2013-2014 SCHOOL IMPROVEMENT PLAN

Mainland High School

1255 W INTERNATIONAL SPEEDWAY BLVD

Daytona Beach, FL 32114

386-226-0300

http://mainlandhighschool.org/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	69%

Alternative/ESE Center	Charter School	Minority Rate
No	No	53%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Mainland High School

Principal
Cheryl Salerno

School Advisory Council chair
Joan Piggotte

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jason Watson	Assistant Principal
Dan Eppelheimer	Assistant Principal
LaShawn Troutman	Assistant Principal
Colleen Kirvan	Assistant Principal
Darlette Winck-Hall	Guidance Director
Suzanne Gibson	Academic Coach
Sarah Callahan	Reading Coach
Tiffany Fuller	Writing Coach
Scott Wilson	Intervention Teacher

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Gloria Delay Parent
Karen Weidner Parent
Paul Weidner Parent
Sherrie Zuckerman Parent
Jan Gartrell Parent
Paula Schaack Staff
Sherona Brown Parent

Jacqueline Russ Parent
Donna Pappagallo Parent
Fonda Hancock Parent
Lisa Voll Parent
Saralee Morrissey Parent
Victoria Crawshaw Student
Keith Froling Student
Michael Pappagallo Student
Sarah Callahan Teacher
Cheryl Salerno Principal
Jason Watson Administrator
Joan Piggotte SAC Chair/Teacher
Gina Baker Parent
Charles Carbiener Parent
Tonia Terry Parent
Stephanie McKinzie Parent
Anwar Davis Student
Kristin Camerato Parent

Involvement of the SAC in the development of the SIP

School AMO data was shared with the SAC on September 3rd, the first annual meeting of the year. The School Improvement goals and targets were drafted based on the school data and reviewed with the SAC. Opportunity was given for each SAC member present to ask questions and provide input into the goals and targets.

Activities of the SAC for the upcoming school year

Monthly Meetings
Participation in the District Advisory Council
Provide input for the School Improvement Process
Assist with school improvement budget decisions

Projected use of school improvement funds, including the amount allocated to 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. $4,500
2. Tutoring for at-risk students. $1,000
3. Professional development for teachers. $1,000

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Cheryl Salerno		
Principal	Years as Administrator: 17	Years at Current School: 17

Credentials	Ed.D
Performance Record	2013- School Grade Pending: (38%R/55%M; 49%R/64%M; 51%R/62%M)* 2012- C School Grade; (41%R/48%M; 56%R/53%M; 65%R/61%M)* 2011-B School Grade; AYP 72% (39%R/65%M; 44%R/62%M; 47%R/51%M)* 2010-D School Grade; AYP 82%(41%R/69%M; 45%R/72%M; 37%R/61%M) 2009-D school; AYP 67% (40%R/66%M; 46%R/68%M; 41%R/58%M)* 2008-C school; AYP 69%(42%R/67%M; 55%R/76%M; 57%R/74%M)* 2007-D school; AYP 64%(34%R/56%M; 44%R/65%M; 44%R/66%M)* 2006-C school; AYP 46%(34%R/62%M; 45%R/70%M; 49%R/NA)* 2005-C school; AYP 60%(31%R/66%M; 46%R/71%M; 56%R/NA)* 2004-C school; AYP 60%(32%R/60%M; 46%R/73%M; 48%R/NA)* 2003-C school; (35%R/57%M; 53%R/72%M; 57%R/NA)* 2002-C school; (34%R/57%M; 54%R/68%M; 55%R/NA)* 2001-C school; no AYP data available 2000-C school; no AYP data available * (Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Dan Eppelheimer		
Asst Principal	Years as Administrator: 20	Years at Current School: 36

Credentials	B.S.-Health Ed. and Athletic Training M.S.-Physical Ed. Ed.S.--Educational Leadership
Performance Record	2013- School Grade Pending: (38%R/55%M; 49%R/64%M; 51%R/62%M)* 2012- C School Grade; (41%R/48%M; 56%R/53%M; 65%R/61%M)* 2011-B School Grade; AYP 72% (39% R/65%M; 44%R/62%M; 47%R/51%M)* 2010-D School Grade; AYP 82%(41% R/69%M; 54%R/72%M; 37%R/61%M)* 2009-D school; AYP 67% (40%R/66%M; 46%R/68%M; 41%R/58%M)* 2008-C school; AYP 69%(42%R/67%M; 55%R/76%M; 57%R/74%M)* 2007-D school; AYP 64%(34%R/56%M; 44%R/65%M; 44%R/66%M)* 2006-C school; AYP 46%(34%R/62%M; 45%R/70%M; 49%R/NA)* 2005-C school; AYP 60%(31%R/66%M; 46%R/71%M; 56%R/NA)* 2004-C school; AYP 60%(32%R/60%M; 46%R/73%M; 48%R/NA)* 2003-C school; (35%R/57%M; 53%R/72%M; 57%R/NA)* 2002-C school; (34%R/57%M; 54%R/68%M; 55%R/NA)* 2001-C school; no AYP data available 2000-C school; no AYP data available 1999-C school; no AYP data available * (Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

LaShawn Troutman		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	B.S. - Business Administration M.Ed -Educational Leadership
Performance Record	2013- School Grade Pending: (38%R/55%M; 49%R/64%M; 51%R/62%M)* 2012- C School Grade; (41%R/48%M; 56%R/53%M; 65%R/61%M)* 2011-B School Grade; AYP 72% (39% R/65%M; 44%R/62%M; 47%R/51%M)* * (Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Colleen Kirvan		
Asst Principal	Years as Administrator: 8	Years at Current School: 2

Credentials	B.S.-ESE Specific Learning Disability M.Ed-Educational Leadership
Performance Record	2013- School Grade Pending: (38%R/55%M; 49%R/64%M; 51%R/62%M)* 2012- C School Grade; (41%R/48%M; 56%R/53%M; 65%R/61%M)* * (Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Jason Watson		
Asst Principal	Years as Administrator: 9	Years at Current School: 3

Credentials	Master's Degree in Educational Leadership Bachelor's Degree in Elementary Education
Performance Record	2013- School Grade Pending: (38%R/55%M; 49%R/64%M; 51%R/62%M)* 2012- C School Grade; (41%R/48%M; 56%R/53%M; 65%R/61%M)* 2011-B School Grade; AYP 72% (39%R/65%M; 44%R/62%M; 47%R/51%M)* 2010,Deland MS-B school; AYP 72%(69%R/62%M; 55%R/63%M; 60%R/62%M)* 2009,Deland MS-A school; AYP 72%(69%R/62%M; 55%R/63%M; 60%R/62%M)* 2008,Deland MS-A school;AYP 77%(73%R/62%M; 65%R/59%M; 69%R/57%M)* 2007,Deland MS-B school;AYP 79%(68%R/64%M; 56%R/63%M; 54%R/66%M)* 2006,Deland MS-A school;AYP 82%(67%R/64%M; 60%R/65%M; 63%R/NA for Math)* 2005,Atlantic HS-C school;AYP 70%(33%R/61%M; 45%R/67%M; 50%R/NA for Math)* 2004,Atlantic HS-C school;AYP 77%(34%R/60%M; 44%R/72%M; 46%R/NA for Math)* * (Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Instructional Coaches

# of instructional coaches
3

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Sarah Callahan		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	M.Ed Educational Leadership	
Performance Record	2013- School Grade Pending: (38%R/55%M; 49%R/64%M; 51%R/62%M)* * (Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)	

Tiffany Fuller		
Full-time / School-based	Years as Coach: 0	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	B.A. in English Education, M.Ed. in Curriculum and Instruction	
Performance Record	First year as Writing coach	

Suzanne Gibson		
Full-time / School-based	Years as Coach: 0	Years at Current School: 25
Areas	Mathematics	
Credentials	B. S. Math B. S. Physics	
Performance Record	First year as Math coach	

Classroom Teachers

# of classroom teachers
113

 # receiving effective rating or higher
113, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
112, 99%

 # ESOL endorsed
14, 12%

 # reading endorsed

13, 12%

 # with advanced degrees

48, 42%

 # National Board Certified

3, 3%

 # first-year teachers

8, 7%

 # with 1-5 years of experience

21, 19%

 # with 6-14 years of experience

39, 35%

 # with 15 or more years of experience

49, 43%

Education Paraprofessionals

# of paraprofessionals

9

 # Highly Qualified

9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)
Person Responsible: Administration by June 2013
2. Leadership Opportunities
Person Responsible: Administration by June 2013
3. Professional Development
Person Responsible: Administration by June 2013
4. PLC Activities
Person Responsible: PLC by June 2013
5. Participation in District Job Fair and Recruitment Activities
Person Responsible: Administration by June 2013

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

1. Mentor Name: Sarah Callahan
Mentee Assigned: Chelsea Ambrose
Rationale for Pairing: Reading Coach
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
2. Mentor Name: Jennifer Clayton
Mentee Assigned:Kelsey Couch
Rationale for Pairing:Science department chair
Planned Mentoring Activities:PLC meetings, monthly new teacher meetings
3. Mentor Name: Jennifer Clayton
Mentee Assigned:Monica Dickinson
Rationale for Pairing:Science department chair
Planned Mentoring Activities:PLC meetings, monthly new teacher meetings
4. Mentor Name: Suzanne Gibson
Mentee Assigned: Mike Francis
Rationale for Pairing: Math coach
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
5. Mentor Name: Jennifer Clayton
Mentee Assigned:Bobby Harrison
Rationale for Pairing:Science department chair
Planned Mentoring Activities:PLC meetings, monthly new teacher meetings
6. Mentor Name: Sarah Callahan
Mentee Assigned: Renquell Howard
Rationale for Pairing: Reading Coach
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
7. Mentor Name: Suzanne Gibson
Mentee Assigned: Lloyd Jiminez
Rationale for Pairing: Math Coach
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
8. Mentor Name: Sarah Callahan
Mentee Assigned: Bronwen Llewellyn
Rationale for Pairing: Reading Coach
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
9. Mentor Name: Hope Dutton
Mentee Assigned:Mathew Snyder
Rationale for Pairing:ESE department chair
Planned Mentoring Activities:

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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: Jason Watson, Assistant Principal for Curriculum & Instruction; Dan Eppelheimer, Assistant Principal for Data; LaShawn Troutman, Assistant Principal for Safety & Security and Drop Out Prevention Program; Colleen Kirvan, Assistant Principal for Exceptional Student Education.

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

Suzanne Gibson, Math Coach and Tiffany Fuller, Writing 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.

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

Paul Zimmerman, School Social Worker, participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-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 Department Chairs provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 1

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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Jason Watson, Curriculum Assistant Principal will monitor the Summer School, track student progress, and record any grade changes in CrossPointe.

Strategy: Extended Day for All Students
Minutes added to school year: 7,560

Student Learning Center Labs- An additional period built into the school day for remediation and enrichment of core subjects. Teachers plan remediation activities in their PLCs, and utilize the SLC lab period to provide additional instruction.
• All students will be assigned a lab class – a specific teacher in a specific room- the same for all four days each week.
• Non-core teachers and counselors (and some others) will be the facilitators of the "home-base" labs.
• Math, Science, Social Studies, Language Arts, and most of their Support Facilitators will not have an assigned list of students or a home base lab assignment.
• On Mondays, Tuesdays, Thursdays and Fridays students will be told at the end of their 2nd period class where to report if they have been called to a core class lab.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The effectiveness of this strategy is measured with student grades. The additional time for instruction/remediation in the core classes gives students and teachers the opportunity to intervene when learning is incomplete.

Who is responsible for monitoring implementation of this strategy?

Jason Watson, Assistant Principal for Curriculum will monitor Student Learning Center lab activity.

Strategy: Before or After School Program
Minutes added to school year: 480

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

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Jason Watson, Curriculum Assistant Principal will monitor the Winter School, track student progress, and record any grade changes in CrossPointe.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sarah Callahan	Reading Coach
Cheryl Salerno	Principal
Jason Watson	Assistant Principal
Tiffany Fuller	Writing Coach
Ella Godbee	Reading Teacher
Robert Milholland	Social Studies Department Chair
Joan Piggotte	SAC Chair
Susana Mandell	Science Teacher
Stefanie Georg	ESE Guidance Counselor
Hope Dutton	IEP Facilitator

How the school-based LLT functions

Team will meet monthly to review literacy strategies, student data and plan for school presentations.
Team will be included on monthly faculty meeting agendas to cover reading topic.
Team members will meet with individual PLCs as needed/requested.

Major initiatives of the LLT

To improve writing FCAT scores.
To improve reading FCAT 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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students' critical reading and writing skills.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

A variety of strategies have been implemented to prepare Mainland High School students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:
• Dual Enrollment
• Early College • College Expo
• Career Academies • College Tours
• High School Showcase • College Rep Visits
• AVID • Making College Count Programs
• Career and Technical Education Classes • Making High School Count Programs
• Advanced Placement Opportunities

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	38%	No	57%
American Indian				
Asian	52%	33%	No	57%
Black/African American	34%	21%	No	41%
Hispanic	51%	47%	No	56%
White	63%	52%	No	67%
English language learners	32%	18%	No	39%
Students with disabilities	36%	19%	No	42%
Economically disadvantaged	43%	29%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	168	18%	25%
Students scoring at or above Achievement Level 4	171	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	395	47%	57%
Students in lowest 25% making learning gains (FCAT 2.0)	110	47%	57%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	55%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		28%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	216	75%	80%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	194	46%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	55%	Yes	51%
American Indian				
Asian		90%		
Black/African American	39%	39%	Yes	45%
Hispanic	58%	59%	Yes	63%
White	48%	68%	Yes	53%
English language learners		45%		
Students with disabilities	34%	31%	No	41%
Economically disadvantaged	43%	48%	Yes	49%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		43%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		68%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	383	62%	72%
Students in lowest 25% making learning gains (EOC)	110	62%	72%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	168	58%	68%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	45%	55%
Students scoring at or above Achievement Level 4	23	8%	18%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	37%	47%
Students scoring at or above Achievement Level 4	79	29%	39%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	33%	43%
Students scoring at or above Achievement Level 4	54	27%	37%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	120	6%	16%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	406	20%	25%
Passing rate (%) for students who take CTE-STEM industry certification exams		74%	80%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	433	22%	27%
Passing rate (%) for students who take CTE industry certification exams		24%	29%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	203	37%	32%
Students with grade point average less than 2.0	294	17%	12%
Students who fail to progress on-time to tenth grade	88	16%	11%
Students who receive two or more behavior referrals	540	23%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	261	11%	6%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase participation in Open House by 5%

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Improve attendance at Open House	616	30%	35%

Goals Summary

G1. All teachers will implement effective writing instruction aligned to standards through the Gradual Release Model every period, every day.

Goals Detail

G1. All teachers will implement effective writing instruction aligned to standards through the Gradual Release Model every period, every day.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Science

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Writing Coach

- Reading Coach

- PLCs- Time for common planning

- Professional Development Wednesdays

- Administrative Support

- Multiple Data Sources

- Spring Board curriculum has quality writing activities built into the program.

- Support facilitation teachers are scheduled to support the core teachers.

Targeted Barriers to Achieving the Goal

- Lack of teacher understanding about quality writing

- Need for quality instruction aligned to standards
- Inconsistent use of the coaching cycle to support teacher instruction

Plan to Monitor Progress Toward the Goal

The percentage of students meeting high standards in writing will increase from baseline 47% to 70% on FCAT Writing.

Person or Persons Responsible
Administrators and Instructional Coaches

Target Dates or Schedule:
Every Quarter- Writing plans will be monitored through VSET observations and walk-throughs. Student writing samples will be collected by the writing coach. Rubrics will be utilized to monitor progress on the writing samples. Teachers will be scheduled to observe model classrooms.

Evidence of Completion:
Progress monitoring of student writing samples Teacher observation evidence Model classroom schedule

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will implement effective writing instruction aligned to standards through the Gradual Release Model every period, every day.

G1.B1 Lack of teacher understanding about quality writing

G1.B1.S1 Design and deliver PD in quality writing instruction. Use examples and share ideas.

Action Step 1

Design and deliver PD in quality writing instruction

Person or Persons Responsible

Tiffany Fuller, Writing Coach Sarah Callahan, Reading Coach

Target Dates or Schedule

September 4, 2013

Evidence of Completion

Professional development activity sign in sheets, exit slips, agenda, PD plan

Facilitator:

Tiffany Fuller, Writing Coach

Participants:

All faculty members

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

Design and deliver PD in quality writing instruction

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

September 4th and ongoing during early release Wednesday PD

Evidence of Completion

Analysis of PD exit tickets Individual teacher Deliberate Practice Plans updated

Plan to Monitor Effectiveness of G1.B1.S1

Design and deliver PD in quality writing instruction

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

September 4th and ongoing during early release Wednesday PD

Evidence of Completion

Evaluation of PD exit tickets Student writing samples- writing samples will be collected from each teacher, every quarter

G1.B1.S2 Require a "writing plan" from each teacher and monitor the writing plan through observations and walk-throughs. Provide feedback to teachers after observations.

Action Step 1

Monitor the writing plan through observations and walk-throughs. Provide feedback to teachers after observations.

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

VSET evaluations PLC discussions Progress monitoring of student writing samples

Action Step 2

Require a "writing plan" from each teacher. The plan should outline daily writing activities that are aligned to standards.

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

September 2013

Evidence of Completion

Plan submission from the teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Require a "writing plan" from each teacher and monitor the writing plan through observations and walk-throughs. Provide feedback to teachers after observations.

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

September for writing plan submission and ongoing observations including feedback

Evidence of Completion

Writing plans VSET evaluation evidence Student writing samples graded with rubrics

Plan to Monitor Effectiveness of G1.B1.S2

Require a "writing plan" from each teacher and monitor the writing plan through observations and walk-throughs. Provide feedback to teachers after observations.

Person or Persons Responsible

Target Dates or Schedule

September for writing plan submission and ongoing observations including feedback

Evidence of Completion

Writing plans VSET evaluation evidence Student writing samples graded with rubrics

G1.B1.S3 Establish model classrooms and allow teachers an opportunity to schedule observations.

Action Step 1

Establish model classrooms and allow teachers an opportunity to schedule observations. Video tape model lessons and share during faculty meetings.

Person or Persons Responsible

Administrators and Instructional Coaches Model teachers

Target Dates or Schedule

October and Ongoing

Evidence of Completion

Model classroom visitation schedule Faculty meeting agendas and sign in sheets

Facilitator:

Tiffany Fuller, Writing Coach

Participants:

All Faculty

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Establish model classrooms and allow teachers an opportunity to schedule observations. Video tape model lessons and share during faculty meetings.

Person or Persons Responsible

Administrators and Instructional Coaches Model teachers

Target Dates or Schedule

October and Ongoing

Evidence of Completion

Model classroom visitation schedule Faculty meeting agendas and sign in sheets

Plan to Monitor Effectiveness of G1.B1.S3

Establish model classrooms and allow teachers an opportunity to schedule observations.

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

October and ongoing

Evidence of Completion

Teacher observations/conferences/feedback Model classrooms utilize effective writing strategies Progress monitoring of student writing samples

G1.B4 Need for quality instruction aligned to standards

G1.B4.S1 Utilize data room to monitor student progress toward standards

Action Step 1

Utilize data room to track and monitor student progress toward writing standards. Establish a baseline using common assessments and rubrics for writing. Monitor student progress in writing using established rubrics.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly data meetings with leadership team in data room Quarterly student writing samples from each teacher

Evidence of Completion

Quarterly progress monitoring of writing samples Rubric scores posted in data room

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Assign each leadership team member responsibilities pertaining to the data room.

Person or Persons Responsible

School Principal

Target Dates or Schedule

October 2013

Evidence of Completion

Each member of the leadership team reports their progress during weekly data meetings in the data room

Plan to Monitor Effectiveness of G1.B4.S1

Data room provides information to leadership team and teachers. Information is used to adjust writing instruction

Person or Persons Responsible

Administrators Instructional Coaches Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Progress monitoring rubric scores Student writing samples Data room graph/chart showing school-wide writing progress

G1.B4.S2 Design and implement ongoing support for teachers through structured PLCs

Action Step 1

Establish a school schedule allowing teachers to meet in their PLCs

Person or Persons Responsible

Administrators

Target Dates or Schedule

Summer master schedule planning

Evidence of Completion

Master schedule

Action Step 2

Lead data discussions through PLC meetings about writing instruction

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Weekly PLC meetings

Evidence of Completion

Agendas will be sent to the PLC participants informing them about the writing discussion topic

Plan to Monitor Fidelity of Implementation of G1.B4.S2

PLCs will be monitored

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

PLC meeting agendas and minutes

Plan to Monitor Effectiveness of G1.B4.S2

Leadership team monitor PLC effectiveness by leading PLC discussion on writing strategies, collect writing data, and report progress to members of the PLC.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

PLC agendas and minutes

G1.B4.S3 Instruction is standards based. Every assignment, assessment or lab is reported using standards.

Action Step 1

Observe teacher implementing standards during instruction. Students should know which standards have been mastered, and which standards have not.

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Observation evidence Pinnacle grade book

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Teachers will be observed to monitor use of standards based instruction. Grade books will be monitored to ensure that each submission is attached to standards. Administrators will attend PLC discussions to ensure that professional dialogue references standards and data collection.

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Weekly- Ongoing

Evidence of Completion

VSET evaluation system

Plan to Monitor Effectiveness of G1.B4.S3

Instruction is is standards based; a result of progress monitoring common assessments, analyzing data from those assessments, and then adjusting instruction based on the needs of the children identified by the data analysis.

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC discussions Classroom observations

G1.B11 Inconsistent use of the coaching cycle to support teacher instruction

G1.B11.S1 Create a prioritized list of teachers to utilize coaching strategies with based on a needs assessment.

Action Step 1

Conduct and score a needs assessment or a teacher needs survey.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

October

Evidence of Completion

Assessment results

Action Step 2

Analyze administrative observation data to help determine teacher needs

Person or Persons Responsible

Administrators

Target Dates or Schedule

October

Evidence of Completion

VSET summative ratings from June 2012

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Assign Instructional Coaches the task of conducting a teacher needs survey at the September 23rd PD. Assign Assistant Principals to analyze summative teacher evaluation ratings from 2012 by individual component.

Person or Persons Responsible

School Principal

Target Dates or Schedule

September

Evidence of Completion

Prioritized list of teachers needing coaching is created

Plan to Monitor Effectiveness of G1.B11.S1

Prioritized list of teachers needing coaching manifests into a schedule of coaching for teachers, resulting in more effective instruction

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

October

Evidence of Completion

A schedule of coaching is created and monitored by administration

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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
• Migrant Parent Advisory Council (MPAC)
• 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.
Violence Prevention Programs
The school offers the following non-violence and anti-drug programs:
Student mentoring program
Peer Mediation program
LINK crew program
Nutrition Programs
Mainland High School offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Nutrition and Wellness classes
• Personal Fitness classes
• Running Club
Head Start
The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination

of programs and for shared expectations for children's learning and development as the children transition to elementary school.

• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.

• Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.

• Coordinating the services being provided by Head Start with services in elementary schools.

• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Career and Technical Education

Academy of Communications and Multimedia Technology.

Academy of Design and Manufacturing.

Academy of Robotics and Simulation.

Sports Science Academy.

Academy of Science and Medicine.

Academy of Hospitality and Culinary Arts

Fine Arts

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement effective writing instruction aligned to standards through the Gradual Release Model every period, every day.

G1.B1 Lack of teacher understanding about quality writing

G1.B1.S1 Design and deliver PD in quality writing instruction. Use examples and share ideas.

PD Opportunity 1

Design and deliver PD in quality writing instruction

Facilitator

Tiffany Fuller, Writing Coach

Participants

All faculty members

Target Dates or Schedule

September 4, 2013

Evidence of Completion

Professional development activity sign in sheets, exit slips, agenda, PD plan

G1.B1.S3 Establish model classrooms and allow teachers an opportunity to schedule observations.

PD Opportunity 1

Establish model classrooms and allow teachers an opportunity to schedule observations. Video tape model lessons and share during faculty meetings.

Facilitator

Tiffany Fuller, Writing Coach

Participants

All Faculty

Target Dates or Schedule

October and Ongoing

Evidence of Completion

Model classroom visitation schedule Faculty meeting agendas and sign in sheets

Appendix 2: Budget to Support School Improvement Goals