

Volusia County Schools

Mainland High School



2023-24

Schoolwide Improvement Plan (SIP)

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Mainland High School

1255 W INTERNATIONAL SPEEDWAY BLVD, Daytona Beach, FL 32114

<http://mainlandhighschool.org/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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	Assistant Principal of Curriculum; oversees curriculum needs, teachers, facilitates CTE and Math PLCs, New Teacher Program, evaluates teachers, Career and College Programs, AVID, Professional Learning, SIP, ILT, and oversees testing.
Fraine, Melissa	Assistant Principal	Assistant Principal of Data; monitors the early warning system reports, monitors data progress with student overall numbers, master schedule, oversees guidance, evaluates teachers, facilitates ELA and Reading PLCs, and makes recommendations for adjustments in the SIP.
Gutierrez, Julian	Assistant Principal	Assistant Principal of Discipline; oversees student behavior (including PBIS), facilities and maintenance, safety and security, compliance, Social Studies PLC, and evaluates teachers.
Fenwick, Bonnie	Instructional Coach	Instructional Coach; works closely supporting Math PLCs, implements professional development for all content areas, provides one-on-one assistance to classroom teachers to improve student/instructional achievement, and analyzes assessment and classroom data. Coach helps determine student placement in appropriate courses and coordinates the school-wide test.
Stafford, Hannah	Instructional Coach	Instructional Coach; works closely supporting ELA and Reading PLCs, implements professional development for all content areas, provides one-on-one assistance to classroom teachers to improve student/instructional achievement, and analyzes assessment and classroom data. Coach helps determine student placement in appropriate courses and coordinates the school-wide test.
Godee, Lisa	Teacher, K-12	Teacher, PLC Lead Teacher for Biology.
Moskovits, Kelsey	Teacher, K-12	Teacher, PLC Lead Teacher for US History.
Robinson, Jennifer	Assistant Principal	Assistant Principal of Students with Exceptionalities; oversees all ESE programs, IEPs, compliance, evaluates teachers, student behavior, and Summer School.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Administration works together with Instructional Coaches and Professional Learning Community to lead teachers to build a draft of goals based on assessment data. At the first School Leadership Team (SLT) meeting, SLT reviews the data and draft of the SIP, providing input to Administration. During our August Faculty Meeting, Assistant Principal presents a draft of the SIP to the entire Faculty and Staff for input. Parents are then contacted directly through School Messenger, provided a draft of SIP, and are asked to provide input using online Forms. We then advertise the draft of our SIP on our website and social media pages with a form for community input. Our Assistant Principal of Curriculum presents data and a draft of the SIP for input from the School Advisory Council consisting of XX Teachers/staff, XX students, XX Parents, and XX community members.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Administration, Instructional Coaches, and SLT, will utilize the Stock Take process quarterly to monitor the SIP to ensure impact on student achievement. Teams will bring District Assessment Data and State Assessment Data to each Stock Take to deep dive into achievement levels and begin to pinpoint need. The team will address students with the greatest achievement gaps and our ESSA subgroup SWD through additional or refined action steps. These actionable steps will be reflected in the revision of the SIP as needed and be monitored through our Administration meetings and monthly Stock Take meetings.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2019-20: C

	2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	503
One or more suspensions	0	0	0	0	0	0	0	0	0	0	262
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	280
Course failure in Math	0	0	0	0	0	0	0	0	0	0	270
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	549
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	388
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	181

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	554

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	131
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	62

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36			38			40		
ELA Learning Gains	44			44			45		
ELA Lowest 25th Percentile	34			31			35		
Math Achievement*	24			31			35		
Math Learning Gains	38			32			38		
Math Lowest 25th Percentile	46			22			33		
Science Achievement*	55			69			59		
Social Studies Achievement*	61			64			60		
Middle School Acceleration									
Graduation Rate	88			85			84		
College and Career Acceleration	81			37			33		
ELP Progress	69			64			66		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI

2021-22 ESSA Federal Index	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	576
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	88

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	3	
ELL	46			
AMI				
ASN	60			
BLK	48			
HSP	54			
MUL	53			
PAC				
WHT	53			
FRL	50			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	36	44	34	24	38	46	55	61		88	81	69
SWD	17	35	35	12	26	33	34	29		79	68	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
ELL	19	32	26	17	42	62	48	22		86	84	69
AMI												
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	71
MUL	40	41	31	26	38		64	69		89	76	
PAC												
WHT	42	44	28	31	38	45	63	71		85	79	
FRL	31	42	33	22	35	42	52	58		86	80	67

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	38	44	31	31	32	22	69	64		85	37	64
SWD	15	35	34	23	27	22	57	60		67	17	
ELL	18	44	37	17	32	17	33	40		80	30	64
AMI												
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	70
MUL	39	47	30	29	21		82	47		87	23	
PAC												
WHT	48	47	27	45	34	7	77	71		84	50	
FRL	33	40	31	28	31	23	68	56		81	30	60

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	40	45	35	35	38	33	59	60		84	33	66
SWD	19	37	31	16	31	36	21	35		86	9	
ELL	9	33	35	29	37	23	38	22				66
AMI												
ASN	64	46								91	60	

2018-19 ACCOUNTABILITY 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	ELP Progress
BLK	30	41	33	24	32	33	46	49		83	15	
HSP	35	39	39	28	39	30	42	60		80	38	69
MUL	39	47	25	38	42	30	67	43		89	35	
PAC												
WHT	49	49	38	47	42	34	71	71		86	46	
FRL	35	43	34	30	34	29	51	53		80	22	68

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends.

Our ELA and Math were the lowest-performance data components. Our REA projected Achievement rates are 36% for ELA grade 9 and 39% for ELA 10. Even though this is a slight increase of 3- 4 points in ELA, we are still falling behind the State (48% gr. 9, 50% gr. 10) and District (44% gr. 9, 45% gr. 10). In 2021-2022, our ELA achievement was 32% grade 9 and 36% grade 10. Our ESSA Subgroup also was far being at 17% ELA achievement (2021-2022). In Algebra, we are projecting 19% proficiency (in 2021-2022 13%). In Geometry, we are projecting 24% (in 2021-2022 29%). Our SWD ESSA subgroup was at 12% (2021-2022). In our EWS report, we see that 39% of last year’s 9th-grade students’ scored below level 1 on the FAST and 34% of last year’s 10th-grade students. We also have the largest number of ELA course failures and scoring below level 1, with our incoming 9th-grade students for this year. In ELA, we started the school year with 10 new teachers between ELA and Math core tested areas. During the school year, 3 ELA teachers left and 1 math teacher left, new teachers came into replace them, but most classrooms had substitutes or an Academic Coach until we could find a replacement. This caused several classrooms of students to receive inconsistent benchmark-aligned instruction from substitutes, Coaches, and teachers. These contributing factors resulted in students having gaps in benchmark-aligned instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

US History showed the greatest decline. Our REA projected numbers for US History achievement are 48%, compared to last year at 61%. We believe the contributing factors are a new teacher, no Administration or Coach participation during collaborative planning, and the need for a stronger correlation between the benchmarks and tasks.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Algebra had the greatest gap at -35 compared to the state. When reflecting on instruction, it is not benchmark-aligned. We spend too much time re-teaching prior concepts to reach grade level benchmarks. This team also had 1 new teacher.

Which data component showed the most improvement? What new actions did your school take in this area?

Biology showed the most improvement with a 10% increase in achievement (53% to 63%). This was due to strong collaborative planning with Administration and District Resources, benchmark-aligned instruction, and benchmark tracking with student involvement. This team monitored data in reoccurring cycles and used it to inform their instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The greatest area of concern is 33% of our student's attendance is below 90% and 25% is a result of 1 or more suspensions.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Attendance, Benchmark-aligned instruction, ESSA Subgroup Achievement and growth, Coaching, and teacher retention.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our achievement categories from 2022-2023 showed a decrease in all areas (ELA -2%, Math -7%, Science -14%, and Social studies -3%). This year on 2023 State Assessments our REA department has projected data that shows improvement: ELA 9 + 4, ELA 10 +1, Biology +10, Algebra +6, Geometry +5 and US History -3. Our D/F reports also shows high course failure in both ELA and Math. In discussion during Needs Assessment and Analysis, there has been no significant growth in ELA or Math, proficiency remains low look at ELA/ALG Retakes. In addition, our US History proficiency has dropped. With an increased focus on aligning instruction and tasks to benchmarks through collaborative planning, student proficiency will increase on state assessments.

Measurable Outcome:

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

Across all content areas for District Assessments in February, students will score 70% or higher on the common assessments. By May 2024, 90% of our teachers will provide students with benchmark-aligned instruction and tasks, as evidenced through walkthroughs. By April 2024, the number of teachers receiving tier 2-3 support will be under 25%.

Monitoring:

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

75% or higher proficiency will be the common goal for all areas.

Across all content areas, student data will be disaggregated after each district assessment and FAST PM and be compared to District and state proficiency and growth trends.

The Professional Learning Teams will work with Coaches and Administration with the guidance of content area experts to track and chart student data to measure progress over time.

A Classroom Walkthrough tool will be created to collect and analyze trend data on Instructional Look-Fors at each Faculty Meeting (monthly).

An Administrator and Coach will attend and become active participants in the PLTs to monitor and provide feedback during benchmark-aligned planning.

Administration and Coaches will meet by subject area weekly to analyze the coaching support plan and data trends to adjust.

The administration team will collect coaching plans and provide feedback to instructional coaches.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teacher Clarity narrows and focuses on benchmark-aligned tasks to increase student learning. Hattie's research on Visible Learning (2009), tells us that student learning is most successful when teachers embody the student learner. That explicit instruction comes from intentional communication of learning and success criteria for students to take ownership. A Professional Learning Community (PLC) is a

vehicle to support and coach benchmark-aligned instruction as a cohesive team. PLC supports educators through an ongoing process of collaboration in recurring cycles of collective inquiry and action steps to achieve student success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With an effect size of .75, Teacher Clarity can double the rate of student learning according to Hattie. Our data shows students need to be engaged in benchmark-aligned learning at Tier 1. Students are growing in low increments but not meeting proficiency. Model PLC work fosters collaboration between many experts (teachers, support facilitators, Coaches, administrators, District Content Experts, etc.) focused on positive student outcomes. The recurring cycles foster feedback and growth for all learners, educators and students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Professional Learning Community and Teacher Clarity. Sessions on Look-Fors and 4-critical questions, Learning Targets and Success Criteria, Data Decision Making, Data Chats, etc.

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

The school-Based Leadership Team will create Forms based on Instructional Look-Fors to provide feedback and address trends. This will be analyzed and shared monthly at Faculty Meetings.

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

PLC Lead will conduct benchmark-aligned planning. PLC will meet on Thursdays in Data Room. The subject area administrator and Coach will attend and become an active participants in the PLTs to monitor and provide feedback during benchmark-aligned planning.

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

Data analysis of common assessments and progress monitoring. Data walls will be implemented to track and chart student data to measure progress over time.

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

Using Coaching Systems, the subject area administrator will meet weekly to analyze coaching support plan and data trends to adjust.

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

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Over 33% of our students are below 90% attendance. 25% of our students have 1 or more suspensions, predominantly 9th and 10th grade students.

Measurable Outcome:

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

After Quarter 1, 85% of our students will be in compliance with 90% attendance. By January, 95% of our students will be in compliance with 90% attendance.

Monitoring:

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

Teachers will document classroom trends and parent contact.

Administrative TOA will collect data, observe and analyze trends, and initiate MTSS protocols.

Administrative TOA will work with SLT, to conduct communication protocols providing additional support to trending students' families.

Administration will provide feedback on the communication network and provide additional support.

Person responsible for monitoring outcome:

Julian Gutierrez (jagutier@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavioral Support and Intervention (PBIS); to improve and integrate data systems, and practices to positively affect student outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With 33% of students below 90% attendance and 25% of students with 1 or more suspensions, we realize this is a significant group of students who are not in the classroom to receive benchmark-aligned instruction. PBIS research shows improved student outcomes, reduced discipline, and improved teacher outcomes. By using PBIS as a vehicle, we can create systems of integrating attendance data and defining practices to positively affect student attendance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Administration will form Attendance Committee. The attendance committee will write out the communication network and responsibilities.

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

Administrative TOA will create a weekly form and email teachers for weekly attendance trends of 3 or more days absent per week.

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

Provide Professional Learning on Forms Data collection, Parent Contact, MTSS portions, and communication network to address Attendance concerns.

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

Monitor 15 days of unexcused absences. Begin PST for Attendance if student meets criteria.

Person Responsible: Susan Lewis (sllewis@volusia.k12.fl.us)

Professional Learning Community Leads will bring attendance trends to SLT lead for monthly SLT meetings.

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

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the last three years, SWD fell below the 41% threshold for proficiency.

Measurable Outcome:

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

SWD will show consistent growth through progress with district and state growth trends.

By February, 75% of SWD will show significant growth toward proficiency on benchmark-aligned common assessments.

By October, 75% of SWD will show proficiency as reflected in their Progress Report.

By May, 90% of support facilitators will provide students with benchmark-aligned tasks as evidenced in Look-For tool.

By April 2024, the number of ESE teachers receiving tier 2-3 support will be under 25%.

Monitoring:

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

Student data will be disaggregated on common formative and assessment data.

Support Facilitators will track and chart their caseload data to measure progress over time.

75% proficiency will be the common goal for SWD across all content areas.

Classroom walkthrough data will include support facilitation role within Tier 1 instruction.

Administration and Coach will meet weekly as a team to analyze the coaching support plan and data trends collected to adjust.

Person responsible for monitoring outcome:

Jennifer Robinson (jrobinso@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Visible Learning (Hattie, 2009), creating assessment-capable learners has an effect size of 1.33. Holding all learners to high academic standards, paired with guarantees that steps are taken to help support students improve.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data shows our SWD fell below the federal index for 3 consecutive years. Students are not meeting proficiency and have little growth. By using benchmark-aligned instruction, teacher clarity, effective feedback, and sharing learning and progress; we can increase student success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Professional Learning Community and Teacher Clarity. Sessions on Look-Fors and 4-critical questions, Learning Targets and Success Criteria, Data Decision Making, Data Chats, etc.

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

Support Facilitator caseload will reflect subject area specialization and student IEP within the master schedule. The caseload will be tiered based on support.

Person Responsible: Jennifer Robinson (jrobinso@volusia.k12.fl.us)

Support Facilitators and ESE Administrator will monitor the D/F report monthly. Support Facilitators will apply interventions to support student proficiency.

Person Responsible: Jennifer Robinson (jrobinso@volusia.k12.fl.us)

Support Facilitators will become active participants in benchmark-aligned planning and tier 1 instruction. PLC will meet on Thursdays in Data Room.

Person Responsible: Jennifer Robinson (jrobinso@volusia.k12.fl.us)

Support Facilitators will collect their caseload student data. Support Facilitators will conduct a Data Chat with the SWD (below 70% proficiency) and teacher. The team will create an action plan for the student to meet proficiency.

Person Responsible: Jennifer Robinson (jrobinso@volusia.k12.fl.us)

Using Coaching Systems, the subject area administrator will meet weekly to analyze coaching support plan and data trends to adjust.

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

We will utilize Stocktake as our process to review school improvement funding allocation and ensure resources are allocated based on needs. The Stocktake process is a systematic way of monitoring strategies for improvement through the routine examination of evidence, deliberation, and accountability. Administration, Coaches, and PLC Lead teachers will conduct an intense analysis of current data, paired with targeted questions and discussion. During this meeting, SIP action steps will be reviewed, refined, or added based on data showing need.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes**Grades 3-5 Measurable Outcomes****Monitoring****Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

We will advertise the School Improvement plan on our website, <https://www.mainlandhighschool.org/>. Please click on Parents and Students for a drop-down menu, and locate School Advisory Council (SAC). A PDF version of our School Improvement Plan (SIP) will be located here along with a link for a Microsoft Forms for Student, Parent, and Community Input collection. Paper copies of the SIP Input form will also be available in the front office. This input will be reviewed at our monthly School Leadership meetings and in our Administration Meetings. Students and Parents will be notified through a School Messenger with voice, text, and email about the SIP on the website and the different ways they can help us by providing input. At our Open House on September 26th, we will host a SIP presentation and request input from families and students. At our monthly SAC meetings, we will provide SIP plan and Title 1 Budget updates: including changes and additions. Our School Staff and Teachers will attend a SIP presentation at the September Faculty meeting. They will provide feedback using the SIP Feedback form. Updates to the SIP and Title I budget will be disseminated through Subject Leadership Team, Faculty meetings, and or Professional Learning Community.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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 how we start by building positive relationships with all stakeholders. We communicate this through many avenues School Messenger, Social Media, and newsletters. We will advertise our Family Engagement plan, Schoolwide,

Family and Community events on our website news feed at <https://www.mainlandhighschool.org/>. We also utilize various Social Media Outlets like (X / Twitter > @Mainlandhigh , Facebook > Mainland High School, Instagram > mainlandbucs), including regular communication through School Messenger to advertise School Events that support the needs of students and keep parents informed. We are looking forward to engaging students and families at our Open House (Sept. 26th) and are hosting Buc Family Nights to support parents on their child's progress. These are currently scheduled on Aug.28th 9th Grade Family Night, Sept. 12th School Resources & Technology Night, Sept. 26th Navigating College Application Process, Oct. 10th Testing, Promotion, and Graduation Requirements, Oct. 24th Applying for College Financial Aid and Scholarships, Feb. 13th Rising Junior and Senior Seminar.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii)

Mainland High School has set many new structures and protocols to strengthen academic programs for our students. We have College and Career courses that offer industry certifications, Mainland Collegiate Institute and Dual-Enrollment pathways to provide college experiences with DSC, and Advanced Placement and AICE Courses for National College Courses work. We are a Professional Learning Community School, with a structure that not only focuses on benchmark-aligned instruction but enrichment learning for students who master benchmarks and are ready for extension. A part of this is providing Look-For feedback to our staff so we can engage in the learning process and ensure student success.

The reorganization of our School Counseling Office to a Grade Level system will provide students with more academic personalization during their high school career with us. We have also put in place a Graduation Pathways that includes Academic Assemblies, accelerated progressions, College and Career Readiness, and informs Parents through Buc Family Nights to discuss options students have to be College and Career Ready. Over the summer students eligible but not yet enrolled in available College Courses received a letter about Advance Placement and Dual-Enrollment Opportunities. Our Team also developed a new Attendance Plan and Committee to ensure students are above 90% attendance, as addressed in our Area of Focus. Weekly communication of students missing 3 or more days will be monitored through the Dean's office for calls and Positive Interventions. Students showing trends will begin the Problem-Solving Team process to ensure proper support and guidance. Our Monthly Subject Leadership Team will collect and review Teacher contact logs for students who show attendance Trends to ensure contact is made and provide additional resources. This information will feed in a loop through the School Counseling Office, including Administration and our School Social Worker.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our Attendance Plan is developed with being able to provide resources for students and families that may not have come in for support on their own. Our MHS Resource Room and Parent Liaison is a resource for students and families to receive information and help for various reasons but not limited to, Title I information, community resources, registration for ACT/SAT, Financial Aid and College Applications, etc. The Resource Room is open to Families during the week and after school by appointment. With our Attendance Plan, providing a communication loop, students and families will be supported with additional resources and community connections. It is our experience that student Attendance is often linked to student and family needs.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

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 how we start by building positive relationships with all stakeholders. The reorganization of our School Counseling Office to a Grade Level system will provide students with more academic and social connections during their high school career with us. Each student is assigned a School Counselor who meets with them each semester and monitors their student data. We also have programs like AVID, Dual-Enrollment, Collegiate Institute, and Upward Bound, that counselors recommend students for. Our School Counseling Team is also here for students to come and talk. Our Lunches are open office hours for students to reach their School Counselor. They work hand in hand with our District Mental Health Team. We often collaborate with each other to provide additional resources for students. This includes programs that provide Mental Health instruction and specialists that come see students needing specialized services so that our students can access these during the school day. Our MHS Resource Room and Parent Liaison are also another level of support in our Counseling Office. Our Parent Liaison is a resource for students and families to receive information and help for various reasons but not limited to, Title I information, community resources, registration for ACT/SAT, Financial Aid and College Applications, etc. The Resource Room is open to Families during the week and after school by appointment.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We have several College and Career courses that we offer industry certifications like Firefighting, Game and Simulation, Biomedical, Athletic Training, electricity, etc. Our programs prepare students by training them within industry standards and providing students with the opportunity to receive industry certifications. Mainland High School also has our own Collegiate Institute and Dual-Enrollment partnership that provides students with college experience and concludes with students earning college credit and even their AA degree. On campus, we offer Advanced Placement and AICE Courses for National College Courses work. Students finish these courses by participating in their certified exams, if passed they earn college credit. Many students leave our school with Industry Certification(s) and college credit.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Mainland High School's Motto is BPND- Buc Pride Never Dies. Our Positive Behaviors Supports and Interventions (PBIS) encompasses Core Values; Be Accountable, Persevere, No Limits, and Do Right. These Core Values are how we start by building positive relationships with all stakeholders. The Core Values are also paired with 3 non-negotiables to help students make safe choices and engage in the classroom; no cell phones during instruction, no profanity, and student ID Policy. Our PBIS system is a tiered model to prevent and address behavior on campus. The Core Values are used as a guide for student behavior and are used to engage and teach positive behavior and expectations. These are taught throughout the year through quarterly classroom activities and Semester Assemblies. We celebrate student and teacher success using PBIS and goal setting. The Core Values and Non-Negotiables are used to address misbehavior and provide early interventions. Teachers utilize and document 2-3 PBIS interventions before escalating behavioral responses to the Deans Office. The Deans office also follows the same core values and engages in conversation and re-

teaching expectations. If the misbehavior continues we initiate Problem-Solving Team to help provide interventions and document behavioral responses. Parents are communicated and are a part of the process from Parent Teacher Conferences, and Parent Dean Conferences. This year we have added another layer of support and intervention with the addition of a Social Emotional Learning teacher in the Dean's office. Who will conduct positive interventions, restorative practice circles, and work with Parents/Students/Staff to ensure a smooth transition.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Mainland High School engages in a Professional Learning Community (PLC) Model. We have made instructional decisions to our master schedule to provide common planning and remediation time during the school day. Professional Learning Teams collaborate and plan together, engaging in an ongoing process of recurring cycles of collective inquiry and action research to better student achievement. By building into the school day, teachers can plan and work collaboratively weekly for student success. To further our PLC Model and PBIS, we will engage in professional learning that deepens our knowledge to achieve learning for all. We will dive deeper into higher models of PLC work by providing professional learning on the 4 critical questions, Data analysis, student data chats, tiered interventions and support, and best practices.

To recruit and retain effective teachers we have also provided remediation periods for subject areas in high need to provide remediation for students who have yet to reach benchmarks. Our biggest feedback from teachers is the need for more time, while students are on campus to address student achievement. We have also created levels of support for teachers by providing mentors and buddy teachers for any person new to Mainland in the last few years. Including Monthly themed meetings to address needs as the school year shifts from month to month. Our Coaching and Admin team will be utilizing Instructional Look-fors to provide benchmark-aligned feedback to teachers. This will allow for a coaching, supportive role with all teachers on campus.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes