

Volusia County Schools

# Mainland High School



## 2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Mainland High School

1255 W INTERNATIONAL SPEEDWAY BLVD, Daytona Beach, FL 32114

<http://mainlandhighschool.org/>

## Demographics

**Principal: Joseph Castelli**

Start Date for this Principal: 6/2/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	71%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (51%) 2020-21: (45%) 2018-19: C (46%) 2017-18: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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: School Information

### 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 students, 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.

#### Provide the school's vision statement.

Mainland High School is home of the mighty Buccaneers!! Our high school is a place that has been accredited as an institution of excellence for over 100 years; a place that embraces tradition, exudes pride, and inspires those who pass through her doors to explore, experience, and ultimately become empowered to excellence.

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 Leadership Team

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Castelli, Joseph	Principal	Dr. Joseph Castelli, Principal, and his team provide a common vision for the use of data-based decision-making, ensures that the school leadership 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, and communicates with parents regarding school-based MTSS plans and activities.
Blum, Hilarie	Assistant Principal	Assistance Principal of curriculum, oversees curriculum needs, teachers, facilitates CTE PLCs, New Teacher Program, evaluates teachers, Career Colleges, AVID Program, Professional Learning, SIP, ILT, and oversees testing.
Fraine, Melissa	Assistant Principal	Data Assistant Principal - monitors the early warning system reports, monitors data progress with student overall numbers, master schedule, oversees guidance, evaluates teachers, facilitator for math PLCs, and makes recommendations for adjustments in the School Improvement Plan
Polite, Eric	Assistant Principal	Assistance Principal of students with Exceptionalities. oversees IEPs, compliance, evaluates teachers, and in charge of all ESE programs including co-taught.
Anderson, Nathaniel	Assistant Principal	Assistance Principal of Discipline, oversees student behavior (including PBIS), facilities and maintenance, safety and security, compliance, and evaluates teachers.
Gutierrez, Julian	Dean	Teacher on Assignment over Discipline, oversees student behavior (including PBIS), MTSS, attendance, 1 to 1 technology, and over Math PLCs.
Fenwick, Bonnie	Instructional Coach	Math Coach - implements professional development for all content areas, provides one-on-one assistance to classroom teachers to improve student/ Instructional achievement, analyzes FSA, EOC and classroom performance data. Coach helps to determine student placement in appropriate courses and coordinates the school-wide test

Name	Position Title	Job Duties and Responsibilities
		prep/review sessions plan, member of Instructional Leadership Team, in classrooms modeling, supports PLCs.
Stafford, Hannah	Instructional Coach	Academic Coach - implements professional development for reading and writing in all content areas, provides oneon-one assistance to classroom teachers to improve student/ Instructional achievement, analyzes FAIR, FSA, EOC and classroom performance data. Coach helps to determine student placement in appropriate courses and coordinates the school-wide literacy plan, member of Instructional Leadership Team, in classrooms modeling, supports PLCs.
Gardner, Tara	Teacher, Career/ Technical	CTE Teacher, CTE Director

**Demographic Information**

**Principal start date**

Tuesday 6/2/2020, Joseph Castelli

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

25

**Total number of teacher positions allocated to the school**

115

**Total number of students enrolled at the school**

1,840

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

14

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

26

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	548	435	334	332	1649
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	169	118	103	113	503
One or more suspensions	0	0	0	0	0	0	0	0	0	124	62	47	29	262
Course failure in ELA	0	0	0	0	0	0	0	0	0	54	81	97	48	280
Course failure in Math	0	0	0	0	0	0	0	0	0	54	81	65	70	270
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	243	154	81	71	549
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	173	109	72	34	388
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	114	56	10	1	181

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	196	142	125	91	554

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	35	50	30	16	131
Students retained two or more times	0	0	0	0	0	0	0	0	0	15	16	15	16	62

Date this data was collected or last updated

Thursday 8/4/2022

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



Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	1	678	504	364	304	1851
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	179	108	78	80	445
One or more suspensions	0	0	0	0	0	0	0	0	0	0	120	61	40	23	244
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	127	137	112	39	416
Course failure in Math	0	0	0	0	0	0	0	0	0	0	123	112	87	59	381
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	260	183	89	71	604
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	229	138	73	29	470
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	78	35	4	0	117

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	201	160	108	67	537

**The number of students identified as retainees:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	121	99	42	3	265
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	51	51	26	8	136

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	1	678	504	364	304	1851
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	179	108	78	80	445
One or more suspensions	0	0	0	0	0	0	0	0	0	0	120	61	40	23	244
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	127	137	112	39	416
Course failure in Math	0	0	0	0	0	0	0	0	0	0	123	112	87	59	381
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	1	260	183	89	71	604
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	229	138	73	29	470
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	78	35	4	0	117

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	1	201	160	108	67	537

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	121	99	42	3	265
Students retained two or more times	0	0	0	0	0	0	0	0	0	51	51	26	8	136

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	36%			38%			40%	52%	56%
ELA Learning Gains	44%			44%			45%	49%	51%
ELA Lowest 25th Percentile	34%			31%			35%	37%	42%
Math Achievement	24%			31%			35%	48%	51%
Math Learning Gains	38%			32%			38%	49%	48%
Math Lowest 25th Percentile	46%			22%			33%	38%	45%
Science Achievement	55%			69%			59%	76%	68%
Social Studies Achievement	61%			64%			60%	69%	73%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	56%	72%	-16%	67%	-11%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	58%	63%	-5%	70%	-12%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	31%	54%	-23%	61%	-30%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	35%	55%	-20%	57%	-22%

**Subgroup Data Review**

<b>2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>
SWD	17	35	35	12	26	33	34	29		79	68
ELL	19	32	26	17	42	62	48	22		86	84
ASN	63	62		41	73		75	46			
BLK	28	43	41	16	34	41	47	53		93	81
HSP	37	45	22	27	45	62	53	51		85	91
MUL	40	41	31	26	38		64	69		89	76
WHT	42	44	28	31	38	45	63	71		85	79
FRL	31	42	33	22	35	42	52	58		86	80
<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	15	35	34	23	27	22	57	60		67	17
ELL	18	44	37	17	32	17	33	40		80	30

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	44	53		50	55		67			100	40
BLK	29	38	29	19	32	28	60	58		86	25
HSP	30	49	42	21	25	20	61	67		83	40
MUL	39	47	30	29	21		82	47		87	23
WHT	48	47	27	45	34	7	77	71		84	50
FRL	33	40	31	28	31	23	68	56		81	30
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	37	31	16	31	36	21	35		86	9
ELL	9	33	35	29	37	23	38	22			
ASN	64	46								91	60
BLK	30	41	33	24	32	33	46	49		83	15
HSP	35	39	39	28	39	30	42	60		80	38
MUL	39	47	25	38	42	30	67	43		89	35
WHT	49	49	38	47	42	34	71	71		86	46
FRL	35	43	34	30	34	29	51	53		80	22

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	576
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Mainland showed improvement in all subjects for Learning Gains, Lowest Quartile, and ESSA subgroup data. Math Lowest Quartile went from 22% to 46%. Math Learning Gains raised 6%. ELA Lowest Quartile increased 3% and ELA Learning Gains remained at 44%. All areas decreased in Achievement. All ESSA subgroups increased ranging from 2% to 14%. ELL subgroup increased 14%, SWD increased 2% and AFAM increased 8%. We are moving students who are struggling but not growing or challenging students in proficiency.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on Testing Achievement data; Science decreased 14%, Math decreased 7%, and ELA decreased 2%. For the last 4 years ELA and Math have remained rather stagnate in low 30 – 40% range showing the greatest need for improvement. Science and Social Students have remained idle, moving a few percentage points in the A and B ranges.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Historically our students have low reading scores entering their 9th grade year. As a school we have a high percentage of D/F's in ELA and Math core subject areas and students are not passing the ELA or Alg. 1 EOC assessments their first testing year. This comes from lack of Tier 1 instructional reflection, mistargeted standards, and lack of accountability with attendance. Some new actions that would need to be put into place are; to define engagement versus compliance to create an understanding among staff through look-for's. Also, we need to provide professional learning to staff on diverse research-based instructional strategies and effective technology to strengthen student engagement in classrooms. In addition, we will provide structured time for team collaboration, learning opportunities to strengthen Tier 1 instruction, and Coaching for all staff. We will also provide professional learning on Positive Behavior Intervention and Supports (PBIS) for behavior management, to encourage a positive culture and climate for staff and students. To address attendance, we will create an Absenteeism Committee and system for teachers as 1st responders to absenteeism.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our Learning Gains and Lowest Quartile students showed the most improvement across all reporting areas. Our subgroups all showed improvement in learning gains and lowest quartile; ELL students 14% gain, SWD students 2% gain, AFAM and Hispanic 8% gain, Asian 11% gain, FRL and Multi-Racial 9%

and White 4% gain. These students made more gains in achievement in Science and Social studies than ELA or Math.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Our Targeted Roster protocol and staff engagement in the process throughout the year contributed to students making advancements in Learning Gains and Lowest Quartile data. We are now going to incorporate essential standards into the Targeted Roster protocol and provide professional learning to teachers on how to collaborate with this data. Our Tier 2 instruction has been strong this past year. However, we need to continue to learn within our Professional Learning Teams (PLT) and bring these strategies into our Tier 1 instruction to increase proficiency and engagement. Involving more resources like our Support Facilitators and Curriculum Specialists into structured PLT time allowed for sharing of standard driven instruction, best teaching and intervention strategies to reach all students. Increasing understanding of Professional Learning Committee (PLC) is moving PLT's to higher levels of engagement on the Model PLC rubric with collaborative planning, results orientation, and designated meeting times. Another contributing factor is Learning Target and Success Criteria professional learning and feedback from Learning Walks throughout the year. This allowed teachers to reflect on teaching and students to understand what they were learning.

**What strategies will need to be implemented in order to accelerate learning?**

Our big focus will be to continue developing as a Model PLC School with fidelity. Professional learning will focus on results orientation, instructional outcomes, targeted rosters, essential standards by student, and teaching to the rigor of the standard with student engagement not compliance, to increase Tier I instruction. We will also provide professional learning on student data chats to incorporate students into their own learning and develop student agency. PBIS will be a vehicle to increase positive student and teacher outcomes, raising culture and climate for learning. Another strategy will be to start an Attendance Committee to support teachers and engage students in school.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development will be centered on Professional Learning Communities, Positive Behavior Interventions and Supports (PBIS), and Results Orientation. PLC professional learning will lead teachers through reflection on Tier 1 instruction, engagement strategies, protocols to drive PLC collaboration, and orientation to Model PLC rubric. PBIS professional learning will provide teachers with behavioral engagement strategies to increase student connection and student ability to move past behavior barriers to learning. It will also begin to positively engage attendance and student connection to campus as we develop our PBIS plan throughout the year. Results Orientation learning will provide teachers training to access data resources, protocols, and best practices to respond to data within PLT's, push Targeted Rosters to include essential standards, and student data chats.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Our School Leadership Team will become the driving force for developing Mainland High School into a Model PLC School. They will serve as a model for PLTs on campus to observe and participate to be a part of the cultural shift needed to move to a Model PLC School.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus**

**Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Our overall school report card shows that in all Achievement categories we decreased (ELA -2%, Math -7%, Science -14% and Social Studies -3%). Our D/F reports also show high course failure for ELA and Math. Along with data from the last four years showing minor fluctuations in both ELA and Math, there has been no significant growth in ELA or Math. It was identified that our Tier I instruction is suffering because we are not making gains in proficiency in all subject areas. We have increased our Learning Gains, Lowest Quartile, and ESSA group data. We see that we were able to reach these students receiving Tier 2 instruction and by tracking their student data through Target Rosters and Professional Learning Team collaboration.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

We will increase ELA Achievement by 6%, Math Achievement by 8%, Science Achievement by 8%, and Social Studies Achievement by 6%. We will increase our College and Career Acceleration by 6% and our Graduation Rate by 6%. Administration and Academic Coaches will provide feedback to teachers through weekly classroom visits and monitoring of data. Administration and Academic coaches will then monitor their improvement and offer continued support.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Administrative staff will be assigned to a specific core area (ELA, Math, Science, Social Studies, Acceleration) through PLT meetings, weekly Staff meetings (PLC Targeted Questions, Model School Rubric Alignment), and assessment data quarterly. All Administrators will monitor graduation rate through Graduation Assurance with Guidance Counselors, Intervention Teachers, and Academic Coaches Mini-School Protocol. School Leadership Team will monitor PLT work responding with conversations, protocols, learning walks, and professional development. Teachers will create targeted rosters based on data analysis to meet student need and collaborate through PLC structure.

**Person responsible for monitoring outcome:**

Hilarie Blum (hgblum@volusia.k12.fl.us)

**Evidence-based Strategy: Describe the evidence-based strategy being**

Teacher Clarity narrows and focuses activities to increase student learning. It reinforces Standard Aligned Instruction, which is research based and proactive in following state adopted standards in specific content areas. Professional Learning Community supports educators through an ongoing process in which to work collaboratively in recurring cycles of collective inquiry and action research to achieve student success.

**implemented for this Area of Focus.**

**Rationale for Evidence-based**

**Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** Our data shows that students need more rigorous and engaging instruction at Tier I and instruction aligned to the standards. Students are growing but not meeting proficiency, as all levels of Achievement decreased on state assessments. Model Professional Learning Community fosters collaborative learning among colleagues that focuses on improving practice. It allows teachers to come together to consult and deepen skills with the goal of improving student learning. A PLC structure provides a supportive environment for a cultural mindset focused on increasing student instructional outcomes. Our data has increased in student Learning Gains, Lowest Quartile and ESSA subgroups. This shows us collaboration and best teaching practices moves students on our campus. PLC work will drive collaboration amongst staff and will increase student achievement. With an effect size of .75, Teacher Clarity can double to rate of student learning, according to Hattie.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional learning will include Model Professional Learning Community; Mainland specific structures and protocols. Sessions on 4 critical questions, results orientation, how to identify essential standards based on course progression, state testing, district input, and Mainland data trends. Teachers will identify essential standards quarterly and submit through Teams. (SLT)

**Person Responsible** Hilarie Blum (hgblum@volusia.k12.fl.us)

Teachers will engage with professional learning on student data chats through ERPL and PLTs. Coaches and teacher leaders will provide modeling opportunities through Learning walks and coaching support. Students will monitor and track their own progress.

**Person Responsible** Hannah Stafford (hlstaffo@volusia.k12.fl.us)

Targeted rosters will be created by teachers based on data analysis to meet student need and progress monitor. We will provide training on Targeted Roster protocols through Professional Learning Teams (PLT) with the addition of essential standards tracking by student. Monitored monthly by School Leadership Team in on Teams page.

**Person Responsible** Hilarie Blum (hgblum@volusia.k12.fl.us)

Teachers will engage in professional learning on student engagement and best teaching practices to increase Tier I instruction. Feedback protocols will be put in place by Coaches and Administration for walkthroughs and learning walks.

**Person Responsible** Bonnie Fenwick (bjfenwic@volusia.k12.fl.us)

PLT's will have weekly Administrative support. They will create learning objectives and success criteria for lessons with backwards design during planning. Buc Targets and Success criteria will be visible and referenced by teachers and students during the learning process.

**Person Responsible** Joseph Castelli (jwcastel@volusia.k12.fl.us)

Graduation Assurance Team (Intervention Teacher's, Coaches, Guidance Counselors and Administrator team per Alphabetical range) will be created and meet bi-weekly to monitor and create specific plans for graduating Seniors.

**Person Responsible** Joseph Castelli (jwcastel@volusia.k12.fl.us)

College and Career Team will track all students to ensure acceleration opportunities are provided throughout their high school career. Seniors and Juniors who have not achieved acceleration opportunity will have priority and be scheduled in courses with the opportunity. Teacher teams will work together collaboratively to respond to student need.

**Person Responsible** Hilarie Blum (hgblum@volusia.k12.fl.us)

Teachers will monitor D/F grades, making parent contact and student success plans to encourage student learning. SLT, Coaches, and Administration will monitor D/F Teacher logs and D/F reports to engage in coaching for teachers to impact student outcomes.

**Person Responsible** Melissa Fraine (mdfraine@volusia.k12.fl.us)

**#2. Positive Culture and Environment specifically relating to PBIS**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Our School Plans to implement Positive Behavior Interventions and Supports (PBIS) to help students develop academic, social, and emotional skills that positively impact student outcomes. We want to improve and integrate data, systems, and practices to positively affect campus wide culture and climate. Last year’s data showed we had 204 referrals identified as serious behavioral concerns. Students that had excessive referrals were identified for each grade level (104 Freshmen, 56 Sophomores, 32 Juniors, 12 Seniors). Then looked at through specific lenses; 57 are students with disabilities, 4 ELL students, and 32 with extreme behavioral concerns leading to expulsion or suspension. Overall data showed, minor offenses such as classroom disruptions contributed to over half of all referrals.  
 In addition, 313 students were identified with a GPA 2.0 or lower, at risk for graduation or retention. Some of which were also apart of the above behavioral data.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Mainland will implement PBIS to increase positive student (behavioral and academic data) and teacher outcomes (increasing teacher retention).  
 Our schoolwide PBIS system set in place by the PBIS Team, will decrease minor offenses (classroom disruption) by 10%.  
 Students on success plans for behavioral or academic concerns will successfully complete plans with mentors.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Monthly PBIS Team Meetings will track and respond to data in real time. Weekly monitoring will occur for the 313 students on behavioral or academic success plans through Mentorship Program.

**Person responsible for monitoring outcome:**

Nathaniel Anderson (nlanders@volusia.k12.fl.us)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being**

PBIS is an evidence-based, three-tiered framework, to improve and integrate data, systems, and practices to positively affect student outcomes. Research shows improved student outcomes, reduced discipline, and improved teacher outcomes.

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

PBIS was selected to positively affect our school culture and environment for both students and teachers. PBIS establishes a healthy school culture and climate by engaging stakeholders where they feel seen and welcome. It empowers student ownership in their education and improves teacher outcomes by reducing teacher burn out. PBIS develops systems and practices the respond to data and builds up all stakeholders. It is responsive to need and stakeholder driven.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Letters detailing specific student needs of the 313 identified were mailed home to schedule individual student/parent meetings to create success plans addressing behavior and/or academic standing. The 313 students will then enter mentor program with an Administrator, Coach or Intervention Teacher to watch grades weekly and or positive behavioral monitoring plan. Team designee will meet monthly and update PBIS Team.

**Person Responsible** Nathaniel Anderson (nlanders@volusia.k12.fl.us)

Teachers will engage in professional learning centered around Positive Behavioral Interventions and Supports through ERPL sessions.

**Person Responsible** Julian Gutierrez (jagutier@volusia.k12.fl.us)

PBIS team including members from teachers, staff, TOA, and Administration will meet monthly to monitor student behaviors, discipline data, and respond to data. The team will also work to create and host PBIS professional learning sessions for all campus staff.

**Person Responsible** Julian Gutierrez (jagutier@volusia.k12.fl.us)

PBIS Team will compile Mainland High School's PBIS resources into an accessible handbook for stakeholders.

**Person Responsible** Julian Gutierrez (jagutier@volusia.k12.fl.us)

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### Describe how the school addresses building a positive school culture and environment.

Mainland High School's Motto is BPND - Buc Pride Never Dies. Our PBIS Core Values are Be Accountable, Persevere, No Limits, and Do Right. These Core Values are posted all over the campus, on our school t-shirts, and part of our morning announcements. Our Principal, Dr. Castelli creates a weekly newsletter with celebrations, birthdates, announcements, classroom/ student/teachers' pictures, academic focus areas, and shout-outs. Our Administrative staff celebrates teacher and staff members weekly and monthly. Recognizing Attendance and academic success for students. - Walls of Fame, lunches, Student Leadership Groups, AP Plaque of students passing exams, Hall of History. We strive to work with students, eliciting their needs and requests for help - Sr. BUC Lunch Talks - offered on Wednesdays during lunch. Topics range from college applications, financial aid & scholarships, military, tech & trade options, preparing for graduation and "prepping to be on your own" (a topic the seniors begged for help with). This offering is solely driven by student need and will be flexible in its formatting. This format also allows for peer support and idea sharing! We are excited to be able to continue and develop this year. Mentoring Classes, SGA, Link Crew, and "Meets with the Principal" are groups that share ideas and put student voice at the forefront. MHS Resource Room is a place for Students and their families to receive information and help for various reasons including, but not limited to, Title 1 information and related resources, community resources for families in need including information for temporary housing, utilities, food, clothing, social services and so on. Assist students and families with registration for ACT/SAT, Financial Aid applications (FAFSA), College applications and scholarships. The Resource Room is open to families during the week and after school by appointment. A high percentage of our teachers and administrators are MHS alumni.

### Identify the stakeholders and their role in promoting a positive school culture and environment.

Our College and Career Counselor, Mrs. Scheuerman, and Mrs. Rogers coordinates with Daytona State (Ms. Paige Pelletier and Ms. Michelle Goldys), Stetson University and Bethune Cookman to collaborate on workshops and information to assist students and families with college preparation and financial aid workshops. Mrs. Fraine our Data Assistant Principal works with colleges to place interns with our Teacher Mentors. MHS is very proud to be continuing the Mainland Collegiate Institute working closely with Daytona State, coordinated by Ms. Kallie Walker.

In response to student requests and parent conversations our Parent Liaison Mrs. Scheuerman creates BUC Family Nights for this year - bi-monthly meetings covering topics that will relate to our 9-10/new students & families and 11-12 students & families. Families and Students may attend any BFN that meets a need they have, regardless of their grade level. Surveys will be taken at the end of each meeting to elicit feedback for future needs. Collaboration with local groups like the Vince Carter Foundation, The Harold V. Lucas Foundation, Food Brings Hope and others, we are constantly looking for ways to better reach our families and community, recognizing the needs of our unique demographics. Our Parent Liaison strives daily to be available to

students and families, to answer questions, to diffuse situations if needed, to offer information and assistance and the encourage and show kindness to the ones that often need it the most. The Dean's office has often referred students and families to the area to just have conversation and be an extra "person" on campus to reach students who may need a little extra support and attention to stay on a positive track. Also serves as an extra resource on campus for those in need - to foster success on track to graduation....and beyond.