

Volusia County Schools

# Mainland High School



2016-17 Schoolwide Improvement Plan

## Mainland High School

1255 W INTERNATIONAL SPEEDWAY BLVD, Daytona Beach, FL 32114

<http://mainlandhighschool.org/>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2015-16 Title I School | 2015-16 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| High School<br>9-12                              | Yes                    | 70%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 53%   |

### School Grades History

| Year  | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C       | B*      | C       | B       |

*\*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 is pending approval by the Volusia County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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>.

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## Table of Contents

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|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>6</b>  |
| Supportive Environment  | 6         |
| Family and Community Engagement   | 11        |
| Effective Leadership  | 12        |
| Public and Collaborative Teaching   | 16        |
| Ambitious Instruction and Learning  | 17        |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>22</b> |
| Goals Summary   | 22        |
| Goals Detail  | 22        |
| Action Plan for Improvement   | 27        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>36</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>38</b> |
| Professional Development Opportunities  | 38        |
| Technical Assistance Items  | 40        |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>40</b> |

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Mainland High School

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | Not In DA - N/A                   |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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, our 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.

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

Every student is assigned to an academy where they have a home. In addition, 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.

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

Training for teachers occurs during pre-planning and is ongoing through each new teacher meeting, faculty meetings, and via email from the Leadership Team.

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.

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

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.

### 3. Early Warning Systems

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



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

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; Rodney Smith, 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.

Ella Godbee, Tara Butler, Amy Ferrer, 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 Don Garner 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.

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

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

| Indicator                       | Grade Level |   |   |   |   |   |   |   |   |   |     |    |    |    | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|-----|----|----|----|-------|
|                                 | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10  | 11 | 12 |    |       |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0  | 0  |    |       |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39  | 36 | 13 | 14 | 102   |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0  | 0  |    |       |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 | 68 | 29 | 14 | 213   |

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

| Indicator                                  | Grade Level |   |   |   |   |   |   |   |   |     |     |    | Total |     |
|--|-------------|---|---|---|---|---|---|---|---|-----|-----|----|-------|-----|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11 |       | 12  |
| Students exhibiting two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 126 | 107 | 41 | 25    | 299 |

**c. 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  
LBGT Club

#### 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 Academies:

Academy of Communications and Multimedia Technology.  
Academy of Design and Manufacturing Technology  
Academy of Simulation and Robotics  
Sports Science Academy.  
Academy of Scientific Inquiry and Medicine  
Academy of Hospitality and Culinary Arts

Academy of Unified Arts  
Academy of International and Political Relations  
Academy of Public Service Professions and Careers

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.

## B. Family and Community Engagement

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

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

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

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

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

##### 2. Description

The school asks for parent involvement throughout the year. Along with the traditional open house, the school also provides a meeting for AVID parents as well as Family Science/Math night??  
Communication of events for parents is through the school's quarterly newsletter and the ConnectEd automated message system when applicable.  
Teachers keep in communication via email or phone calls as well as the use of the Pinnacle Gradebook.

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

Mainland High School has 9 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.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name                  | Title                     |
|-----------------------|---------------------------|
| McLean, Leslie        | Assistant Principal       |
| Gibson, Susanne       | Instructional Coach       |
| Kirvan, Colleen       | Assistant Principal       |
| Wilson, Brooke        | Instructional Coach       |
| Wilson, Scott         | Other                     |
| Winck-Hall, Darlette  | School Counselor          |
| Nielsen, Karen        | Assistant Principal       |
| Salerno, Cheryl       | Principal                 |
| Middleton , Tara      | Instructional Coach       |
| Scarborough, Clifford | Teacher, Career/Technical |
| Ferrer, Amy           | Instructional Coach       |
| Godbee, Ella          | Instructional Coach       |
| Smith, Rodney         | Assistant Principal       |

#### b. Duties

##### ***1. 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; Rodney Smith, 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.

Ella Godbee, Literacy Coach, Tara Butler Science Coach, and Amy Ferrer Social Studies 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, 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 Branch 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.

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

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.

## 2. School Advisory Council (SAC)

### a. Membership

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

| Name                    | Stakeholder Group          |
|-------------------------|----------------------------|
| Joan Piggotte SAC Chair | Teacher                    |
| Cheryl Salerno          | Principal                  |
| Sherrie Zuckerman       | Parent                     |
| Sherona Brown           | Parent                     |
| Fonda Hancock           | 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                    |
| Josephine McLendon      | Education Support Employee |
| Lynda Moore             | Student                    |
| Geri Fuhr               | Teacher                    |



## b. Duties

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

#### **a. Evaluation of last year's school improvement plan**

Mainland High school discussed the school improvement plan from 2015-2016 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 English and Biology. Most importantly, recent Industry Certification scores were shared that show our students are fully capable of achieving at the highest levels.

#### **b. Development of this school improvement plan**

Mainland's vision of adding Project Based Learning to our wall to wall academy design was shared with the SAC in September at the first annual meeting of the year. The School Improvement goals and targets were drafted based on the Project Based Learning and the Florida Standards Shifts included in wall to wall academy redesign and reviewed with SAC. Opportunity was given for each SAC member present to ask questions and provide input into the goals and targets for the year.

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

During the September SAC meeting, a presentation of the Mainland's annual budget and plan followed the SIP presentation with time for questions and input as well.

### **2. 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

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

Yes

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

## **3. Literacy Leadership Team (LLT)**

### **a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name             | Title               |
|------------------|---------------------|
| McLean, Leslie   | Assistant Principal |
| Wilson, Brooke   | Instructional Coach |
| Middleton , Tara | Instructional Coach |
| Ferrer, Amy      | Instructional Coach |
| Godbee, Ella     | Instructional Coach |



## **b. Duties**

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

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.

## **D. Public and Collaborative Teaching**

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

### **1. 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.

### **2. 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

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

Mainland High School offers time for new teachers and mentors to meet during monthly formal new teacher meetings. If it can be achieved, schedules are arranged so new teachers and mentors can meet during planning periods as well.

- 1, New Teacher: Brianna Kraynak , English Mentor:
2. New Teacher : Michael Nugent, Global Studies Mentor:
3. New Teacher: , Chemistry Mentor:
4. New Teacher: Teah Culver, TV Production Mentor:
5. New Teacher: Lindsay Holter, English Mentor:
6. New Teacher: Chmari Anderson, Research Mentor:
7. New Teacher: Jose Santiago-Buedo, Math Mentor:
8. New Teacher: Greg Grant, Art Mentor:
9. New Teacher: Vita Gaines, Math, Mentor
10. Melissa Cassese: English Mentor
11. New Teacher: Aubrey Paulson: English, Mentor:
12. New Teacher: Melissa Guinta: Biology, Mentor
13. New Teacher: Dan Carr: Film Productions, Mentor
14. New Teacher: Ethan Simpson: Entertainment Marketing, Mentor
15. New Teacher: Shannon McCormick, Research, Mentor
16. New Teacher: Pat Miller, Fire Fighting, Mentor

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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..

New teachers are also asked to review lesson plans with academic coaches and develop extensive daily plans.

## **b. Instructional Strategies**

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

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.

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

**Strategy:** 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)**

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

**Person(s) responsible for monitoring implementation of the strategy**

McLean, Leslie, lmclean@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.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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

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. In addition, for the 2016 school year all students will be enrolled in one of nine career academies.

### b. College and Career Readiness

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

The 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.

**2. 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 9 career academies. They are: the Academy of Scientific Inquiry and Medicine, the Academy of Communications and Multimedia Technology, the Academy of Simulation and Robotics, and the Academy of Hospitality and Culinary Arts, the Academy of Design and Manufacturing Technology, Sports Science Academy, the Academy of Unified Arts, the Academy of International and Political Relations, and the Academy of Public Service Professions and Careers.

Industry certifications that may be earned through our academies include: agriculture technician, biotechnology certification, ServSafe, veterinary assistant, MOS, MS Powerpoint, Word, IC3, Indesign, Photoshop, ACA Photoshop, Premiere, Flash, ETS, Labview, Auto CAD, CMAA, Patient care Technician, Bio technician, MOS Bundle, MTA Networking, Dreamweaver, and NOCTI,

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.

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

Through Mainland High School's Wall to Wall academy design and the use of Project based Learning all core courses will include connects to one of the three academy branches. Not only will all classes include direct ties with specific academies, but time will be carved out of the school day so teachers in CTE and core courses may meet as PLCs to create integrated lessons using the PBL strategies.

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

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.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

## **B. Problem Analysis Summary**

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

## **C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

## Strategic Goals Summary

- G1.** If Mainland High School provides all faculty and staff with a systematic process for both academic and behavioral intervention for all students, then we will decrease the achievement gap and increase positive behaviors in underrepresented populations by 10%.
- G2.** If Mainland High School educates all faculty and staff to a full understanding of project based learning and how it incorporates the Florida Standards and instructional shifts, then student achievement will increase by 5%.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** If Mainland High School provides all faculty and staff with a systematic process for both academic and behavioral intervention for all students, then we will decrease the achievement gap and increase positive behaviors in underrepresented populations by 10%. 1a

G083397

**Targets Supported** 1b

| Indicator  | Annual Target |
|--|---------------|
| Retained Students                                      | 8.0           |
| Discipline incidents                                   |               |
| GPA below 2.0 - H.S.                                   | 10.0          |
| One or More Suspensions                                | 5.0           |
| Students exhibiting two or more EWS indicators (Total) |               |

**Targeted Barriers to Achieving the Goal** 3

- Lack of adequate and ongoing PD

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- CHAMPS Instruction
- Consistent messaging for clarity
- Ongoing PD in Cultural Competences
- Book Study-Todd Whitaker's 17 Habits of Highly Effective Teachers
- New PLC/Lab schedule
- MTSS and intervention
- Academic Coaches

**Plan to Monitor Progress Toward G1.** 8

SIP Progress Monitoring Meeting

**Person Responsible**

Leslie McLean

**Schedule**

On 10/31/2016

**Evidence of Completion**

SIP Progress Monitoring Meeting Minutes and Sign-in sheet

**Plan to Monitor Progress Toward G1. 8**

SIP midyear Review

**Person Responsible**

Leslie McLean

**Schedule**

On 2/14/2017

***Evidence of Completion***

Midyear Review in CIMS

**Plan to Monitor Progress Toward G1. 8**

SIP Assessment Results

**Person Responsible**

Leslie McLean

**Schedule**

Annually, from 5/25/2017 to 7/11/2017

***Evidence of Completion***

Step Zero for 2017-2018 SIP

**G2.** If Mainland High School educates all faculty and staff to a full understanding of project based learning and how it incorporates the Florida Standards and instructional shifts, then student achievement will increase by 5%. 1a

G083398

**Targets Supported** 1b

| Indicator                               | Annual Target |
|---|---------------|
| Retained Students                       | 8.0           |
| Average GPA - H.S.                      | 10.0          |
| ELA Achievement District Assessment     | 5.0           |
| Science Achievement District Assessment | 4.0           |
| Algebra I EOC Pass Rate                 | 4.0           |
| Geometry EOC Pass Rate                  | 5.0           |
| Algebra II EOC Level 3                  | 4.0           |
| U.S. History EOC Pass                   | 5.0           |
| One or More Suspensions                 | 5.0           |
| College Readiness Reading               | 5.0           |
| College Readiness Mathematics           | 5.0           |
| 4-Year Grad Rate (Standard Diploma)     | 5.0           |

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher understanding of PBL and its place in shifts and standards

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- BUCK Institute PD
- Consistent messaging for clarity throughout the year
- On going PD on PBL throughout the year
- Academic Caoches
- Leadership Team
- New PLC/Lab Schedule and Progress Monitoring

**Plan to Monitor Progress Toward G2.** 8

SIP Progress Monitoring Meeting

**Person Responsible**

Leslie McLean

**Schedule**

On 10/31/2016

**Evidence of Completion**

SIP Progress Monitoring Meeting Minutes and Sign-in Sheet

**Plan to Monitor Progress Toward G2.** 8

SIP Midyear Review

**Person Responsible**

Leslie McLean

**Schedule**

On 2/14/2017

***Evidence of Completion***

Midyear Review in CIMS

**Plan to Monitor Progress Toward G2.** 8

SIP Assessment Results

**Person Responsible**

Leslie McLean

**Schedule**

Annually, from 5/25/2017 to 7/11/2017

***Evidence of Completion***

Step Zero for 2017-2018 SIP

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If Mainland High School provides all faculty and staff with a systematic process for both academic and behavioral intervention for all students, then we will decrease the achievement gap and increase positive behaviors in underrepresented populations by 10%. 1

G083397

**G1.B1** Lack of adequate and ongoing PD 2

B221085

**G1.B1.S1** Creating and sharing through on-going PD a systematic process for both academic and behavioral interventions on the MTSS 4

S233369

### Strategy Rationale

MTSS needs revision for a more systematic process to provide clarity of implementing interventions

### Action Step 1 5

Review all three levels of the MTSS for specific intervention sequencing and determine accountable personnel for each intervention listed.

#### Person Responsible

Cheryl Salerno

#### Schedule

Weekly, from 7/15/2016 to 6/2/2017

#### Evidence of Completion

Revised MTSS and increased student achievement

### Action Step 2 5

Provide PD for all faculty regarding how to utilize the MTSS for increasing student success and achievement

#### Person Responsible

Leslie McLean

#### Schedule

Monthly, from 9/19/2016 to 5/26/2017

#### Evidence of Completion

Reduction in number of students listed on the D/F/I report

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

Classroom Observation of embedded interventions and Tier 1 Instruction

**Person Responsible**

Leslie McLean

**Schedule**

Weekly, from 9/19/2016 to 6/2/2017

***Evidence of Completion***

Observation notes

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

SharePoint Lab Lists

**Person Responsible**

Clifford Scarborough

**Schedule**

Weekly, from 9/19/2016 to 6/2/2017

***Evidence of Completion***

Lab list correlated to struggling student lists created by PLCs; increased student achievement

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

Struggling Student List

**Person Responsible**

Leslie McLean

**Schedule**

Weekly, from 9/19/2016 to 6/2/2017

***Evidence of Completion***

Struggling student list correlated to SharePoint Lab list created by teachers; increased student achievement



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

Academic Council

**Person Responsible**

Cheryl Salerno

**Schedule**

Monthly, from 9/14/2016 to 5/17/2017

***Evidence of Completion***

Council will meet with students after reviewing EWS and tests scores to develop success plan for struggling students. Success Plans

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

Review of Gradebook reports

**Person Responsible**

Susanne Gibson

**Schedule**

Monthly, from 9/23/2016 to 6/2/2017

***Evidence of Completion***

Decreasing number of Ds/Fs and Is on quarterly reports; decreased retention

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

Review of SharePoint Lab lists

**Person Responsible**

Clifford Scarborough

**Schedule**

Weekly, from 9/19/2016 to 6/2/2017

***Evidence of Completion***

Lab list correlated to struggling student list created by PLCs-increased student achievement

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

Discipline Data Reports

**Person Responsible**

Rodney Smith

**Schedule**

Monthly, from 9/19/2016 to 6/2/2017

***Evidence of Completion***

Decreased referrals, suspensions, and expulsions


**G2.** If Mainland High School educates all faculty and staff to a full understanding of project based learning and how it incorporates the Florida Standards and instructional shifts, then student achievement will increase by 5%. 1

 G083398

**G2.B1** Lack of teacher understanding of PBL and its place in shifts and standards 2

 B221090

**G2.B1.S1** PBL and Instructional shifts PD/training 4

 S233372

### Strategy Rationale

Teachers must know the expectation and the two work together

### Action Step 1 5

Project Based Learning Institute

#### Person Responsible

Cheryl Salerno

#### Schedule

Weekly, from 8/22/2016 to 9/8/2016

#### Evidence of Completion

Completed projects to deliver in the classrooms

### Action Step 2 5

Needs Assessment/Survey following PBL training

#### Person Responsible

Leslie McLean

#### Schedule

On 9/26/2016

#### Evidence of Completion

Survey Results

### Action Step 3 5

PBL Follow-up and its incorporation of the shifts

**Person Responsible**

Leslie McLean

**Schedule**

Daily, from 9/19/2016 to 6/2/2017

**Evidence of Completion**

Classroom observations of shifts in action; student projects embedding 21st century skills

### Action Step 4 5

Colleague Classroom Visits

**Person Responsible**

Cheryl Salerno

**Schedule**

Weekly, from 10/24/2016 to 6/2/2017

**Evidence of Completion**

Observation notes and teacher reflections

### Action Step 5 5

PBL final review and tests review

**Person Responsible**

Leslie McLean

**Schedule**

On 6/9/2017

**Evidence of Completion**

Compare teachers who completed at least two PBL projects with state test scores from 2015-16 to 2016-17

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

PLC Notes on Instructional Planning

**Person Responsible**

Leslie McLean

**Schedule**

Weekly, from 8/29/2016 to 6/2/2017

***Evidence of Completion***

Notes from weekly coaches meetings and weekly leadership meetings

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

ERPL Agendas focused on School Goals

**Person Responsible**

Leslie McLean

**Schedule**

Weekly, from 9/19/2016 to 6/2/2017

***Evidence of Completion***

Survey Results

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

ERPL Surveys after PBL Training

**Person Responsible**

Leslie McLean

**Schedule**

On 6/2/2017

***Evidence of Completion***

Survey data

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

Classroom Observation and Coaching

**Person Responsible**

Leslie McLean

**Schedule**

Weekly, from 9/19/2016 to 6/2/2017

***Evidence of Completion***

Observation Notes

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

ERPL Surveys after PBL training

**Person Responsible**

Leslie McLean

**Schedule**

On 6/2/2017

***Evidence of Completion***

Survey data and action based on data

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

Classroom Observation and Coaching

**Person Responsible**

Leslie McLean

**Schedule**

On 6/2/2017

***Evidence of Completion***







Observation notes and action based on observation notes and coaching

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity  | Who                   | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|-------------------------|---|-----------------------|-------------------------------|---|---------------------|
| <b>2017</b>             |   |                       |                               |   |                     |
| G2.B1.S1.A1<br>A299129  | Project Based Learning Institute  | Salerno, Cheryl       | 8/22/2016                     | Completed projects to deliver in the classrooms   | 9/8/2016 weekly     |
| G2.B1.S1.A2<br>A299130  | Needs Assessment/Survey following PBL training  | McLean, Leslie        | 9/19/2016                     | Survey Results  | 9/26/2016 one-time  |
| G1.MA1<br>M303408       | SIP Progress Monitoring Meeting   | McLean, Leslie        | 10/31/2016                    | SIP Progress Monitoring Meeting Minutes and Sign-in sheet   | 10/31/2016 one-time |
| G2.MA1<br>M303417       | SIP Progress Monitoring Meeting   | McLean, Leslie        | 10/31/2016                    | SIP Progress Monitoring Meeting Minutes and Sign-in Sheet   | 10/31/2016 one-time |
| G1.MA2<br>M303409       | SIP midyear Review  | McLean, Leslie        | 2/14/2017                     | Midyear Review in CIMS  | 2/14/2017 one-time  |
| G2.MA2<br>M303418       | SIP Midyear Review  | McLean, Leslie        | 2/14/2017                     | Midyear Review in CIMS  | 2/14/2017 one-time  |
| G1.B1.S1.MA4<br>M303407 | Academic Council  | Salerno, Cheryl       | 9/14/2016                     | Council will meet with students after reviewing EWS and tests scores to develop success plan for struggling students. Success Plans | 5/17/2017 monthly   |
| G1.B1.S1.A2<br>A299128  | Provide PD for all faculty regarding how to utilize the MTSS for increasing student success and...    | McLean, Leslie        | 9/19/2016                     | Reduction in number of students listed on the D/F/I report  | 5/26/2017 monthly   |
| G1.B1.S1.MA1<br>M303401 | Review of Gradebook reports   | Gibson, Susanne       | 9/23/2016                     | Decreasing number of Ds/Fs and Is on quarterly reports; decreased retention   | 6/2/2017 monthly    |
| G1.B1.S1.MA5<br>M303402 | Review of SharePoint Lab lists  | Scarborough, Clifford | 9/19/2016                     | Lab list correlated to struggling student list created by PLCs-increased student achievement  | 6/2/2017 weekly     |
| G1.B1.S1.MA6<br>M303403 | Discipline Data Reports   | Smith, Rodney         | 9/19/2016                     | Decreased referrals, suspensions, and expulsions  | 6/2/2017 monthly    |
| G1.B1.S1.MA1<br>M303404 | Classroom Observation of embedded interventions and Tier 1 Instruction                                | McLean, Leslie        | 9/19/2016                     | Observation notes   | 6/2/2017 weekly     |
| G1.B1.S1.MA2<br>M303405 | SharePoint Lab Lists  | Scarborough, Clifford | 9/19/2016                     | Lab list correlated to struggling student lists created by PLCs; increased student achievement                                      | 6/2/2017 weekly     |
| G1.B1.S1.MA3<br>M303406 | Struggling Student List   | McLean, Leslie        | 9/19/2016                     | Struggling student list correlated to SharePoint Lab list created by teachers; increased student achievement                        | 6/2/2017 weekly     |
| G1.B1.S1.A1<br>A299127  | Review all three levels of the MTSS for specific intervention sequencing and determine accountable... | Salerno, Cheryl       | 7/15/2016                     | Revised MTSS and increased student achievement  | 6/2/2017 weekly     |
| G2.B1.S1.MA1<br>M303411 | ERPL Surveys after PBL training   | McLean, Leslie        | 9/19/2016                     | Survey data and action based on data  | 6/2/2017 one-time   |
| G2.B1.S1.MA6<br>M303412 | Classroom Observation and Coaching  | McLean, Leslie        | 9/19/2016                     | Observation notes and action based on observation notes and coaching  | 6/2/2017 one-time   |
| G2.B1.S1.MA1<br>M303413 | PLC Notes on Instructional Planning   | McLean, Leslie        | 8/29/2016                     | Notes from weekly coaches meetings and weekly leadership meetings   | 6/2/2017 weekly     |
| G2.B1.S1.MA2<br>M303414 | ERPL Agendas focused on School Goals  | McLean, Leslie        | 9/19/2016                     | Survey Results  | 6/2/2017 weekly     |
| G2.B1.S1.MA3<br>M303415 | ERPL Surveys after PBL Training   | McLean, Leslie        | 9/19/2016                     | Survey data   | 6/2/2017 one-time   |



**Volusia - 3436 - Mainland High School - 2016-17 SIP**  
*Mainland High School*

| Source  | Task, Action Step or Monitoring Activity          | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date |
|---|---|-----------------|-------------------------------|---|--------------------|
| G2.B1.S1.MA4<br> M303416 | Classroom Observation and Coaching                | McLean, Leslie  | 9/19/2016                     | Observation Notes   | 6/2/2017 weekly    |
| G2.B1.S1.A3<br> A299131  | PBL Follow-up and its incorporation of the shifts | McLean, Leslie  | 9/19/2016                     | Classroom observations of shifts in action; student projects embedding 21st century skills              | 6/2/2017 daily     |
| G2.B1.S1.A4<br> A299132  | Colleague Classroom Visits                        | Salerno, Cheryl | 10/24/2016                    | Observation notes and teacher reflections   | 6/2/2017 weekly    |
| G2.B1.S1.A5<br> A299133  | PBL final review and tests review                 | McLean, Leslie  | 6/9/2017                      | Compare teachers who completed at least two PBL projects with state test scores from 2015-16 to 2016-17 | 6/9/2017 one-time  |
| G1.MA3<br> M303410       | SIP Assessment Results                            | McLean, Leslie  | 5/25/2017                     | Step Zero for 2017-2018 SIP   | 7/11/2017 annually |
| G2.MA3<br> M303419       | SIP Assessment Results                            | McLean, Leslie  | 5/25/2017                     | Step Zero for 2017-2018 SIP   | 7/11/2017 annually |

## V. Professional Development Opportunities

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

**G1.** If Mainland High School provides all faculty and staff with a systematic process for both academic and behavioral intervention for all students, then we will decrease the achievement gap and increase positive behaviors in underrepresented populations by 10%.

### **G1.B1** Lack of adequate and ongoing PD

**G1.B1.S1** Creating and sharing through on-going PD a systematic process for both academic and behavioral interventions on the MTSS

#### **PD Opportunity 1**

Review all three levels of the MTSS for specific intervention sequencing and determine accountable personnel for each intervention listed.

##### **Facilitator**

Cheryl Salerno

##### **Participants**

Leadership Team

##### **Schedule**

Weekly, from 7/15/2016 to 6/2/2017

#### **PD Opportunity 2**

Provide PD for all faculty regarding how to utilize the MTSS for increasing student success and achievement

##### **Facilitator**

Leadership, Academic Coaches, and Guidance

##### **Participants**

All faculty

##### **Schedule**

Monthly, from 9/19/2016 to 5/26/2017

**G2.** If Mainland High School educates all faculty and staff to a full understanding of project based learning and how it incorporates the Florida Standards and instructional shifts, then student achievement will increase by 5%.

**G2.B1** Lack of teacher understanding of PBL and its place in shifts and standards

**G2.B1.S1** PBL and Instructional shifts PD/training

**PD Opportunity 1**

Project Based Learning Institute

**Facilitator**

Buck Institute

**Participants**

All leadership and faculty

**Schedule**

Weekly, from 8/22/2016 to 9/8/2016

**PD Opportunity 2**

PBL Follow-up and its incorporation of the shifts

**Facilitator**

Academic Coaches

**Participants**

Faculty and Leadership

**Schedule**

Daily, from 9/19/2016 to 6/2/2017

**PD Opportunity 3**

Colleague Classroom Visits

**Facilitator**

Academic Coaches, Leadership, Teacher Leaders

**Participants**

All Faculty

**Schedule**

Weekly, from 10/24/2016 to 6/2/2017

## VI. Technical Assistance Items

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

## VII. Budget

|        |             |  |        |
|--------|-------------|--|--------|
| 1      | G1.B1.S1.A1 | Review all three levels of the MTSS for specific intervention sequencing and determine accountable personnel for each intervention listed. | \$0.00 |
| 2      | G1.B1.S1.A2 | Provide PD for all faculty regarding how to utilize the MTSS for increasing student success and achievement                                | \$0.00 |
| 3      | G2.B1.S1.A1 | Project Based Learning Institute   | \$0.00 |
| 4      | G2.B1.S1.A2 | Needs Assessment/Survey following PBL training   | \$0.00 |
| 5      | G2.B1.S1.A3 | PBL Follow-up and its incorporation of the shifts  | \$0.00 |
| 6      | G2.B1.S1.A4 | Colleague Classroom Visits   | \$0.00 |
| 7      | G2.B1.S1.A5 | PBL final review and tests review  | \$0.00 |
| Total: |             |  | \$0.00 |