> <li><input type="checkbox"/> Hazing (felony)</li> <li><input type="checkbox"/> Motor vehicle theft</li> <li><input type="checkbox"/> Other major crimes/incidents</li> <li><input type="checkbox"/> Sale and/or distribution of alcohol and /or controlled substances</li> <li><input type="checkbox"/> Sex offenses (other) including possession and /or distribution of obscene or lewd material</li> </ul>	<p><b><u>RANGE OF CORRECTIVE STRATEGIES</u></b>  The School Leader or designee <b>must</b> select at least one of the following strategies from <b>PLAN 4</b>. The use of appropriate strategies from previous Plans may be used in conjunction with this Plan.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent/guardian contact <sup>3</sup></li> <li><input type="checkbox"/> Suspension from school for 1-10 days <sup>4</sup></li> <li><input type="checkbox"/> Recommendation for withdrawal <sup>5</sup></li> <li><input type="checkbox"/> Recommendation for alternative educational setting</li> <li><input type="checkbox"/> Recommendation for expulsion</li> </ul>
<p><b><u>BEHAVIORS - LEVEL 5<sup>6,7</sup></u></b>  <b>Level 5</b> behaviors are more serious acts than Level 3. They seriously endanger health and well-being of others and /or damage property.</p> <p><b>Most Serious, Dangerous or Violent Behaviors:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aggravated assault</li> <li><input type="checkbox"/> Aggravated battery against a non-staff member</li> <li><input type="checkbox"/> Armed robbery</li> <li><input type="checkbox"/> Arson</li> <li><input type="checkbox"/> Assault/Threat against staff or persons conducting official business</li> <li><input type="checkbox"/> Battery or aggravated battery against staff or persons conducting official business</li> <li><input type="checkbox"/> Homicide</li> <li><input type="checkbox"/> Kidnapping/ abduction</li> <li><input type="checkbox"/> Making a false report/threat against the school</li> <li><input type="checkbox"/> Sexual battery</li> <li><input type="checkbox"/> Possession, use, sale, or distribution of firearms, explosives, destructive devices, and or weapons.</li> </ul>	<p><b><u>RANGE OF CORRECTIVE STRATEGIES</u></b>  The School Leader or designee <b>must</b> select at least one of the following strategies from <b>PLAN 5</b>. The use of appropriate strategies from previous Plans may be used in conjunction with this Plan.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent/guardian contact</li> <li><input type="checkbox"/> Suspension from school for 10 days</li> <li><input type="checkbox"/> Recommendation for expulsion</li> </ul>

**SPECIAL NOTES:**

<sup>1</sup>School Leader must contact School District's Police or local law enforcement for any criminal conduct or incident.

<sup>2</sup> See Sexual Offense (other), Level 4, for obscene or lewd material.

<sup>3</sup>Good faith attempt must be made to immediately contact parent/guardian by telephone.

<sup>4</sup>Send written notice to parent/guardian within 24 hours via U.S. mail.

<sup>5</sup>Student and/or guardian must agree to withdraw and sign as acknowledgement.

<sup>6</sup>All Level 3, 4 and 5 infractions, unless otherwise noted require School Leader to contact School District's Police or local law enforcement and file an incident report to be faxed to MAVERICKS HIGH's Management Office.

<sup>7</sup>All Level 5 infractions are mandatory 10-day suspensions followed by expulsion carried out through the School District.

# **Appendix KK**

**Samples of School Newsletter**

**Requesting Parental Involvement**

# News Letter

September 2015



FCAT 2.0

<u>ACT Test Dates</u>	<u>Registration Deadline</u>
October 24, 2015	September 18, 2015
December 12, 2015	November 06, 2015

For additional information regarding testing dates, pricing or registration please visit [www.actstudent.org](http://www.actstudent.org)

### EOC Testing:

**US History, Biology 1 and Algebra 1 will be administered  
October 12th- 22nd**

### FSA Testing:

**English Language Arts Grade 10 Retake –October 12th –  
30th**

**FCAT 2.0 Reading Retake – October 12th – 30th**

### Costs:

**ACT-Regular \$35.00(No Writing) \$50.50(Writing)  
Late Fee Add \$22**

**SAT-Regular \$50 Late Fee \$77**

**Waivers available upon request!  
Please see Mr. Williams for further information.**

### Out of Field Waivers

In order to increase the success of our students' education, the following teachers have received out of field waivers:

- Ms. Maria Feliciano– ESOL
- Mr. Peter Shaw - ESOL
- Ms. Kate Wyce – ESOL
- Ms. Khanisha Nicholson – ESOL
- Ms. Alexandria Stone –ESOL
- Ms. Constance Bogle-ESOL

**Thank you Teachers for all you do!!**

Parents we need your involvement! Please contact our parent liaison: Tuchette Torres-Lee at [ttorreslee@mavericksineducation.com](mailto:ttorreslee@mavericksineducation.com)

## WELCOME BACK TO SCHOOL

### Mentoring Fridays!!

Mavericks High of North Broward launched its mentoring program. The purpose of this program is to ensure that our students are engaged in enrichment sessions that are geared towards tackling the myriad of psycho-social challenges they are faced with on a daily basis. Mentoring takes place each Friday. Our students have the opportunity to meet with their Mentors as well as participate in discussions with Special Guest Speakers.

### Direct Instruction

This program will allow students to concentrate their efforts on gaining proficiency in skills and core content areas needed to demonstrate mastery on standardized tests and subsequently creating lifelong learners.

### Up-Coming Events

October 2-9 “Spirit Week” Show your school spirit and win daily prizes!

September 15<sup>th</sup>-October 15<sup>th</sup>-Hispanic Heritage

October-Breast Cancer Awareness Month- Students can wear pink to support the cause. Community Service hours will be awarded for participation in any Breast Cancer walks

