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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Mainland High School will ensure every student is learning, every day. Our mission is to develop young adults who are able to contribute to their communities by displaying our core values

Provide the school's vision statement

At Mainland High School we empower a culture of excellence through high expectations, tradition and deep community ties. Our staff will foster relationships with all stakeholders as we continue to persevere towards academic excellence with data driven decision making and providing equity through standards aligned instruction.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Castelli, Joseph

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Blum, Hilarie

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Meadows, Brandy

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Gutierrez, Julian

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Discipline; oversees student behavior (including PBIS), facilities and maintenance, safety and security, compliance, Social Studies PLC, and evaluates teachers.

Leadership Team Member #5

Employee's Name

Robinson, Jennifer

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Students with Exceptionalities; oversees all ESE programs, IEPs, compliance, evaluates teachers, student behavior, and Summer School.

Leadership Team Member #6

Employee's Name

Barrs, Damon

Position Title

Administrative Dean of Discipline

Job Duties and Responsibilities

Dean of Discipline; oversees student behavior (including PBIS), MTSS, attendance, 1 to 1 technology, and PLCs.

Leadership Team Member #7

Employee's Name

Artigas, Courtney

Position Title

Instructional Coach

Job Duties and Responsibilities

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, analyzes assessment and classroom data. Coach helps determine student placement in appropriate courses and coordinates the school-wide test.

Leadership Team Member #8

Employee's Name

Payne, Kamisha

Position Title

Intervention Teacher

Job Duties and Responsibilities

Intervention Teacher: 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, analyzes assessment and classroom data. Coach helps determine student placement in appropriate courses and coordinates the school-wide test.

Leadership Team Member #9

Employee's Name

Clem, Steven

Position Title

Instructional Coach

Job Duties and Responsibilities

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, analyzes assessment and classroom data. Coach helps determine student placement in appropriate courses and coordinates the school-wide test

Leadership Team Member #10

Employee's Name

DeWeese, Alex

Position Title

Intervention Teacher

Job Duties and Responsibilities

Intervention Teacher: 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, analyzes assessment and classroom data. Coach helps determine student placement in appropriate courses and coordinates the school-wide test

Leadership Team Member #11

Employee's Name

Lewis, Susan

Position Title

SEL TOA

Job Duties and Responsibilities

Assist school counseling and administration as needed with various tasks during the day; including 1 on 1 sessions with students.

Leadership Team Member #12

Employee's Name

Walker, Kallie

Position Title

Administrative Support/ Cambridge Coordinator

Job Duties and Responsibilities

Cambridge/ AICE Facilitator who assists with daily administrative tasks throughout campus

Leadership Team Member #13

Employee's Name

Wise, Michelle

Position Title

Administrative Support/ CTE Facilitator

Job Duties and Responsibilities

CTE Facilitator who assists with administrative tasks on campus

Leadership Team Member #14

Employee's Name

Colubiale, Gina

Position Title

Teacher, K-12

Job Duties and Responsibilities

CTE teacher who assists with administrative tasks on campus

Leadership Team Member #15

Employee's Name

Moskovitz, Kelsey

Position Title

Teacher, k-12

Job Duties and Responsibilities

Teacher, PLC Lead Teacher for US History

Leadership Team Member #16

Employee's Name

Ascevich, Desiree

Position Title

Teacher, K-12

Job Duties and Responsibilities

Classroom teacher, who teacher upper level classes(AICE) and is SAC Department lead

Leadership Team Member #17

Employee's Name

Johnson, Jewel

Position Title

Guidance Director

Job Duties and Responsibilities

School Counseling Director

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The School Leadership Team, along with administration, instructional coaches, professional learning communities, students, parents, staff, families, business, and local leaders will have an opportunity to provide input based on a draft built. The initial plan draft will be completed at the SLT members based on assessment data, providing input to administration. Presentation of the SIP (draft) at the first Faculty meeting in August asking for staff input as well as shared on our school website, school messenger, and social media outlets asking for them to provide input using online forms. Lastly, the Assistant Principal of Curriculum presents data and a draft of the SIP at the School Advisory Council meeting allowing the opportunity to provide input throughout the school year.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be referenced by administration, instructional coaches, SLT leaders in all SAC meeting, StockTake meetings, and as needed throughout the school year to guide our work.

District, School, and State data will be brought to each meeting to drive the instruction, allowing the members to take a deep dive into the achievement levels and pinpoint the areas that need improvement.

Teams will address the areas that have the greatest needs of improvement and have the greatest achievement gaps, our ESSA subgroups SWD through additional or refined action steps. These steps will be updated in the SIP as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	66.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: C 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	249	125	98	97	569
One or more suspensions	244	105	65	35	449
Course failure in English Language Arts (ELA)	137	100	83	40	360
Course failure in Math	95	75	69	57	296
Level 1 on statewide ELA assessment	270	162	115	67	614
Level 1 on statewide Algebra assessment	263	127	77	66	533

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	313	169	132	88	702

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	122	54	21	1	198
Students retained two or more times	38	24	21	4	87

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	40	51	55	38	44	50	36	46	51
ELA Grade 3 Achievement **									
ELA Learning Gains	49	56	57				44		
ELA Learning Gains Lowest 25%	51	55	55				34		
Math Achievement *	47	45	45	26	28	38	24	33	38
Math Learning Gains	55	51	47				38		
Math Learning Gains Lowest 25%	58	53	49				46		
Science Achievement *	63	73	68	64	68	64	55	30	40
Social Studies Achievement *	56	69	71	48	59	66	61	40	48
Graduation Rate	92	93	90	87	90	89	88	65	61
Middle School Acceleration								43	44
College and Career Readiness	67	66	67	80	65	65	81	62	67
ELP Progress	51	52	49	44	44	45	69		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	629
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	92%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	54%	52%	47%		48%	48%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	40%	Yes	5	
English Language Learners	51%	No		
Asian Students	62%	No		
Black/African American Students	54%	No		
Hispanic Students	55%	No		
Multiracial Students	60%	No		
White Students	63%	No		
Economically Disadvantaged Students	55%	No		

2022-23 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%
Students With Disabilities	37%	Yes	4	
English Language Learners	44%	No		
Asian Students	67%	No		
Black/African American Students	50%	No		
Hispanic Students	52%	No		
Multiracial Students	60%	No		
White Students	65%	No		
Economically Disadvantaged Students	50%	No		

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%
Students With Disabilities	37%	Yes	3	
English Language Learners	46%	No		
Native American Students				
Asian Students	60%	No		
Black/African American Students	48%	No		
Hispanic Students	54%	No		
Multiracial Students	53%	No		
Pacific Islander Students				
White Students	53%	No		
Economically Disadvantaged Students	50%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%		49%	51%	47%	55%	58%	63%	56%		92%	67%	51%
Students With Disabilities	13%		37%	40%	18%	41%	44%	44%	42%		88%	31%	
English Language Learners	22%		51%	56%	31%	49%	43%	55%	63%		80%	56%	51%
Asian Students	75%		50%						60%				
Black/African American Students	31%		48%	50%	42%	52%	60%	54%	45%		94%	62%	
Hispanic Students	37%		52%	59%	36%	46%	43%	58%	67%		85%	71%	50%
Multiracial Students	45%		45%	45%	58%	75%		64%	47%		87%	77%	
White Students	51%		49%	50%	57%	60%	58%	75%	69%		91%	69%	
Economically Disadvantaged Students	35%		47%	50%	45%	54%	62%	60%	50%		89%	61%	53%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	38%				26%			64%	48%		87%	80%	44%
Students With Disabilities	16%				13%			34%	25%		81%	52%	
English Language Learners	26%				16%			59%	25%		61%	91%	33%
Asian Students	60%							67%	62%		80%		
Black/African American Students	28%				19%			55%	34%		86%	77%	
Hispanic Students	36%				17%			65%	43%		85%	79%	41%
Multiracial Students	48%				29%			62%	64%		90%	68%	
White Students	47%				38%			73%	63%		88%	83%	
Economically Disadvantaged Students	32%				22%			59%	43%		83%	76%	32%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	17%		35%	35%	12%	26%	33%	34%	29%		79%	68%	
English Language Learners	19%		32%	26%	17%	42%	62%	48%	22%		86%	84%	69%
Native American Students													
Asian Students	63%		62%		41%	73%		75%	46%				
Black/African American Students	28%		43%	41%	16%	34%	41%	47%	53%		93%	81%	
Hispanic Students	37%		45%	22%	27%	45%	62%	53%	51%		85%	91%	71%
Multiracial Students	40%		41%	31%	26%	38%		64%	69%		89%	76%	
Pacific Islander Students													
White Students	42%		44%	28%	31%	38%	45%	63%	71%		85%	79%	
Economically Disadvantaged Students	31%		42%	33%	22%	35%	42%	52%	58%		86%	80%	67%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	42%	51%	-9%	53%	-11%
Ela	9	35%	49%	-14%	53%	-18%
Biology		60%	68%	-8%	67%	-7%
Algebra		28%	49%	-21%	50%	-22%
Geometry		43%	47%	-4%	52%	-9%
History		55%	65%	-10%	67%	-12%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		12%	14%	-2%	16%	-4%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		45%	26%	19%	27%	18%
Algebra		12%	15%	-3%	17%	-5%
Geometry		38%	29%	9%	16%	22%
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Last 4 years ELA achievement Stagnat

LQ SY 22 34% to SY 24 51% increased 17%

Last 4 yers Steady increase in Math achievement

SY 22 31% to SY 24 45 % increase of 14%

overall increase in LQ SY 22 38% to SY 24 43%

SWD SY 22 26% SY 24 29%

LQ SY 22 46% SY 24 54%

Social Studies from SY 22 to SY 23

rising SY 23 48% to 56% increase by 8%

New actions steps that were implemented this school year, were concentrated PLC's, data driven conversations, and small group instruction. The administration team, PLC leads, and district personal pushed into classrooms more often and gave real time feedback to teachers. Our focus will remain on data driven conversations, data driven instruction focusing on benchmark aligned instruction and real time feedback for teachers.

Lowest Performance

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

Last 4 years ELA achievement Stagnat

SWD decreased SY 23 to SY 24

Grade 9 Falling behind the state (53%), District (49%), MHS (35%)

Grade 10 Falling behind the state (53%), District (51%), MHS (42%)

Last 4 years Science Stagnat

21-22 largest decrease 69%-55%

Falling behind the state (61%), District (69%), MHS (60%)

Social Studies from Sy 22 to SY 23 - 13% decrease
Falling behind the state (68%), District (66%), MHS (55%)

Algebra
Falling behind the state (55%), District (62%), MHS (34%)

Geometry
Falling behind the state (53%), District (47%), MHS (43%)

We certainly deem that improvement is needed when EOC tested areas are meeting with only 43% (Math) and 42% (ELA) proficiency. There is no reason why we should not be able to meet with at least 65% proficiency in the Math and ELA areas with additional district support, school-based academic coaches, and targeted intervention and remediation plans for each student. Ensuring that the proper teachers are placed where there will be the most impact on student achievement. As a Title 1 school, we are rich in Academic Coaches to guide the EOC tested areas or fill-in when there are teacher shortages, while ensuring proper data analysis and supports within the classroom setting on a daily basis.

Not all US History PLC team members taught to the rigor of the benchmarks which became a contributing factor to the proficiency level of student on EOC. The students in that teachers session were not as prepared because the teacher taught to the test.

Specific conversations were had with that teacher throughout the 23-24 school year when trend were noticed during data analysis. Continued academic coaching and data analysis of each interim assessment is critical to improvement (proficiency).

Greatest Decline

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

College and Career - 13%

Decline in CCA due to placement in college and career classes that present with opportunities to earn that acceleration point, also having the understanding of policies and procedures to maintain protocols.

Greatest Gap

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 has the greatest gap falling behind the state by 21% with the state at 55% and MHS 34%.

Improvements are needed in Math proficiency. Although, Mainland fell behind the state this is the largest increase that Mainland has had in the last 4 years. Mainland continues to have steady increase in Math achievement.

Mainland high showed increase between the SY 22 31% to SY 24 45 % increase of 14% with an overall increase in LQ SY 22 38% to SY 24 43%.

SWD SY 22 26% SY 24 29%

LQ SY 22 46% SY 24 54%

Specific conversations were had with that teacher throughout the 23-24 school year when trends were noticed during data analysis. Continued academic coaching and data analysis of each interim assessment is critical to improvement (proficiency).

EWS Areas of Concern

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

Potential area of concern with EWS is attendance, the 2022 SY % days Absent showed at 10.7%, with SWD 31% average, 12.2% days absent. School year 2023 had an increase in absences with SWD students (our ESSA subgroup) with Friday holding the most students being absent.

9th and 12th grade having the highest rate of absences Mainland plan is to improve attendance by decreasing the days absent by 10% school wide.

Highest Priorities

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

College and Career decrease 13%

ELA Achievement lowest at 40%

Math Learning Gains 43%

Science second lowest decreased 2%

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our achievement categories from 2023-2024 have shown an overall increase; ELA Achievement +2, Math Achievement +15, Science Achievement +1, Social Studies +8). This year the 2024 State Assessment Results show we are still falling behind in proficiency, students scoring a level 3 or higher on State Assessments. FAST ELA MHS 42%, District 51%, and State 53A%. Geometry MHS 43%, District 47%, Algebra 34%, District 62%, and State 55%. Biology MHS 60%, District 69%, and State 61%. US History MHS 55%, District 66%, and State 68%. This shows students are making learning gains but not meeting proficiency. There has not been any significant growth in the last 4 years.

With an increased focus on aligning instruction and tasks to benchmarks through PLC, Data Driven Decision Making, and small group instruction, student proficiency will increase on state assessments.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

This year the 2024 State Assessment results shows we are still falling behind in proficiency, students scoring a level 3 or higher on State Assessments. FAST ELA MHS 42%, District 51%, and State 53%. Geometry MHS 43%, District 47%, Algebra 34%, District 62%, and State 55%. Biology MHS 60%, District 69%, and State 61%. US History MHS 55%, District 66%, and State 68%.

Across all content areas, students will raise by 6% proficiency (level 3 or higher projections) on February District Assessments and PM2. By May of 2024, 90% of our teachers will provide students with benchmark aligned instruction, tasks, and small groups lessons, as evidenced through walkthroughs with the 4 Look Fors. This will prepare students to make a 6% increase in proficiency on the End of Course Assessments.

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

70% or Higher proficiency will be the common goal for all areas.

Across all content areas, student data will be disaggregated after each district or state assessment allowing data to be compared to the state and district proficiency, looking at growth trends.

The Professional Learning Community will work with the intervention coaches, teachers and administration as well with content area experts to track and chart student data to measure progress.

Classroom Walkthrough tools (the look fors) will be created and used to collect and analyze teaching and trend data to be discussed at the monthly faculty meetings.

Administration and coaches will attend and become active members in the PLC's 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 instruction.

Administration team will collect coaching plans and provide feedback to instructional coaches to drive instructional practices.

Person responsible for monitoring outcome

Joe Castelli, Hilaria Blum, Jennifer Robinson, Brandy Meadows, Julian Gutierrez, Damon Barrs, Joe Giddens, Susan Lewis, Steven Clem, Courtney Artigas, Kelsey Moskovits, Kamisha Payne

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teacher Clarity narrows and focuses on benchmark-aligned tasks to increase student learning. Hattie's research on Visible Learning (2009), tells us that students 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 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:

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 Expert, etc.) focused on positive students outcomes. The recurring cycles foster feedback and growth for all learners, educators and students.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Teachers will engage in Professional Learning on Benchmark aligned Instruction and tasks, Data Driven Decision Making, Professional Learning Community, and 4 Instructional Look Fors.

Person Monitoring:

Brandy Meadows

By When/Frequency:

Quarterly during ERPL

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional learning will include modeling what highly effective Professional Learning Community is. Learning will provide specific structures, protocols, instructional Look Fors, Data Decision Making, with lens of benchmark aligned instruction and student achievement.

Action Step #2

PLC Lead Teachers and Intervention Teachers, will conduct benchmark aligned common collaborative planning. By April 95% our teachers will be providing benchmark instruction. From instructional learning walks, and data.

Person Monitoring:

Joseph Castelli

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLC will meet weekly on Thursdays in a collective space. The subject area Administrator, Academic Coach, and Intervention Teacher will become active participants in the PLC to monitor and provide feedback on benchmark aligned planning and data tracking. Mainland will monitor through district assessments, mastery check points, this ill be assessed by administration, PLC' leads and coaches

Action Step #3

Data analysis common assessments and progress monitoring protocols within PLCs.

Person Monitoring:

PLC Lead Teachers

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLCs will create and utilize common assessments, utilize District and State Assessments, to incorporate progress monitoring protocols to address student gaps and instructional needs. Intervention and Support Facilitator Teachers will develop a flexible response plan to respond to student data and provide remediation.

Action Step #4

Teachers will add to their instructional practice small group instruction.

Person Monitoring:

Brandy Meadows

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will use student data to drive small group instruction to address benchmark achievement.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the last four years, SWD fell below the 41% threshold for proficiency for the Federal Percent of Points Index. The last four years are increasing but a slow rate. Since 2020-2021 the percentage was 36%, 37%, 37%, and 38%, chronologically. Additionally, the greatest the greatest deficit from the data was in college and career readiness for SWD. In the 22-23 school year SWD achieved 52% and in the 23-24 school year, this decreased by 21 points to 31%. This affects student learning because SWD students persistently show lower achievement rates compared to their general education counterparts. As of 4/1/2024, 26.87% of the discipline referrals was given to SWD even though the school population of SWD was 16.57%. This discipline disparity suggests underlying academic and behavioral challenges in the classroom.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

As we continue to increase in our FPPI percentage, the measurable outcome for SWD is to at least meet or exceed the 41% threshold for the FPPI. In the 23-24 school year, SWD achieved a 38% in the FPPI. There will also be a focus to increase the college and career acceleration percentage to the previous year's achievement of 52%. Additionally, the disciplinary disparity goal will be to match the SWD population percentage in discipline referrals.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

All SWD students that are able to will be enrolled in a certification offering CTE course to have the opportunity to achieve the College and Career Acceleration point. 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. 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. The Dean's office will double-check all SWD referrals to make sure that teachers have followed BIPs and FBAs appropriately before issuing a referral.

Person responsible for monitoring outcome

Jennifer Robinson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Universal Design for Learning (UDL). UDL provides a variety of ways for students to access information, engage with learning, and demonstrate their knowledge.

Rationale:

DL creates a learning environment that is accessible and equitable for all students, including those with disabilities. By providing multiple means of engagement, representation, and action and expression, UDL ensures that students can learn in ways that best suit their individual needs and strengths. This approach reduces the need for accommodations and modifications, as the curriculum is inherently flexible.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Response to Intervention (RTI). RTI is a multi-tiered system of support (MTSS) that provides targeted interventions based on student needs.

Rationale:

RTI is a proactive approach to addressing student needs early on. By providing tiered levels of support, it helps to identify students who may be struggling and to provide them with the appropriate interventions. RTI also prevents the over-identification of students with disabilities by providing support before more intensive services are required.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Appropriate Support for SWD

Person Monitoring:

Jennifer Robinson

By When/Frequency:

By August 12, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Grade Monitoring

Person Monitoring:

Jennifer Robinson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

CCA Monitoring

Person Monitoring:

Jennifer Robinson

By When/Frequency:

Every quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Every quarter, a report will be pulled for students enrolled in CTE courses to review test scores after certification reports have been taken.

Action Step #4

Discipline Monitoring and SWD Focus

Person Monitoring:

Julian Gutierrez

By When/Frequency:

Every quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The discipline office will monitor the referrals of SWD students to ensure teachers are following the BIPs and FBAs before sending referrals. Additionally, reports will be pulled quarterly to see if the disciplinary disparity is matching the general population percentage.

Action Step #5

PLC/departament training by Support Facilitators

Person Monitoring:

Jennifer Robinson

By When/Frequency:

By September 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A PLC or departament meeting will be designated to be specifically focused on explaining how to access the BIPs, FBAs, and IEPs led by support facilitators.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

After reflection of the 2023-2024 school year "raw component data, trend data, comparative school year data, the school recorded an average decrease of 13% from the previous year. CCA decreased SY 23 80% to SY 24 67%

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

SLT has established that 83% pass rate is needed and attainable if there are qualified teachers in front of the students. The CTE facilitator and assistant principal supporting the teachers, standards aligned instruction is taking place, and progress monitoring and CCA tracking is embedded after each testing window. Pass rates will need to increase by 16% in order to reach the goal established by SLT.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Targeted acceleration monitoring by the CTE facilitator, College & Career Counselor and Curriculum AP, weekly meetings with the acceleration team, after school and weekend "boot camps" for students to brush up on skills prior to taking an ICE, placing all students into an acceleration course, celebrating student success when earning an industry certification.

Graduation "tracker" will be developed and will be a shared document between the Senior School Counselor, Data AP, Data Clerk, Admin team, and Principal. This device served as the talking point during meetings, while tracking gpa, acceleration opportunity, credits, etc. The graduation "tracker" is a more in depth tool that Project 10 and is updated weekly (minimally). Monitoring will begin in 9th grade year with the expectation that acceleration is completed by their Junior year.

Each current student will be place in a class that presents them with an acceleration opportunity.

Currently the 2024-2025 school year:

12th - 120 student need acceleration, all students are in classes that present will opportunities. 74 students will need to be closely monitored looking at their courses pervious pass rates and curriculum.

StockTake is a program at our school for the 24-25 school year. All discussions during StockTake are centered around our SIP goals where multiple stakeholders come to the table with various school and district supports providing input.

Person responsible for monitoring outcome

Brandy Meadows, Hilarie Blum, Atiya Bottom Towns

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Common and Frequent use of bootcamps, common planning for PLC time and completion of the graduation and acceleration tracker after each testing window as well as placement of students.

Rationale:

Common planning is critical for CTE teachers in the same academy area. This time allows them daily opportunity to plan effective lessons and to develop common tasks aligned to the benchmarks, planning bootcamps and testing plans. The CTE facilitator is actively involved in PLC and leads weekly meetings to look at student data (this data is broken down by teacher and class period), helps devise effective testing plans for upcoming test dates.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

The CTE Facilitator and CTE teachers will engage in weekly PLC meetings where the facilitator will facilitate the meeting. The teachers and administration will gain a deeper understanding of testing protocols, procedures, and standards, utilize data to drive the understanding of the bootcamps, using the bootcamps to drive instruction to improve progress monitoring techniques.

Person Monitoring:

Michelle Wise

By When/Frequency:

Aug 22nd weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A collaborative effort between the classroom teachers, CTE facilitator, administrative team, district specialists, students, and parents/guardians is the key to success when trying to ensure all students have access to high quality instruction, task aligned to the benchmarks, and early intervention/remediation for students needing more help. The CTE facilitator will be the direct link to the CTE

teachers to ensure the teaching and tasks are aligned to the benchmarks. Bootcamps will need to be set up to assess students readiness and include past ICE data, Common planning periods, and weekly PLC meetings with Admin and the CTE Facilitator will be critical components as we work towards an increase in proficiency.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

9th- 249

10th- 125

11th- 98

12th- 97

Higher Course failure due to not being in attendance

Not engaged in learning, lack of building relationship with the educator

Based on test scored if we are below 50% we are getting learning gains however not meeting the proficiency

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

2022 SY

% days Absent 10.7%

SWD 31% average, 12.2% days absent

ELL 11% average, 10.5 % days absent

Fridays held the most absents

9th and 12th grade having the highest rate of absences

2023 SY

% days Absent 10.6%

SWD 30% average, 11.8% days absent

504 5% average, 13.9% days absent

ELL 14% average, 11.6% days absent

Fridays held the most absents

9th and 12th grade having the highest rate of absences

Mainland plan is to improve attendance by decreasing the days absent by 10% school wide.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance Committee will be put in place to monitor and maintain the importance of attendance-

Outcome = parent contact to inform the importance of attendance

If the students has chronic absent, teacher will contact the guidance counselor and then parent contact

Outcome= Counselor will have communication with student and parent

Guidance will have a parent portal push with parent / BUC night - update parent portal

Outcome= Parents are informed of students progress

Teachers will email parents if the student has missed more then 3 days within a week

Outcome= Parents are informed of students progress

Person responsible for monitoring outcome

All Teacher, Guidance, Administration

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Awarding PBIS points for attendance students collect tokens and will turn in the tokens (electronic) in rewards games, assignments, food

Rationale:

In implementing this reward program this will increase the value of being in attendance. Building relationships with studens and teaches increasing testing scores.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Building Attendance

Person Monitoring:

Teachers, Administration, Guidance

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance Committee will be put in place to monitor and maintain the importance of attendance. If the student has chronic absent, teacher will contact the guidance counselor and then parent contact. Guidance will have a parent portal push with parent / BUC night - update parent portal. Teachers will email parents if the student has missed more than 3 days within a week. Quarterly collaborative planning by grade level (ERPL). Students will parking passes will loss passes after 5 unexcused tardies / 5 unexcused absences. Intervention teachers will make quarterly calls for attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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 the new school messaging system, text, and email about the SIP on the website and the different ways they can help us by providing input.

At our Open House September 24th, we will also 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.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Mainland High School's Motto is BPND- Buc Pride Never Dies. adding in our need mission and vision statements/ values (Mainland High School is a place that has been accredited as an institution of excellence for over 100 years; empowering a culture of excellence. 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.)

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 voice messages, various Social Media Outlets like (X / Twitter > @Mainlandhigh , Facebook > Mainland High School, Instagram > mainlandbucs), Weekly newsletters., updated calendars posted. We will advertise our Family Engagement plan, Schoolwide, Family and Community events on our website news feed at

<https://www.mainlandhighschool.org/>. This also includes regular communication through School Messenger to advertise School Events.

We are looking forward to engaging students and families at our Open House (Sept. 24th) and are hosting Buc Family Nights to support parents on their child's progress. These are currently scheduled on Aug.20th (school Resources and Technology) and 9th Grade Family Night, Sept. 3rd College Application, Sept. 17th Promotion, Testing and Graduation Requirements. Oct. 1st Financial Aid & Scholarships, Oct. 15th @nd Financial Aid Night, October 29th Career & Technical options after graduation, Feb 4th Grade level 9/10, Feb 11th Grade level night 11th, Feb 25th Career & Technical Options.

Plans to Strengthen the Academic Program

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. (ESEA Section 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.

We will implement a new Future me Fridays that will ensure that students are working towards submitting their FAFSA, Scholarship Applications, College Applications, and receiving scores of 90 or above on summative assignments.

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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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 need.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 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.

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. This structure allows the students to build a strong foundations with their counselor as they move with them through their high school career.

Each student meets with their assigned School Counselor each semester where they monitor the students data.

We also have programs like Dual-Enrollment, Collegiate Institute and Upward Bound, that counselors recommend students for.

Our School Counseling Team is also available 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Mainland High School has several College and Career courses that we offer industry certifications like Health Services, Business Management, Game and Simulation, Biomedical, Electricity, Culinary,

etc. Our programs prepare students by training them within industry standards and providing students with the opportunity to receive industry certifications, allowing them to leave high school college and career ready. 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.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 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.

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.

We have 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.

This year we have added another layer of support by implementing the Future me Fridays to help drive the students to success and have a model to provide positive behavior

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

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.

Strategies to Assist Preschool Children

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

n/a

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Student data will be disaggregated by Teachers, coaches, and facilitators on common formative assessment data. This data will be tracked and charted per the facilitators case load to measure a goal of 75% proficiency.

Mainland High School has put into place intervention teacher/ Coaches and support facilitators to work closely monitor the D/F report monthly. Data Chat with the SWD (Below 70% proficiency) and teacher.

Susan Lewis

Kelsey Moskosvits

Steven Clem

Jennifer Horton

Kamisha Payne

Joe Giddens

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The teams (teachers, coaches, and facilitators) will create an action plan for the student to meet proficiency.

Visible Learning (Hattie, 2009), crating assessment-capable learners has an effect size of 1.3.

Holding all learners to high academic standards.

Using benchmark-aligned instruction, teacher clarity, effective feedback, and sharing learning and progress we can meet proficiency

Susan Lewis

Kelsey Moskosvits

Steven Clem

Jennifer Horton

Kamisha Payne

Joe Giddens

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00