Mainland High School

2017-18 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 (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	C

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Mainland High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 it 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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: Robert Voges, 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.

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-soling 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	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	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
LGBT 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 Political and Business 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/444359.

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

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

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

1. School Leadership Team

a. Membership

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

Name	Title
Voges, Robert	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
Troutman, Lashawn	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: Robert Voges, Assistant Principal for Curriculum & Instruction; Karen Nielsen,
Assistant Principal for Data; LeShawn 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.

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-soling 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
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	Parent
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
Robert Voges	Principal
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Voges, Robert	Assistant Principal
Wilson, Brooke	Instructional Coach
Middleton , Tara	Instructional Coach
Ferrer, Amy	Instructional Coach
Godbee, Ella	Instructional Coach
Salerno, Cheryl	Principal

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 2018
2. Leadership Opportunities
Person Responsible: Administration by June 2018
3. Professional Development
Person Responsible: Administration by June 2018
4. PLC Activities
Person Responsible: PLC by June 2018
5. Participation in District Job Fair and Recruitment Activities
Person Responsible: Administration by June 2018

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

Mainland High School facilitates a New Teacher Induction & Mentoring Program which includes the district required training and evaluation cycle as well as monthly MHS New Teacher Meetings, differentiated Professional Learning Opportunities, deliberate room assignments, differentiated coaching support, CHAMPS Coaching, PBL 101 Training, and peer classroom observation & reflection. In addition, new teachers are assigned mentors, academy branch contacts and PLC contacts Mainland High School offers time for new teachers and mentors to meet during monthly formal new teacher meetings and informal office hours. If it can be achieved, schedules are arranged so new teachers and mentors can meet during planning periods as well.

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 diagnose and assess student knowledge and skills
- 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
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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. All students are 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.

Mainland High School is a "wall-to-wall academy" that bring relevancy and authenticity to our students through Gold Standard Project Based Learning. A community-based advisory board is an integral piece of our academy structure. The academy divisions offer courses focused on college and career readiness within a chosen area of study and industry certifications, job skills, and students internships. Through Buccaneer Extravaganza!, parent meetings, and a Course Selection Fair that exposes them to next year's curriculum to inform their course selection. In addition, 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 High School also works closely with the Halifax Area Chamber of Commerce, Volusia Manufacturers Association, and local colleges.

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, Business, 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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, staff and students with a systematic process for both academic and behavioral intervention for all then we will decrease the achievement gap and increase positive behaviors in underrepresented populations.

G2.   If Mainland High School educates all faculty and staff to a full understanding of the Gold Standard Project Based Teaching and Learning (with the meaningful integration of technology) as the sustaining element within our wall-to- wall academy structure, then student achievement will increase.

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, staff and students with a systematic process for both academic and behavioral intervention for all then we will decrease the achievement gap and increase positive behaviors in underrepresented populations. 1a

🔑 G099213

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	100.0
Discipline incidents	1100.0
GPA below 2.0 - H.S.	10.0
Chronic Absenteeism	9.0
Students exhibiting two or more EWS indicators (Total)	10.0

Targeted Barriers to Achieving the Goal 3

- Lack of professional learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS Instruction and Coaching

- Consistent messaging for clarity

- Ongoing PD in Cultural Competences and Social Emotional Learning

- Book Study-Aspire High by Russell Quaglia

- New PLC/Lab schedule

- MTSS and intervention

- Academic Coaches

- Monday Meetings

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible
Cheryl Salerno

Schedule
On 11/14/2017

Evidence of Completion
SIP Progress Monitoring Meeting Minutes and Sign-in sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible
Cheryl Salerno

Schedule
On 1/17/2018

Evidence of Completion
Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

SIP Assessment Results

Person Responsible
Cheryl Salerno

Schedule
Annually, from 5/1/2018 to 6/30/2018

Evidence of Completion
Step Zero for 2018-2019 SIP

G2. If Mainland High School educates all faculty and staff to a full understanding of the Gold Standard Project Based Teaching and Learning (with the meaningful integration of technology) as the sustaining element within our wall-to- wall academy structure, then student achievement will increase. 1a

🔍 G099214

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
Algebra I EOC Pass Rate	38.0
Geometry EOC Pass Rate	38.0
Algebra II EOC Level 3	42.0
U.S. History EOC Pass	60.0
Bio I EOC Pass	67.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding of Gold Standard Project Based Teaching and Learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- The Buck Institute for Education (BIE)

- Consistent and clear messaging

- Professional Learning - implementation & monitoring - developing Gold Standard Projects using BIE Essential Elements

- Professional Learning - implementation & monitoring - BIE Teaching Practices

- Leadership Team

- New PLC/Lab Schedule and Progress Monitoring

Plan to Monitor Progress Toward G2. 8

SIP Progress Monitoring Meeting

Person Responsible
Cheryl Salerno

Schedule
On 11/14/2017

Evidence of Completion
SIP Progress Monitoring Meeting Minutes and Sign-in Sheet

Plan to Monitor Progress Toward G2. 8

SIP Midyear Review

> **Person Responsible**
>
> **Schedule**
> On 1/17/2018
>
> ***Evidence of Completion***
> Midyear Review in CIMS

Plan to Monitor Progress Toward G2. 8

SIP Assessment Results

> **Person Responsible**
>
> **Schedule**
> Annually, from 5/1/2018 to 6/30/2018
>
> ***Evidence of Completion***
> Step Zero for 2018-2019 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

1 = Problem Solving Step   S123456 = Quick Key

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

🔑 G099213

G1.B1 Lack of professional learning `2`

🔑 B267163

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

🔑 S283014

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

On 6/30/2017

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 during pre-planning and new teacher meetings

Person Responsible

Schedule

Daily, from 8/7/2017 to 8/31/2017

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

Cheryl Salerno

Schedule

Weekly, from 8/21/2017 to 6/1/2018

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 8/21/2017 to 6/1/2018

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

Clifford Scarborough

Schedule

Weekly, from 8/21/2017 to 6/1/2018

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 8/21/2017 to 6/1/2018

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 8/21/2017 to 6/1/2018

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 SharePointe Lab lists

Person Responsible

Clifford Scarborough

Schedule

Weekly, from 8/21/2017 to 8/21/2017

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

Lashawn Troutman

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Decreased referrals, suspensions, and expulsions

G2. If Mainland High School educates all faculty and staff to a full understanding of the Gold Standard Project Based Teaching and Learning (with the meaningful integration of technology) as the sustaining element within our wall-to- wall academy structure, then student achievement will increase. 1

🔑 G099214

G2.B1 Lack of teacher understanding of Gold Standard Project Based Teaching and Learning 2

🔑 B267168

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

🔑 S283017

Strategy Rationale

The standards are the what. Gold Standard PBL is the how.

Action Step 1 5

Project Based Learning Reflection and Planning by Branch

Person Responsible

Cheryl Salerno

Schedule

On 8/9/2017

Evidence of Completion

Completed projects to deliver in the classrooms

Action Step 2 5

BIE PBL - Leadership Launch Training

Person Responsible

Cheryl Salerno

Schedule

On 6/1/2018

Evidence of Completion

Survey Results

Action Step 3 `5`

BIE PBL 101 and 201 Training Days

Person Responsible

Cheryl Salerno

Schedule

Daily, from 8/31/2017 to 9/1/2017

Evidence of Completion

MyPGS Roster

Action Step 4 `5`

On-going BIE PBL Lesson Development - ERPLs and Monday Meetings

Person Responsible

Cheryl Salerno

Schedule

Biweekly, from 8/1/2017 to 6/1/2018

Evidence of Completion

MyPGS Rosters

Action Step 5 `5`

PBL Learning Walks

Person Responsible

Cheryl Salerno

Schedule

Every 2 Months, from 10/23/2017 to 4/30/2018

Evidence of Completion

Classroom observations of shifts in action; student projects embedding 21st century skills and using BIE Project Elements and Teaching Practices

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

PLC Notes on Instructional Planning

Person Responsible

Cheryl Salerno

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Notes from weekly coaches meetings and weekly leadership meetings; Coaches Meetings

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

ERPL Agendas focused on School Goals

Person Responsible

Schedule

Weekly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Agendas and surveys

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

Classroom Observation and Coaching

Person Responsible

Cheryl Salerno

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Observation Notes

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

ERPL Surveys after PBL training

Person Responsible

Schedule

On 9/1/2017

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

Schedule

On 6/1/2018

Evidence of Completion

Observation notes and action based on observation notes and coaching. reviewed weekly at coaches meetings

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1 A381922	Review all three levels of the MTSS for specific intervention sequencing and determine accountable...	Salerno, Cheryl	6/15/2017	Revised MTSS and increased student achievement	6/30/2017 one-time
G2.B1.S1.A1 A381924	Project Based Learning Reflection and Planning by Branch	Salerno, Cheryl	8/9/2017	Completed projects to deliver in the classrooms	8/9/2017 one-time
G1.B1.S1.MA5 M415218	Review of SharePointe Lab lists	Scarborough, Clifford	8/21/2017	Lab list correlated to struggling student list created by PLCs-increased student achievement	8/21/2017 weekly
G1.B1.S1.A2 A381923	Provide PD for all faculty regarding how to utilize the MTSS for increasing student success and...		8/7/2017	Reduction in number of students listed on the D/F/I report	8/31/2017 daily
G2.B1.S1.MA1 M415227	ERPL Surveys after PBL training		8/31/2017	Survey data and action based on data	9/1/2017 one-time
G2.B1.S1.A3 A381926	BIE PBL 101 and 201 Training Days	Salerno, Cheryl	8/31/2017	MyPGS Roster	9/1/2017 daily
G1.MA1 M415224	SIP Progress Monitoring Meeting	Salerno, Cheryl	11/14/2017	SIP Progress Monitoring Meeting Minutes and Sign-in sheet	11/14/2017 one-time
G2.MA1 M415232	SIP Progress Monitoring Meeting	Salerno, Cheryl	11/14/2017	SIP Progress Monitoring Meeting Minutes and Sign-in Sheet	11/14/2017 one-time
G1.MA2 M415225	SIP Midyear Review	Salerno, Cheryl	1/17/2018	Midyear Review in CIMS	1/17/2018 one-time
G2.MA2 M415233	SIP Midyear Review		1/17/2018	Midyear Review in CIMS	1/17/2018 one-time
G2.B1.S1.A5 A381928	PBL Learning Walks	Salerno, Cheryl	10/23/2017	Classroom observations of shifts in action; student projects embedding 21st century skills and using BIE Project Elements and Teaching Practices	4/30/2018 every-2-months
G1.B1.S1.MA1 M415217	Review of Gradebook reports	Gibson, Susanne	8/21/2017	Decreasing number of Ds/Fs and Is on quarterly reports; decreased retention	6/1/2018 monthly
G1.B1.S1.MA6 M415219	Discipline Data Reports	Troutman, Lashawn	8/21/2017	Decreased referrals, suspensions, and expulsions	6/1/2018 monthly
G1.B1.S1.MA1 M415220	Classroom Observation of embedded interventions and Tier 1 Instruction	Salerno, Cheryl	8/21/2017	Observation notes	6/1/2018 weekly
G1.B1.S1.MA2 M415221	SharePoint Lab Lists	Scarborough, Clifford	8/21/2017	Lab list correlated to struggling student lists created by PLCs; increased student achievement	6/1/2018 weekly
G1.B1.S1.MA3 M415222	Struggling Student List	Scarborough, Clifford	8/21/2017	Struggling student list correlated to SharePoint Lab list created by teachers; increased student achievement	6/1/2018 weekly
G1.B1.S1.MA4 M415223	Academic Council	Salerno, Cheryl	8/21/2017	Council will meet with students after reviewing EWS and tests scores to develop success plan for struggling students. Success Plans	6/1/2018 monthly
G2.B1.S1.MA6 M415228	Classroom Observation and Coaching		9/6/2017	Observation notes and action based on observation notes and coaching. reviewed weekly at coaches meetings	6/1/2018 one-time
G2.B1.S1.MA1 M415229	PLC Notes on Instructional Planning	Salerno, Cheryl	8/21/2017	Notes from weekly coaches meetings and weekly leadership meetings; Coaches Meetings	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA2 M415230	ERPL Agendas focused on School Goals		8/1/2017	Agendas and surveys	6/1/2018 weekly
G2.B1.S1.MA3 M415231	Classroom Observation and Coaching	Salerno, Cheryl	9/1/2017	Observation Notes	6/1/2018 weekly
G2.B1.S1.A2 A381925	BIE PBL - Leadership Launch Training	Salerno, Cheryl	8/1/2017	Survey Results	6/1/2018 one-time
G2.B1.S1.A4 A381927	On-going BIE PBL Lesson Development - ERPLs and Monday Meetings	Salerno, Cheryl	8/1/2017	MyPGS Rosters	6/1/2018 biweekly
G1.MA3 M415226	SIP Assessment Results	Salerno, Cheryl	5/1/2018	Step Zero for 2018-2019 SIP	6/30/2018 annually
G2.MA3 M415234	SIP Assessment Results		5/1/2018	Step Zero for 2018-2019 SIP	6/30/2018 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, staff and students with a systematic process for both academic and behavioral intervention for all then we will decrease the achievement gap and increase positive behaviors in underrepresented populations.

G1.B1 Lack of professional learning

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

On 6/30/2017

PD Opportunity 2

Provide PD for all faculty regarding how to utilize the MTSS for increasing student success and achievement during pre-planning and new teacher meetings

Facilitator

Leadership, Academic Coaches, and Guidance

Participants

All faculty

Schedule

Daily, from 8/7/2017 to 8/31/2017

G2. If Mainland High School educates all faculty and staff to a full understanding of the Gold Standard Project Based Teaching and Learning (with the meaningful integration of technology) as the sustaining element within our wall-to- wall academy structure, then student achievement will increase.

G2.B1 Lack of teacher understanding of Gold Standard Project Based Teaching and Learning

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

PD Opportunity 1

Project Based Learning Reflection and Planning by Branch

Facilitator

Branch Leaders and Leadership Team

Participants

All leadership and faculty

Schedule

On 8/9/2017

PD Opportunity 2

BIE PBL - Leadership Launch Training

Facilitator

BIE

Participants

Administration and Leadership Team

Schedule

On 6/1/2018

PD Opportunity 3

BIE PBL 101 and 201 Training Days

Facilitator

BIE, Dori Berg

Participants

Faculty and Leadership

Schedule

Daily, from 8/31/2017 to 9/1/2017

PD Opportunity 4

On-going BIE PBL Lesson Development - ERPLs and Monday Meetings

Facilitator

Academic Coaches, Leadership, Teacher Leaders

Participants

All Faculty

Schedule

Biweekly, from 8/1/2017 to 6/1/2018

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 during pre-planning and new teacher meetings	$0.00
3	G2.B1.S1.A1	Project Based Learning Reflection and Planning by Branch	$0.00
4	G2.B1.S1.A2	BIE PBL - Leadership Launch Training	$0.00
5	G2.B1.S1.A3	BIE PBL 101 and 201 Training Days	$0.00
6	G2.B1.S1.A4	On-going BIE PBL Lesson Development - ERPLs and Monday Meetings	$0.00
7	G2.B1.S1.A5	PBL Learning Walks	$0.00
		Total:	$0.00