

Volusia County Schools

Mainland High School



2015-16 School Improvement Plan

Mainland High School

1255 W INTERNATIONAL SPEEDWAY BLVD, Daytona Beach, FL 32114

<http://mainlandhighschool.org/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	68%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	54%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	23
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	33
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mainland High School will reach and teach every student. Our mission is to develop young adults who are able to contribute to their communities and society by instilling in them the values of integrity, responsibility, and a life-long love of learning.

Our belief statements are as follows:

We believe in the worth of all students and believe that their worth will be increased by providing tools to be life-long learners.

We believe that diversity is a strength and should be celebrated, both in the content of our curriculum and the make-up of our student body.

We believe that a safe, positive, and supportive atmosphere is invaluable.

We believe that instruction should meet the needs of all student, regardless of the level of learning or the way in which they learn.

We believe that technology positively impacts student achievement as it changes the teaching and learning environment.

We believe that Respect, Attitude, Cooperation, Effort, and Responsibility(R.A.C.E.R) are integral to success, and we strive to model and teach these values as a part of our curriculum.

Provide the school's vision statement

Mainland High School operates under the auspices of the district's vision which is through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Environment

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

Freshmen orientation occurs two weeks prior to school opening. The school's Link Crew, student leadership group, are assigned a group of freshmen to guide in strategic activities that helps them to learn the culture and structures of the school.

Every student is assigned to a Home-Base Lab and teacher. During pre-planning, teachers are given instructions and activities for use in their labs during the first week of school. Activities consist of ice-breakers and getting-to-know each other activities, as well as reviewing the school's R.A.C.E.R. handbook that was developed to introduce students to the values we believe will guide them to be successful.

Teachers build relationships with their students starting the first week of school by engaging students in group discussions, interest inventories and motivational activities.

Grade level assemblies are held by the Principal with small groups of students in order to give students information about school policies and rules and essential Academy information.

Policies exist (and are taught) for the purpose of keeping everyone safe.

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

Policies exist (and are taught) for the purpose of keeping everyone safe.

The Behavioral Initiative Team created the policies and strategies based on a study of the school and its common areas. Some of the strategies are as follows:

Before school, students are guided to the courtyard in the interior of the campus until the first bell rings. During school, all classrooms are locked and only teachers are permitted to open the door at their discretion. Hallways are swept every class period and students that are tardy are brought to Buc Stop for that class period.

Teachers greet students at their classroom door as students transition from one class to another. Campus Advisors and Administration are out in the courtyard, with radio communication, and hallways during class changes, before and after school, and during lunch to supervise. Emergency plans have been created and regularly practiced for every possible scenario. We have a school safety and security team that is active and always available. After school, students leave the grounds or are asked to report to their extracurricular activity's sponsor.

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

Training for teachers occurs during pre-planning and is ongoing through each new teacher meeting, faculty meetings, and via email from the Safety and Security Assistant Principal. First line of defense in the school-wide behavioral system is to ensure all students are in class on time. We have a system of hall sweeps for every class change and send those students that are tardy to Buc Stop for that period. Second, teachers post behavioral expectations boldly in their classrooms. The school-wide, as well as classroom specific rules and procedures are demonstrated and reviewed as often as the teacher feels the need. In addition, during the first week of school the principal meets with individual classes by grade level to review rules, policies and procedures of the school. The behavioral initiative "RACER" guide that sets forth agreed upon characteristics that successful people possess-Respect, Attitude, Cooperation, Effort, and Responsibility.

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

Mainland High School provides mentoring and counseling for our students through the home-based labs, Academic Council, grade level orientations, announcements, and intervention teachers and academic coaches.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

Dr. Cheryl Salerno, Principal, and her team provide a common vision for the use of data-based

decision-making, ensures that the school-based team is implementing a Multi-Tiered System of Support, conducts assessments of Response to Intervention skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. Administrative team includes: Leslie McLean, Assistant Principal for Curriculum & Instruction; Karen Nielsen, Assistant Principal for Data; LaShawn Troutman, Assistant Principal for Safety & Security ; Colleen Kirvan, Assistant Principal for Exceptional Student Education. Darlette Winck-Hall, Guidance Director, and her team, provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Tiffany Fuller, Tara Butler, and Brooke Wilson are the Academic Coaches who develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student

need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Suzanne Gibson, Teacher-on-assignment, provides guidance; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Paul Zimmerman, School Social Worker, participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, conducts data analysis, intervention planning and program evaluation; facilitates data-based decision making activities.

Hope Dutton, ESE Department Contact and all ESE teachers participate in student data collection, integrate core instructional activities/materials into instruction and collaborate with general education teachers through support facilitation.

Scott Wilson, Pat Monohan, Danny Stein, and Aaron Hankerd are part of the Academic Intervention Team and participate in Tier 3 interventions to intercept students in need of intensive behavior management in an effort to demonstrate academic mastery; provide support for intervention fidelity and documentation; and Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk". All Department PLC leaders provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district’s four-step problem solving process, with RTI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. In addition, the PLCs in conjunction with the Student Labs on Monday, Tuesday, Thursday, and Friday address the needs identified by EWS as well.

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students

have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Mainland High School provides remedial instruction every quarter open to all students in the fall, winter, spring and summer.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

Student mentoring program

Peer Mediation program

LINK crew program

Nutrition Programs

Mainland High School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Nutrition and Wellness classes
- Personal Fitness classes
- Running Club

Career and Technical Education

Academy of Communications and Multimedia Technology.

Academy of Design and Manufacturing.

Academy of Robotics and Simulation.

Sports Science Academy.

Academy of Science and Medicine.

Academy of Hospitality and Culinary Arts

Unified Arts Program

On-the-Job Training

Mainland High School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183218>.

Description

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

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

Mainland High School has 6 career academies. These academies seek out business partners in the community to serve on their individual advisory boards. Through their hands on participation at our school, the business partners have grown to know our students and the many wonderful things of which

they are capable. Through this relationship, the business partners have also offered their insight as to what our students should learn and experience to become viable candidates in a competitive job market. They have also been extended internships and externships at their place of business, be it a hospital, physical therapy institution, nursing home, store, auto repair garage, Jackie Robinson Stadium or the International Speedway Corporation Offices or track.

Mainland is very fortunate to have Embry-Riddle Aeronautical University, Bethune-Cookman University, Daytona State College and Stetson University within driving distance of the school. Having these institutions as partners is also an asset.

Mainland's most important partners, however, are our parents and guardians of the students. We have several opportunities for parents and guardians to visit the school including, but not limited to Parent Information Nights, Open House and the Buccaneer Extravaganza, to name a few. Through these events, we have been able to gain their trust and confidence. Parents and guardians are able to participate on the many different parent organizations throughout the school and asked for their help or their opinion on many different issues.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
McLean, Leslie	Assistant Principal
Gibson, Suzanne	Instructional Coach
Kirvan, Colleen	Assistant Principal
Troutman, Lashawn	Assistant Principal
Fuller, Tiffany	Instructional Coach
Wilson, Brooke	Instructional Coach
Wilson, Scott	Other
Winck-Hall, Darlette	Guidance Counselor
Nielsen, Karen	Assistant Principal
Salerno, Cheryl	Principal
Butler, Tara	Instructional Coach
Scarborough, Clifford	Teacher, Career/Technical

Duties

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

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

plan is in place to monitor progress.

Dr. Cheryl Salerno, Principal, and her team provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing a Multi-Tiered System of Support, conducts assessments of Response to Intervention skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. Administrative team includes: Leslie McLean, Assistant Principal for Curriculum & Instruction; Karen Nielsen, Assistant Principal for Data; LaShawn Troutman, Assistant Principal for Safety & Security; Colleen Kirvan, Assistant Principal for Exceptional Student Education.

Darlette Winck-Hall, Guidance Director, and her team, provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Suzanne Gibson, Teacher-on-assignment and Tiffany Fuller, Literacy Coach develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student

need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Brooke Wilson, Math Coach, provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Paul Zimmerman, School Social Worker, participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, conducts data analysis, intervention planning and program evaluation; facilitates data-based decision making activities.

Hope Dutton, ESE Department Contact and all ESE teachers participate in student data collection, integrate core instructional activities/materials into instruction and collaborate with general education teachers through support facilitation.

Scott Wilson, Guided Study Hall Chair; Cheryl Manning, Tier 3 Intervention teacher; Danny Stein, Tier 3 Intervention teacher participate in Tier 3 interventions to intercept students in need of intensive behavior management in an effort to demonstrate academic mastery; provide support for intervention fidelity and documentation; and Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk".

All Department Chairs provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Joan Piggotte SAC Chair	Teacher
Cheryl Salerno	Principal
Sherrie Zuckerman	Parent
Sherona Brown	Parent
Fonda Hancock	Parent
Saralee Morrissey	Parent
Lisa Voll	Parent
Leslie McLean	Teacher
Kim Banister	Parent
Valerie Capto-Mundy	Parent
Mark Conroy	Parent
Leroy Gattis	Parent
Julie Mula	Parent
Trisha Scheuerman	Parent
Marybeth Whalen	Parent
Lynn Williams	Parent
Charles Carbiener	Parent
Donna Pappagallo	Parent
Frank Carbieuer	Parent
Gina Baker	Parent
Hamet Fordha	Parent
Jan Gartrell	Parent
Kristin Camerato	Parent
Lashawn Troutman	Teacher
Leah Case	Parent
Michael Pappagallo	Parent
Rebecca Taylor	Parent
Stephanie McKinzie	Parent
Tonia Terry	Parent
Gabrielle Zuckerman	Student

Duties

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

Evaluation of last year's school improvement plan

Mainland High school discussed the school improvement plan from 2014-2015 and the data from the state's mandatory assessments at the September SAC meeting. Assessment data that was shared showed how MHS students had clearly maintained their level of capability and made gains in certain areas such as math. Most importantly, recent ACT scores were shared that showed a dramatic increase in scores across the board.

Development of this school improvement plan

Mainland's vision of the wall to wall academy design was shared with the SAC on September 15th, the first annual meeting of the year. The School Improvement goals and targets were drafted based on the wall to wall vision and reviewed with SAC. Opportunity was given for each SAC member present to ask questions and provide input into the goals and targets.

Preparation of the school's annual budget and plan

Discussion of the school's annual budget and plan will be held at the October SAC meeting.

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

Pending SAC approval, the school improvement funds are projected to be used for the following projects:

1. Paying identified teachers to teach Winter and Summer school. \$2,700.00
2. Tutoring for at-risk students. \$1,000.00
3. Professional development for teachers. \$ 500.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Fuller, Tiffany	Instructional Coach
Wilson, Brooke	Instructional Coach
Butler, Tara	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- To improve writing FCAT/FSA scores.
- To improve reading FCAT/FSA scores.
- To increase the amount of reading and writing activities/products in class.
- To develop mastery in areas such as: text-based questioning, close reading, and academic vocabulary.
- To assist all teacher to use reading and writing strategies daily in the classroom.
- Establish model classrooms for teaching reading in the content area.
- To increase the number of teachers who are reading or CAR-PD certified.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Mainland High offers common teacher planning, PLC groups, book studies and collaborative websites. The focus is on learning and the PLC characteristics are: shared mission and goals, collaborative, data

driven, collective inquiry of best practice and current reality, commitment to continuous improvement – “whatever it takes” – results oriented.

Our whole practice must revolve around four essential questions:

1. What is it we expect students to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

While the team of teachers work through answering the four questions, the frame of reference for all decisions must be, “what is the impact on learning?” After initial instruction, practice, and formative assessing along the way, a review of formative results, and intervening on behalf of your students in a timely, directive, and systematic manner, the COMMON SUMMATIVE ASSESSMENT is given to every student.

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

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)

Person Responsible: Administration by June 2016

2. Leadership Opportunities

Person Responsible: Administration by June 2016

3. Professional Development

Person Responsible: Administration by June 2016

4. PLC Activities

Person Responsible: PLC by June 2016

5. Participation in District Job Fair and Recruitment Activities

Person Responsible: Administration by June 2016

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

1. Mentee: David Bell Mentor: Greg Cardino

Rationale for Pairing: Performing Arts PLC Leader

Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

2. Mentee: Shane Benton Mentor: Amy Ferrer

Rationale for Pairing: World History PLC Leader

Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

3. Mentee: Robert Bonesteel Mentor: Jamie Pinyan

Rationale for Pairing: Economics and Government PLC Leader

Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

4. Mentee: Robert Brant Mentor: Greg Cradino

Rationale for Pairing: Performing Arts PLC Leader

Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

5. Mentee: Phillip Cazella Mentor: Cliff Scarborough

Rationale for Pairing: CTE PLC Leader

Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

6. Mentee: Alec Deweese Mentor: Hope Dutton

Rationale for Pairing: ESE PLC Leader

Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

7. Mentee: Ronnie Fedum Mentor: Darlette Winck-Hall

Rationale for Pairing: Guidance Director

Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

8. Mentee: Trenton Framke Mentor: Suzanne Gibson

Rationale for Pairing: VVL Director

Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

9. Mentee: Vita Gaines Mentor: Brooke Wilson
Rationale for Pairing: Math Coach
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
10. Mentee: Chris Greene Mentor: Ella Godbee
Rationale for Pairing: BUC Starts PLC Leader
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
11. Mentee: Chris Griffin Mentor: Amy Ferrer
Rationale for Pairing: Social Studies PLC Leader
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
12. Mentee: James Hudson Mentor: Arthur Westbrook
Rationale for Pairing: ESE PLC Leader
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
13. Mentee: Jeff Lind Mentor: Amy Ferrer
Rationale for Pairing: Social Studies PLC Leader
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
14. Mentee: Jamie Morris Mentor: Tara Butler
Rationale for Pairing: Science Coach
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
15. Mentee: Chelsea Walczak Mentor: Tiffany Fuller
Rationale for Pairing: Literacy Coach
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
16. Mentee: Time Weatherford Mentor: Cliff Scarborough
Rationale for Pairing: CTE PLC Leader
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers are given the district's curriculum maps along with the adopted textbook and suggestions for additional resources. Teachers also meet twice a week in content PLC planning time for appropriate alignment and discussion of students meeting the specific standards and skills set forth in the Florida State Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Each PLC group holds data chats weekly to discuss student success. The results of the data drive instruction and teachers are able to call students during the Lab Remediation period to review and tutor students.

Mainland High offers four opportunities for students to remediate and re-assess the standards that were taught in each term. There is a fall, winter, spring and summer school offered to all students to allow for remediation and re-assessments.

Mainland's re-assessing procedures are as follows:

START WITH THE END IN MIND

- All teachers are required to give a quality pretest sometime between August 24 and September 4.
- Analyze and utilize the results as a PLC to create an Instructional Calendar that will help you to

reach your goal – success for all students!

- Professional Learning Communities will use their discretion and work with the Instructional Calendar to determine the dates for summative assessments.

At the end of each nine-week period, a Fall, Winter, Spring, or Summer School will be provided for the students who are still struggling – for that nine-week period of time (i.e. – Fall School for the end of the first nine weeks; Winter School for the end of the second nine weeks; Spring School for the end of the third nine weeks; Summer School for the end of the fourth nine weeks).

Teachers are encouraged to submit the names of students who are not being successful in their classrooms. This information will go to the Academic Council. It is the members of the Academic Council who will research and then determine the next course of action for the students.

The Academic Council will research several things to determine why the student has not yet met proficiency:

- Does the student have attendance issues?
- Is this student truly struggling?
- Has this student been misplaced?
- Is this student an intentional non-learner? Why?
- What interventions have been used to date?
- Were those interventions timely and directed?
- Were those interventions PLC driven (systematic)?
- Were all practices of Tier 1 on the MTSS exhausted?

The Academic Council will decide what Tier 2 or 3 interventions might be appropriate for the student as a next step.

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

Strategy: Summer Program

Minutes added to school year: 0

Summer School-Eight additional days of instruction, reassessment, and tutoring. Summer school takes place during the two weeks just after school lets out for summer break. Students are assigned to Summer School when mastery of the course standards is incomplete.

Strategy Rationale

Students mastery sometimes needs more time.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Salerno, Cheryl, casalern@volusia.k12.fl.us

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

The effectiveness of this activity is measured by the change in student grades as a result of the additional instruction. Teachers identify the curriculum standards that each student did not master, provide targeted remediation, and then reassess those standards. Instruction is differentiated and individualized.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Mainland High School offers several strategies to assist our students. These include: AVID strategies, BUC Starts, reading strategies, social and behavioral strategies as well as study skills.

College and Career Readiness

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

Mainland also offers parent information nights to review college applications and scholarships.

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

Mainland High School offers 6 career academies. They are: the Academy of Science and Medicine, the Academy of Communications and Multimedia Technology, the Academy of Simulation and Robotics, and the Academy of Hospitality and Culinary Arts. The focus for next year is to have 9 academies and offer wall to wall academies.

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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

A variety of strategies have been implemented to prepare Mainland High School students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:

- Dual Enrollment
- Early College • College Expo
- Career Academies • College Tours
- High School Showcase • College Rep Visits
- AVID • Making College Count Programs
- Career and Technical Education Classes • Making High School Count Programs
- Advanced Placement Opportunities * JROTC

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

Mainland will implement Wall to Wall academies for the 2016-2017 school year. Every student will be connected to an academy, and all academies prepare students for college entry.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** As Mainland High School strives to raise student achievement, teachers will focus on teaching all literacies through core and CTE courses by utilizing the contextual relevance of the chosen academy career paths.

- G2.** Mainland High School faculty will be able to articulate the new wall to wall vision for the school with a working understanding of their roles within the system structure to begin curricular literacy alignment between core and CTE.

- G3.** The Leadership Team will create and implement a communication plan to inform the other stakeholders of Mainland High School, including support staff, students, parents, business partners and community members about the school's wall to wall academy design.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. As Mainland High School strives to raise student achievement, teachers will focus on teaching all literacies through core and CTE courses by utilizing the contextual relevance of the chosen academy career paths. 1a

G069076

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Academic coaches
- PLC time built in the day
- ERPD days within school year
-

Targeted Barriers to Achieving the Goal 3

- Lack of consistent teacher understanding about contextual relevancy

Plan to Monitor Progress Toward G1. 8

As the year progresses, unit plans will be collected for all courses and PLCs.

Person Responsible

Leslie McLean

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Weekly Leadership Team meeting minutes Observational evidence

G2. Mainland High School faculty will be able to articulate the new wall to wall vision for the school with a working understanding of thier roles within the system structure to begin curricular literacy alignment between core and CTE. 1a

G069077

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Academic Coaches
- ERPD days
- Established PLC times within the school day

Targeted Barriers to Achieving the Goal 3

- Lack of time and resources

Plan to Monitor Progress Toward G2. 8

Leadership Team will gather observational data during PLC meetings.

Person Responsible

Leslie McLean

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

PLC reporting tools and actual PLC implementation plans.

G3. The Leadership Team will create and implement a communication plan to inform the other stakeholders of Mainland High School, including support staff, students, parents, business partners and community members about the school's wall to wall academy design. 1a

G069078

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Writing Coach
- Reading Coach
- PLCs- Time for common planning
- Professional Development Wednesdays
- Administrative Support and Leadership Team
- Multiple Data Sources
- Academic Intervention Teachers
- Support facilitation teachers are scheduled to support the core teachers.
- Science Coach
- Visionary Leadership Team
- Academy Coordinator
- Six existing academies
- Supportive Technology
- CTE liaison
- Faculty who love students
- Established PLC structure and culture
- ERP time

Targeted Barriers to Achieving the Goal 3

- Paradigm shift for school and community

Plan to Monitor Progress Toward G3. 8

Number of informational meetings and who is getting information will be reviewed for even flow of information.

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Dates and agendas from informational meetings will be gathered.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. As Mainland High School strives to raise student achievement, teachers will focus on teaching all literacies through core and CTE courses by utilizing the contextual relevance of the chosen academy career paths. **1**

 G069076

G1.B1 Lack of consistent teacher understanding about contextual relevancy **2**

 B179500

G1.B1.S1 Devote time during every ERPD to contextual relevancy-modeling etc. **4**

 S190828

Strategy Rationale

Teachers will become comfortable as they spend more time with the concept.

Action Step 1 **5**

Developing a true classroom working understanding of contextual relevance as it relates to core and CTE courses.

Person Responsible

Leslie McLean

Schedule

Monthly, from 9/21/2015 to 4/6/2016

Evidence of Completion

ERPD agendas

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

PLCs during ERPD will be monitored

Person Responsible

Leslie McLean

Schedule

Monthly, from 9/21/2015 to 4/6/2016

Evidence of Completion

PLC minutes and walk through notes from administrators

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

Leadership will debrief after each ERPD.

Person Responsible

Leslie McLean

Schedule

Monthly, from 9/21/2015 to 4/6/2016

Evidence of Completion

Lesson plans, unit plans, and academy plans will be reviewed for starting in the fall for contextual relevance focus.

G2. Mainland High School faculty will be able to articulate the new wall to wall vision for the school with a working understanding of thier roles within the system structure to begin curricular literacy alignment between core and CTE. 1

G069077

G2.B2 Lack of time and resources 2

B179506

G2.B2.S1 PLC's will be given time during ERPD days and during PLC meetings to work on curricular literacy alignment between core and CTE courses. 4

S190829

Strategy Rationale

Without time carved out during the school day, the important work will not get completed.

Action Step 1 5

Indicate specific days for PLC's to work on creating curricular literacy alignment between core and CTE courses with the help from Academic Caoches and Leadership Team.

Person Responsible

Leslie McLean

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

PLC reporting tool.

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

Leadership Team will review PLC reporting tools and visit PLC's working.

Person Responsible

Leslie McLean

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Review of lesson plans, unit plans, and academy action plans.

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

Leadership Team will meet once a week to review all PLC work.

Person Responsible

Leslie McLean

Schedule

Weekly, from 9/28/2015 to 6/9/2016

Evidence of Completion

Leadership Team agendas.

G3. The Leadership Team will create and implement a communication plan to inform the other stakeholders of Mainland High School, including support staff, students, parents, business partners and community members about the school's wall to wall academy design. 1

G069078

G3.B8 Paradigm shift for school and community 2

B179514

G3.B8.S1 Create a calendar of informational events throughout the school year that is designed to educate and inform all stakeholders on the fundamental shift in the way Mainland High School educates its students through the wall to wall academy design. 4

S190837

Strategy Rationale

A solid foundation of information is needed to ensure everyone understands why there is a need to shift to 100% contextual relevance literacy by by of wall to wall academies.

Action Step 1 5

Establish a schedule for faculty meetings, PD meetings, and parent meetings that outline philosophy, research, and specific plans for implementing contextual relevant literacy in all Mainland High School classrooms.

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Agendas used in all informational meetings and PD's

Plan to Monitor Fidelity of Implementation of G3.B8.S1 6

All agendas will be reviewed and approved through leadership team and minutes will be reviewed after each meeting.

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Collected agenda minutes will be reviewed for correct informational content-adjusted for the next meeting if needed

Plan to Monitor Effectiveness of Implementation of G3.B8.S1 7

Hard data surveys and soft surveys will be used to gauge understanding and overall effectiveness of message

Person Responsible

Leslie McLean

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Results from surveys will be used to review and revise information as needed

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Developing a true classroom working understanding of contextual relevance as it relates to core and CTE courses.	McLean, Leslie	9/21/2015	ERPD agendas	4/6/2016 monthly
G2.B2.S1.A1	Indicate specific days for PLC's to work on creating curricular literacy alignment between core and CTE courses with the help from Academic Coaches and Leadership Team.	McLean, Leslie	9/21/2015	PLC reporting tool.	6/9/2016 weekly
G3.B8.S1.A1	Establish a schedule for faculty meetings, PD meetings, and parent meetings that outline philosophy, research, and specific plans for implementing contextual relevant	McLean, Leslie	8/18/2015	Agendas used in all informational meetings and PD's	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	literacy in all Mainland High School classrooms.				
G1.MA1	As the year progresses, unit plans will be collected for all courses and PLCs.	McLean, Leslie	9/21/2015	Weekly Leadership Team meeting minutes Observational evidence	6/9/2016 weekly
G1.B1.S1.MA1	Leadership will debrief after each ERPD.	McLean, Leslie	9/21/2015	Lesson plans, unit plans, and academy plans will be reviewed for starting in the fall for contextual relevance focus.	4/6/2016 monthly
G1.B1.S1.MA1	PLCs during ERPD will be monitored	McLean, Leslie	9/21/2015	PLC minutes and walk through notes from administrators	4/6/2016 monthly
G2.MA1	Leadership Team will gather observational data during PLC meetings.	McLean, Leslie	9/21/2015	PLC reporting tools and actual PLC implementation plans.	6/9/2016 weekly
G2.B2.S1.MA1	Leadership Team will meet once a week to review all PLC work.	McLean, Leslie	9/28/2015	Leadership Team agendas.	6/9/2016 weekly
G2.B2.S1.MA1	Leadership Team will review PLC reporting tools and visit PLC's working.	McLean, Leslie	9/21/2015	Review of lesson plans, unit plans, and academy action plans.	6/9/2016 weekly
G3.MA1	Number of informational meetings and who is getting information will be reviewed for even flow of information.	McLean, Leslie	8/18/2015	Dates and agendas from informational meetings will be gathered.	6/9/2016 monthly
G3.B8.S1.MA1	Hard data surveys and soft surveys will be used to gauge understanding and overall effectiveness of message	McLean, Leslie	8/18/2015	Results from surveys will be used to review and revise information as needed	6/9/2016 monthly
G3.B8.S1.MA1	All agendas will be reviewed and approved through leadership team and minutes will be reviewed after each meeting.	McLean, Leslie	8/18/2015	Collected agenda minutes will be reviewed for correct informational content-adjusted for the next meeting if needed	6/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. As Mainland High School strives to raise student achievement, teachers will focus on teaching all literacies through core and CTE courses by utilizing the contextual relevance of the chosen academy career paths.

G1.B1 Lack of consistent teacher understanding about contextual relevancy

G1.B1.S1 Devote time during every ERPD to contextual relevancy-modeling etc.

PD Opportunity 1

Developing a true classroom working understanding of contextual relevance as it relates to core and CTE courses.

Facilitator

Leslie McLean

Participants

Mainland High School teachers

Schedule

Monthly, from 9/21/2015 to 4/6/2016

G3. The Leadership Team will create and implement a communication plan to inform the other stakeholders of Mainland High School, including support staff, students, parents, business partners and community members about the school's wall to wall academy design.

G3.B8 Paradigm shift for school and community

G3.B8.S1 Create a calendar of informational events throughout the school year that is designed to educate and inform all stakeholders on the fundamental shift in the way Mainland High School educates its students through the wall to wall academy design.

PD Opportunity 1

Establish a schedule for faculty meetings, PD meetings, and parent meetings that outline philosophy, research, and specific plans for implementing contextual relevant literacy in all Mainland High School classrooms.

Facilitator

Leslie McLean

Participants

All Mainland High School stakeholders

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Technical Assistance Items

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

G2. Mainland High School faculty will be able to articulate the new wall to wall vision for the school with a working understanding of thier roles within the system structure to begin curricular literacy alignment between core and CTE.

G2.B2 Lack of time and resources

G2.B2.S1 PLC's will be given time during ERPD days and during PLC meetings to work on curricular literacy alignment between core and CTE courses.

PD Opportunity 1

Indicate specific days for PLC's to work on creating curricular literacy alignment between core and CTE courses with the help from Academic Caoches and Leadership Team.

Facilitator

PLC leaders.

Participants

Mainland High School teachers, Coaches, and leadership Team

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Budget

Budget Data			
1	G1.B1.S1.A1	Developing a true classroom working understanding of contextual relevance as it relates to core and CTE courses.	\$0.00
2	G2.B2.S1.A1	Indicate specific days for PLC's to work on creating curricular literacy alignment between core and CTE courses with the help from Academic Caoches and Leadership Team.	\$0.00
3	G3.B8.S1.A1	Establish a schedule for faculty meetings, PD meetings, and parent meetings that outline philosophy, research, and specific plans for implementing contextual relevant literacy in all Mainland High School classrooms.	\$0.00
Total:			\$0.00