

Mainland High School



2014-15 School Improvement Plan

Mainland High School

1255 W INTERNATIONAL SPEEDWAY BLVD, Daytona Beach, FL 32114

<http://mainlandhighschool.org/>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

69%

Alternative/ESE Center

No

Charter School

No

Minority

53%

School Grades History

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

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

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

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

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

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Our belief statements are as follows:

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

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

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

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

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

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

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

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

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

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

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

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

Training for teachers occurs during pre-planning and is ongoing through each new teacher meeting, faculty meetings, and via email from the Safety and Security Assistant Principal. First line of defense in the school-wide behavioral system is to ensure all students are in class on time. We have a system of hall sweeps for every class change and send those students that are tardy to Buc Stop for that period. Second, teachers post behavioral expectations boldly in their classrooms. The school-wide, as well as classroom specific rules and procedures are demonstrated and reviewed as often as the teacher feels the need.

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

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

Early Warning Systems

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

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

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

Dr. Cheryl Salerno, Principal, and her team provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing a Multi-Tiered System of Support, conducts assessments of Response to Intervention skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-

based MTSS plans and activities. Administrative team includes: Jayne Baxter, Assistant Principal for Curriculum & Instruction; Karen Nielsen, Assistant Principal for Data; LaShawn Troutman, Assistant Principal for Safety & Security ; Colleen Kirvan, Assistant Principal for Exceptional Student Education.

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

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

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

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

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

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

Scott Wilson, Pat Monohan, Robert Milholland, Dawn McKibben and Aaron Hankerd are part of the Academic Intervention Team and participate in Tier 3 interventions to intercept students in need of intensive behavior management in an effort to demonstrate academic mastery; provide support for intervention fidelity and documentation; and Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk”.

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

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

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

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

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

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

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

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

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Student mentoring program

Peer Mediation program

LINK crew program

Nutrition Programs

Mainland High School offers a variety of nutrition programs including:

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

Career and Technical Education

Academy of Communications and Multimedia Technology.

Academy of Design and Manufacturing.

Academy of Robotics and Simulation.

Sports Science Academy.

Academy of Science and Medicine.

Academy of Hospitality and Culinary Arts

Unified Arts Program

On-the-Job Training

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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

Mainland High School has 6 career academies. These academies seek out business partners in the community to serve on their individual advisory boards. Through their hands on participation at our school, the business partners have grown to know our students and the many wonderful things of which they are capable. Through this relationship, the business partners have also offered their insight as to what our students should learn and experience to become viable candidates in a competitive job market. They have also been extended internships and externships at their place of business, be it a hospital, physical therapy institution, nursing home, store, auto repair garage, Jackie Robinson Stadium or the International Speedway Corporation Offices or track.

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

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

participate on the many different parent organizations throughout the school and asked for their help or their opinion on many different issues.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Baxter, Jayne	Assistant Principal
Gibson, Suzanne	Instructional Coach
Kirvan, Colleen	Assistant Principal
Troutman, Lashawn	Assistant Principal
Fuller, Tiffany	Instructional Coach
Wilson, Brooke	Instructional Coach
Wilson, Scott	Other
Winck-Hall, Darlette	Guidance Counselor
Nielsen, Karen	Assistant Principal
Salerno, Cheryl	Principal
Butler, Tara	Instructional Coach
McKibbin, Dawn	Teacher, K-12
Milholland, Robert	Instructional Coach
Scarborough, Clifford	Teacher, Career/Technical

Duties

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

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

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

Assistant Principal for Data; LaShawn Troutman, Assistant Principal for Safety & Security; Colleen Kirvan, Assistant Principal for Exceptional Student Education.

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

Suzanne Gibson, Teacher-on-assignment and Tiffany Fuller, 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.

Brooke Wilson, 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-solving activities including data collection, conducts data analysis, intervention planning and program evaluation; facilitates data-based decision making activities.

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

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

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

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Joan Piggotte SAC Chair	Teacher
Cheryl Salerno	Principal
Gloria Delay	Parent
Karen Weidner	Parent
Paul Weidner	Parent
Sherrie Zuckerman	Parent
Jan Gartrell	Parent
Sherona Brown	Parent
Fonda Hancock	Parent
Saralee Morrissey	Parent
Sherona Brown	Parent
Lisa Voll	Parent
Victoria Crawshaw	Student
Keith Froling	Student
Jayne Baxter	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

Mainland High school discussed the school improvement plan from 2013-2014 and the data from the state's mandatory assessment at the September SAC meeting. Assessment data that was shared showed how students and MHS had clearly maintained their level of capability and made slight gains in certain areas such as math.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

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

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

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

1. Paying identified teachers to teach Winter and Summer school. \$4,500

2. Tutoring for at-risk students. \$1,000
3. Professional development for teachers. \$1,000

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

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

Duties

Describe how the LLT promotes literacy within the school

- 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.

Public and Collaborative Teaching

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

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

Mainland High offers common teacher planning, PLC groups, book studies and collaborative websites. Our 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 and practice, common formative assessing along the way, a review of formative results, and intervening on behalf of your students in a timely, directive, and systematic manner, the COMMON SUMMATIVE ASSESSMENT is given to every student.

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

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)
Person Responsible: Administration by June 2015
2. Leadership Opportunities
Person Responsible: Administration by June 2015
3. Professional Development
Person Responsible: Administration by June 2015
4. PLC Activities
Person Responsible: PLC by June 2015
5. Participation in District Job Fair and Recruitment Activities
Person Responsible: Administration by June 2015

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

1. Mentee: Amico, Krista Mentor: Tamela Thompson
Rationale for Pairing: English 2 PLC Leader
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
2. Mentee: Campbell, Nicole Mentor: Johnny Mims
Rationale for Pairing: Performing Arts PLC Leader
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
3. Mentee: Crow III, Richard Mentor: Robert Milholland
Rationale for Pairing: Department Chair
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
4. Mentee: Guthrie, Kane Mentor: Milholland/Jason Kester
Rationale for Pairing: Department Chairs
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
5. Mentee: Harpstreit, Adam M Mentor: Judy McDaniels
Rationale for Pairing: Geometry PLC Leader
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
6. Mentee: Hendricks, Sydney Mentor: Jessica Tejera
Rationale for Pairing: Algebra 1 PLC Leader
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
7. Mentee: Jones, John P Mentor: Cliff Scarborough
Rationale for Pairing: Academy Director
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
8. Mentee: Koelker, Phillip Mentor: Cliff Scarborough
Rationale for Pairing: Academy Director
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
9. Mentee: Martin, Joseph Mentor: Robert Milholland
Rationale for Pairing: Department Chair
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
10. Mentee: Norris, Justin Mentor: Robert Milholland
Rationale for Pairing: Department Chair
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
11. Mentee: Sarbou, Hilarie G Mentor: Brooke Wilson
Rationale for Pairing: Reading Coach
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
12. Mentee: Stephens, Charlise Mentor: Jessica Tejera
Rationale for Pairing: Algebra 1 PLC Leader
Planned Mentoring Activities: PLC meetings, monthly new teacher meetings
13. Mentee: Tincher, Shelley Mentor: Susan Holbrook

Rationale for Pairing: English 3 PLC Leader

Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

14. Mentee: Tolley, Amy J Mentor: Robert Milholland

Rationale for Pairing: Department Chair

Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

15. Mentee: Walker, Kallie Mentor: Arthur Westbrook

Rationale for Pairing: Athletic Trainer

Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

16. Mentee: Wilson, Anthony S Mentor: Susan Holbrook

Rationale for Pairing: English 3 PLC Leader

Planned Mentoring Activities: PLC meetings, monthly new teacher meetings

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers are given the district's curriculum maps along with the adopted textbook and suggestions for additional resources.

Instructional Strategies

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

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

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

Mainland's re-assessing procedures are as follows:

START WITH THE END IN MIND

- All teachers are required to give a quality pretest sometime between August 22 and September 2.
- 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.

School-wide dates have been set for reassessing students on summatives. During each nine-week period of time, two dates will be set aside for teachers to give reassessments during class - every period, all day. In addition, two specific weeks of Student Learning Community (SLC) Labs will be designated for reassessing purposes during each nine-week period. At the end of each nine-week period, a Fall, Winter, Spring, or Summer School will be provided for the students who are still struggling – for that nine-week period of time (i.e. – Fall School for the end of the first nine weeks; Winter School for the end of the second nine weeks; Spring School for the end of the third nine weeks; Summer School for the end of the fourth nine weeks).

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

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

proficiency:

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

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

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

Strategy: Summer Program

Minutes added to school year: 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 Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Extended School Day

Minutes added to school year: 7,560

Student Learning Community 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.

STUDENT LEARNING COMMUNITY (SLC) LABS

- All students will be assigned a lab class – a specific teacher in a specific room- the same for both Tuesday and Thursday.
- Non-core teachers and counselors will be the facilitators of the “home-base” labs.
- Math, Science, Social Studies, Language Arts, and their Support Facilitators will not have an assigned list of students or a home base lab assignment.
- On Tuesdays and Thursdays, after 2nd period, students will be directed to go to their assigned lab in their assigned classroom.
- The assigned lab teachers will be emailed the list of students from the Administrator’s Office to send to the core teachers on the morning of each lab (Tuesdays and Thursdays).
- Once all of the students have reported to their assigned home base lab (no exceptions) and the tardy bell rings, the teachers lock their doors as they do at the ringing of the tardy bell for every other period.
- Once the door has been locked, the home-base teacher takes attendance and then turns the attendance records into the main office lounge/mail area.
- The home base teacher then tells the students on the emailed list where they are to report when dismissed by PA announcement.
- The announcement is made for all those students on the emailed list to report to their designated core lab sites.
- Only those students on the list will be allowed to leave the home base at that time to report to the core teacher. (Tuesdays for Math and Social Studies/ Thursdays for Language Arts and Science)
- The core teachers then take attendance and place it in their data notebooks.
- All teachers then teach – home base and core teachers.

Additional Procedural Notes:

If a student appears on both lists for the day, the home base lab teacher tells the student and the student chooses before leaving the home-base classroom and the home base teacher marks it on the list for documentation.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: Extended School Day

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 Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

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

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

Mainland High School offers 6 career academies. They are: the Academy of Science and Medicine, the Academy of Communications and Multimedia Technology, the Academy of Simulation and Robotics, and the Academy of Hospitality and Culinary Arts.

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

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

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

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

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

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

Strategic Goals Detail

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

G1. All teachers will implement effective writing instruction aligned to standards through the Gradual Release Model every period, every day. 1a

G040833

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Writing Coach
- Reading Coach
- PLCs- Time for common planning
- Professional Development Wednesdays
- Administrative Support and Leadership Team
- Multiple Data Sources
- Academic Intervention Teachers
- Support facilitation teachers are scheduled to support the core teachers.
- Science Coach

Targeted Barriers to Achieving the Goal 3

- 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 G1. 8

The percentage of students meeting high standards in writing will increase from baseline 52% to 70% on the FSA comprehensive Reading and Writing.

Person Responsible

Tiffany Fuller

Schedule

Monthly, from 9/8/2014 to 3/31/2015

Evidence of Completion

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

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. All teachers will implement effective writing instruction aligned to standards through the Gradual Release Model every period, every day. **1**

 G040833

G1.B1 Lack of teacher understanding about quality writing **2**

 B098925

G1.B1.S1 Design and deliver PD in quality writing instruction. Use examples and share ideas. **4**

 S110259

Strategy Rationale

Action Step 1 **5**

Design and deliver PD in quality writing instruction

Person Responsible

Tiffany Fuller

Schedule

Monthly, from 9/8/2014 to 3/31/2015

Evidence of Completion

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

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

Design and deliver PD in quality writing instruction

Person Responsible

Schedule

Evidence of Completion

Analysis of PD exit tickets Individual teacher Deliberate Practice Plans updated

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

Design and deliver PD in quality writing instruction


Person Responsible

Schedule

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. 4

 S110260

Strategy Rationale

Action Step 1 5

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

Person Responsible

Karen Nielsen

Schedule

Monthly, from 9/8/2014 to 3/31/2015

Evidence of Completion

VSET evaluations PLC discussions Progress monitoring of student writing samples

Action Step 2 5

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

Person Responsible

Jayne Baxter

Schedule

Monthly, from 9/8/2014 to 3/31/2015

Evidence of Completion

Plan submission from the teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

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

Person Responsible

Schedule

Evidence of Completion

Writing plans VSET evaluation evidence Student writing samples graded with rubrics

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

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

Person Responsible

Schedule

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. 4

S110261

Strategy Rationale

Action Step 1 5

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

Person Responsible

Tiffany Fuller

Schedule

Monthly, from 9/8/2014 to 3/31/2015

Evidence of Completion

All 4 academic coaches to model classroom visitation schedule Faculty meeting agendas and sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

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

Person Responsible

Jayne Baxter

Schedule

Monthly, from 9/8/2014 to 3/31/2015

Evidence of Completion

Model classroom visitation schedule Faculty meeting agendas and sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

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

Person Responsible

Jayne Baxter


Schedule

Monthly, from 9/8/2014 to 3/31/2015


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 2

 B098928

G1.B4.S1 Utilize data to monitor student progress toward standards 4

 S110262

Strategy Rationale

Action Step 1 5

Utilize data 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 Responsible

Tiffany Fuller

Schedule

Monthly, from 9/8/2014 to 3/31/2015

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 6

Assign each leadership team member responsibilities pertaining to the data.

Person Responsible

Jayne Baxter

Schedule

Monthly, from 9/8/2014 to 3/31/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

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

Person Responsible

Jayne Baxter

Schedule

Monthly, from 9/8/2014 to 3/31/2015

Evidence of Completion

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

G1.B4.S2 Design and implement ongoing support for teachers through structured PLCs 4

S110263

Strategy Rationale

Action Step 1 5

Establish a school schedule allowing teachers to meet in their PLCs

Person Responsible

Jayne Baxter

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Master schedule

Action Step 2 5

Lead data discussions through PLC meetings about writing instruction

Person Responsible

Jayne Baxter

Schedule

Monthly, from 9/8/2014 to 5/29/2015

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 6

PLCs will be monitored

Person Responsible

Jayne Baxter

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

PLC meeting agendas and minutes and walk-throughs.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

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

Person Responsible

Jayne Baxter


Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

PLC agendas and minutes and walk-throughs

G1.B4.S3 Instruction is standards based. Every assignment, assessment or lab is reported using standards. 4

 S110264

Strategy Rationale

Action Step 1 5

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

Person Responsible

Jayne Baxter

Schedule

Every 6 Weeks, from 9/8/2014 to 5/29/2015

Evidence of Completion

Observation evidence Pinnacle grade book

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

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 Responsible

Jayne Baxter

Schedule

On 5/15/2015

Evidence of Completion

VSET evaluation system

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Instruction 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 Responsible

Jayne Baxter


Schedule

Monthly, from 9/8/2014 to 5/29/2015


Evidence of Completion

PLC discussions Classroom observations

G1.B11 Inconsistent use of the coaching cycle to support teacher instruction **2**

 B098935

G1.B11.S1 Create a prioritized list of teachers to utilize coaching strategies with based on a needs assessment. **4**

 S110265

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Jayne Baxter

Schedule

Every 6 Weeks, from 9/8/2014 to 5/29/2015

Evidence of Completion

Assessment results

Action Step 2 **5**

Analyze administrative observation data to help determine teacher needs

Person Responsible

Jayne Baxter

Schedule

Every 6 Weeks, from 9/8/2014 to 5/29/2015

Evidence of Completion

VSET summative ratings from June 2013

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Assign Instructional Coaches the task of conducting a teacher needs survey at the September PD. Assign Assistant Principals to analyze summative teacher evaluation ratings from 2013 by individual component.

Person Responsible

Jayne Baxter

Schedule

On 10/31/2014

Evidence of Completion

Prioritized list of teachers needing coaching is created

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

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

Person Responsible

Jayne Baxter

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

A schedule of coaching is created and monitored by administration

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Design and deliver PD in quality writing instruction	Fuller, Tiffany	9/8/2014	Professional development activity sign in sheets, exit slips, agenda, PD plan	3/31/2015 monthly
G1.B1.S2.A1	Monitor the writing plan through observations and walk-throughs. Provide feedback to teachers after observations.	Nielsen, Karen	9/8/2014	VSET evaluations PLC discussions Progress monitoring of student writing samples	3/31/2015 monthly
G1.B1.S3.A1	Establish model classrooms and allow teachers an opportunity to schedule observations. Video tape model lessons and share during faculty meetings.	Fuller, Tiffany	9/8/2014	All 4 academic coaches to model classroom visitation schedule Faculty meeting agendas and sign in sheets	3/31/2015 monthly

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Mainland High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1	Utilize data 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.	Fuller, Tiffany	9/8/2014	Quarterly progress monitoring of writing samples Rubric scores posted in data room	3/31/2015 monthly
G1.B4.S2.A1	Establish a school schedule allowing teachers to meet in their PLCs	Baxter, Jayne	9/8/2014	Master schedule	5/29/2015 weekly
G1.B4.S3.A1	Observe teacher implementing standards during instruction. Students should know which standards have been mastered, and which standards have not.	Baxter, Jayne	9/8/2014	Observation evidence Pinnacle grade book	5/29/2015 every-6-weeks
G1.B11.S1.A1	Conduct and score a needs assessment or a teacher needs survey.	Baxter, Jayne	9/8/2014	Assessment results	5/29/2015 every-6-weeks
G1.B1.S2.A2	Require a "writing plan" from each teacher. The plan should outline daily writing activities that are aligned to standards.	Baxter, Jayne	9/8/2014	Plan submission from the teachers	3/31/2015 monthly
G1.B4.S2.A2	Lead data discussions through PLC meetings about writing instruction	Baxter, Jayne	9/8/2014	Agendas will be sent to the PLC participants informing them about the writing discussion topic	5/29/2015 monthly
G1.B11.S1.A2	Analyze administrative observation data to help determine teacher needs	Baxter, Jayne	9/8/2014	VSET summative ratings from June 2013	5/29/2015 every-6-weeks
G1.MA1	The percentage of students meeting high standards in writing will increase from baseline 52% to 70% on the FSA comprehensive Reading and Writing.	Fuller, Tiffany	9/8/2014	Progress monitoring of student writing samples Teacher observation evidence Model classroom schedule	3/31/2015 monthly
G1.B1.S1.MA1	Design and deliver PD in quality writing instruction		Evaluation of PD exit tickets Student writing samples-writing samples will be collected from each teacher, every quarter	once	
G1.B1.S1.MA1	Design and deliver PD in quality writing instruction		Analysis of PD exit tickets Individual teacher Deliberate Practice Plans updated	once	
G1.B4.S1.MA1	Data provides information to leadership team and teachers. Information is used to adjust writing instruction	Baxter, Jayne	9/8/2014	Progress monitoring rubric scores Student writing samples Data graph/chart showing school-wide writing progress	3/31/2015 monthly
G1.B4.S1.MA1	Assign each leadership team member responsibilities pertaining to the data.	Baxter, Jayne	9/8/2014	Each member of the leadership team reports their progress during weekly data meetings in the data.	3/31/2015 monthly
G1.B11.S1.MA1	Prioritized list of teachers needing coaching manifests into a schedule of coaching for teachers, resulting in more effective instruction	Baxter, Jayne	9/8/2014	A schedule of coaching is created and monitored by administration	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B11.S1.MA1	Assign Instructional Coaches the task of conducting a teacher needs survey at the September PD. Assign Assistant Principals to analyze summative teacher evaluation ratings from 2013 by individual component.	Baxter, Jayne	9/8/2014	Prioritized list of teachers needing coaching is created	10/31/2014 one-time
G1.B1.S2.MA1	Require a "writing plan" from each teacher and monitor the writing plan through observations and walk-throughs. Provide feedback to teachers after observations.		Writing plans VSET evaluation evidence Student writing samples graded with rubrics	once	
G1.B1.S2.MA1	Require a "writing plan" from each teacher and monitor the writing plan through observations and walk-throughs. Provide feedback to teachers after observations.		Writing plans VSET evaluation evidence Student writing samples graded with rubrics	once	
G1.B4.S2.MA1	Leadership team monitor PLC effectiveness by leading PLC discussion on writing strategies, collect writing data, and report progress to members of the PLC.	Baxter, Jayne	9/8/2014	PLC agendas and minutes and walk-throughs	5/29/2015 monthly
G1.B4.S2.MA1	PLCs will be monitored	Baxter, Jayne	9/8/2014	PLC meeting agendas and minutes and walk-throughs.	5/29/2015 monthly
G1.B1.S3.MA1	Establish model classrooms and allow teachers an opportunity to schedule observations.	Baxter, Jayne	9/8/2014	Teacher observations/conferences/feedback Model classrooms utilize effective writing strategies Progress monitoring of student writing samples	3/31/2015 monthly
G1.B1.S3.MA1	Establish model classrooms and allow teachers an opportunity to schedule observations. Video tape model lessons and share during faculty meetings.	Baxter, Jayne	9/8/2014	Model classroom visitation schedule Faculty meeting agendas and sign in sheets	3/31/2015 monthly
G1.B4.S3.MA1	Instruction 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.	Baxter, Jayne	9/8/2014	PLC discussions Classroom observations	5/29/2015 monthly
G1.B4.S3.MA1	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.	Baxter, Jayne	9/8/2014	VSET evaluation system	5/15/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 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

Schedule

Monthly, from 9/8/2014 to 3/31/2015

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 Brooke Wilson, Reading Coach Tara Butler, Science Coach Robert Milholland, Intervention Coach

Participants

All Faculty

Schedule

Monthly, from 9/8/2014 to 3/31/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0