

Volusia County Schools

MAINLAND HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

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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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Mainland High School is committed to reaching and teaching every student. Our Mission is to develop young adults who contribute to their communities and society by instilling the values of integrity and responsibility, and by inspiring a passion for lifelong learning. We will fulfill this mission through partnerships, professional learning communities, and ensuring all students graduate college and career ready.

Provide the school's vision statement

At Mainland High School, we empower a culture of excellence built on high expectations, strong tradition, and deep community ties. Our staff is committed to building relationships with all stakeholders as we work together to persevere toward academic excellence through data-driven decision making and equitable, standards-aligned instruction.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Melissa Fraine

mdfraine@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Mrs. Melissa Fraine, 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

Hilarie Blum

hgblum@volusia.k12.fl.us

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 Math PLCs, and makes recommendations for adjustments in the SIP.

Leadership Team Member #3

Employee's Name

Brandy Meadows

bemeadow@volusia.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Curriculum; oversees curriculum needs, teachers, facilitates CTE, ELA and Reading PLCs, New Teacher Program, evaluates teachers, Career and College Programs, Cambridge, DE, AVID, Professional Learning, SIP, ILT, and oversees testing.

Leadership Team Member #4

Employee's Name

Jennifer Robinson

jrobinso@volusia.k12.fl.us

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 #5

Employee's Name

Damon Barrs

dkbarrs@volusia.k12.fl.us

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 #6

Employee's Name

Position Title

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

Courtney Artigas

caartiga@volusia.k12.fl.us

Position Title

Testing Coordinator

Job Duties and Responsibilities

Courtney school's Testing Coordinator who assists with various administrative duties on campus daily. Planning, organizing, and overseeing testing activities. Collaborates with the teams to define testing strategies, manage schedules, and ensure proper execution of testing plans. Also Data analysis.

Leadership Team Member #8

Employee's Name

Josie Stumpf

jrstamp1@volusia.k12.fl.us

Position Title

Administrative Support/ Media Specialist

Job Duties and Responsibilities

Josie is our Media Specialist who assists with various administrative duties on campus daily. Runs the day-to-day operations of our Media Center, while also assisting with our New Teacher program, Faculty/Staff/ Student celebrations, and professional development on campus.

Leadership Team Member #9

Employee's Name

Linda Berner

lberner@volusia.k12.fl.us

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 #10

Employee's Name

Kamisha Payne

kmpayne@volusia.k12.fl.us

Position Title

Intervention Coach

Job Duties and Responsibilities

Intervention 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 #11

Employee's Name

Steven Clem

smclem@volusia.k12.fl.us

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 #12

Employee's Name

Alex DeWeese

AJDeWees@volusia.k12.fl.us

Position Title

Intervention Coach

Job Duties and Responsibilities

Intervention 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 #13

Employee's Name

Atiya Bottom-Towns

asbottom@volusia.k12.fl.us

Position Title

Teacher/Career/Technical

Job Duties and Responsibilities

CTE Facilitator, former CTE teacher, who has moved into a leadership role promoting and collaborating with our CTE teachers and organizing industry certifications.

Leadership Team Member #14

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #15

Employee's Name

Kallie Walker

klwalker@volusia.k12.fl.us

Position Title

Teacher/ Cambridge/MCI

Job Duties and Responsibilities

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

Leadership Team Member #16

Employee's Name

Samantha Hepburn

sghepbur@volusia.k12.fl.us

Position Title

Director Of School Counseling

Job Duties and Responsibilities

Director of School Counseling who oversees the College & Career school counseling team on campus, collaborates with additional outside resources, and ensures mental health needs of students.

Leadership Team Member #17

Employee's Name

Trisha Scheuerman

tascheue@volusia.k12.fl.us

Position Title

Clerical/ Support

Job Duties and Responsibilities

Trisha serves as our Title 1 Parent Liaison helping our leadership team in various capacities throughout campus, while also being our direct link for parent and student engagement events

throughout the school year. Mrs. Scheuerman partners with various community based organizations to provide support for our students and parents in financial need.

Leadership Team Member #18

Employee's Name

Desiree Asceвич

dnascevi@volusia.k12.fl.us

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 #19

Employee's Name

Susan Lewis

sllewis@volusia.k12.fl.us

Position Title

Administrative Support

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 on 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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>	2024-25: A 2023-24: B 2022-23: C 2021-22: C 2020-21:

D. 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 (2025-26)

Using 2024-25 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	
School Enrollment	516	519	496	424	1,955
Absent 10% or more school days	194	160	170	159	683
One or more suspensions	193	123	93	48	457
Course failure in English Language Arts (ELA)	57	164	80	59	360
Course failure in Math	51	96	68	113	328
Level 1 on statewide ELA assessment	184	153	141	105	583
Level 1 on statewide Algebra assessment	114	104	139	82	439

Current Year (2025-26)

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	200	221	169	143	733

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	313	169	132	88	702

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	46	54	59	40	51	55	38	44	50
Grade 3 ELA Achievement									
ELA Learning Gains	54	57	58	49	56	57			
ELA Lowest 25th Percentile	61	57	56	51	55	55			
Math Achievement*	54	53	49	47	45	45	26	28	38
Math Learning Gains	54	48	47	55	51	47			
Math Lowest 25th Percentile	54	46	49	58	53	49			
Science Achievement	80	79	72	63	73	68	64	68	64
Social Studies Achievement*	75	76	75	56	69	71	48	59	66
Graduation Rate	95	95	92	92	93	90	87	90	89
Middle School Acceleration									
College and Career Acceleration	63	67	69	67	66	67	80	65	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	47	47	52	51	52	49	44	44	45

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	683
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	95%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
62%	57%	54%	52%	47%		48%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	58%	No		
English Language Learners	52%	No		
Asian Students	82%	No		
Black/African American Students	60%	No		
Hispanic Students	62%	No		
Multiracial Students	75%	No		
White Students	68%	No		
Economically Disadvantaged Students	61%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	46%		54%	61%	54%	54%	54%	80%	75%		95%	63%	47%
Students With Disabilities	27%		53%	54%	42%	66%	67%	67%	64%		91%	47%	
English Language Learners	17%		43%	53%	42%	50%		65%	52%		90%	56%	47%
Asian Students	82%		60%						100%		100%	69%	
Black/African American Students	41%		52%	62%	51%	53%	48%	72%	68%		97%	53%	
Hispanic Students	40%		52%	57%	51%	62%	65%	78%	67%		91%	70%	49%
Multiracial Students	64%		58%		71%	47%		96%	87%		93%	81%	
White Students	52%		55%	68%	57%	51%	55%	90%	84%		93%	71%	
Economically Disadvantaged Students	43%		53%	62%	52%	51%	55%	78%	71%		95%	61%	48%

2023-24 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 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%

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.

There is no assessment data available for this school.

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?

SY 20-23 ELA Achievement has been stagnant (38%-38%)

SY 23-24 ELA Achievement increase 2% with a steady increase of 6% in the SY 24-25.

LQ in ELA has made a steady increase 23-24 51% making a 10% increase in the 24-25 SY to 51%

Math Achievement increase from the 23-24 SY to the 24-25 SY by 6%

SY 23-24 Math showed a small increase in LG moving 1% in the 24-25 SY to 54%

Math LQ made a 4% increase from the 23-24 SY to the 24-25 SY

SS made a 17% increase overall

Science made a 17% increase overall

New Action Plans

Conduct a comprehensive review of existing instructional methods to identify areas for improvement specifically related to small group instruction.

Professional Development

- Implement targeted training sessions for educators on effective small group instructional strategies, emphasizing differentiation to meet the diverse needs of all students, particularly subgroups such as English Language Learners, students with disabilities, and gifted learners.

Curriculum Alignment

- Ensure that small group activities are aligned with benchmark standards by integrating curriculum mapping sessions that focus on the specific learning objectives for each subgroup.

Data-Driven Decision Making

- Utilize formative and summative assessment data to inform small group placement and instructional adjustments, ensuring that all students receive support tailored to their individual learning needs.

Collaboration and Planning

- Foster a collaborative environment where educators can share best practices and resources

related to small group instruction. Schedule regular planning meetings to discuss strategies and student progress.

Implementation of Small Group Instruction

- Design and implement structured small group instruction sessions across all grade levels and subjects, ensuring that these groups are flexible and responsive to student needs.

Monitoring and Evaluation

- Establish a system for ongoing monitoring of small group instruction effectiveness, including regular feedback loops from both students and educators. Use this data to refine instructional practices continually.

Support for Subgroups

- Develop specific interventions and support mechanisms for subgroups, ensuring that instructional practices are inclusive and equitable, thus promoting engagement and achievement for all learners.

Celebrating Success

- Recognize and celebrate improvements in student outcomes resulting from effective small group instruction, creating a culture of continuous improvement and excellence in teaching practices.

Lowest Performance

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

Math Achievement increase from the 23-24 SY to the 24-25 SY by 6%

SY 23-24 Math showed a small increase in LG moving 1% in the 24-25 SY to 54%

Math LQ made a 4% increase from the 23-24 SY to the 24-25 SY

Targeted Interventions

If specific interventions or programs were not effectively implemented or lacked sufficient resources, this could have stifled potential gains. The lower quartile improvement suggests that while some students made progress, it may not have been enough to raise overall performance significantly.

Student Engagement

Engagement levels in math may have varied, affecting learning gains. If students were less motivated or faced barriers (such as Attendance, socioeconomic factors or learning environments),

this could hinder overall performance.

Assessment and Feedback

Adequate assessment practices are essential for monitoring progress. If feedback mechanisms were weak, students and teachers might not have identified areas for improvement in a timely manner.

Math Achievement Increase (6%)

This indicates a positive trend towards improving overall math skills among students. However, the percentage increase alone doesn't provide context about the overall proficiency levels.

Lower Quartile Increase (4%)

This shows that students in the lower quartile are making gains, which is essential for closing achievement gaps. Focusing on this group can lead to more equitable educational outcomes.

Math Learning Gains Increase (1%)

This modest increase suggests that while students are achieving more, the rate of growth in their learning may be stagnating. It could indicate that students are not progressing as quickly as needed, potentially pointing to systemic issues in teaching effectiveness or student support.

Overall, while there are positive trends in the data, the low performance can be attributed to various factors such as initial achievement levels, the effectiveness of interventions, student engagement, curriculum quality, and assessment practices. Addressing these areas could enhance future performance and lead to more significant improvements.

Greatest Decline

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

n/a

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.

No Answer Entered

EWS Areas of Concern

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

Increasing Absenteeism Among Students with Disabilities (SWD)

The data shows that the percentage of days absent for students with disabilities has increased from 10.9% in the 2023-2024 school year to 11.6% in the 2024-2025 school year. This upward trend is concerning as it may indicate that these students are facing barriers that affect their ability to attend school regularly. This could be due to various factors, including health issues, inadequate support systems, or challenges in engaging with the curriculum. Addressing these issues is crucial to ensure that SWD have equal access to education and support.

Overall Attendance Rates

The overall absenteeism rate increased slightly from 9.8% to 10% in the same period. While this change may seem small, it reflects a potential trend toward decreased attendance. Consistent absenteeism can lead to significant gaps in learning, negatively impacting student achievement and engagement. Furthermore, with Fridays showing the highest number of absences, it may be beneficial to explore why this pattern exists. Factors such as scheduling conflicts, extracurricular activities, or even social dynamics could be influencing student attendance on this day.

The increase in absenteeism, particularly among students with disabilities, and the overall slight rise in absenteeism rates are significant concerns that warrant further investigation. Addressing these areas is essential to promote better attendance and support student success.

Highest Priorities

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

Absenteeism decrease by 5%

College and Career increase by 20%

Math Learning Gains increase by 5%

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

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.

SY 20-23 ELA Achievement has been stagnant (38%-38%)

SY 23-24 ELA Achievement increase 2% with a steady increase of 6% in the SY 24-25.

LQ in ELA has made a steady increase 23-24 51% making a 10% increase in the 24-25 SY to 61%

SY 23-24 Math showed a small increase in LG moving 1% in the 24-25 SY to 54%

Math LG made a 4% increase from the 23-24 SY to the 24-25 SY

SS made a 17% increase overall

Science made a 17% increase overall

Our instructional practices will prioritize small group instruction for all students, including specific support for subgroups, to ensure alignment with benchmark standards. Our focus will remain on data driven conversations and real time feedback for teachers

Measurable Outcome

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.

Across all content areas, students will increase proficiency by 8% on our February district assessments and PM 2. Our teachers will provide students with benchmark aligned instruction tasks and small group instruction, utilizing evidence based on the data collected with the Look Fors.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

54% of students will perform proficiently in ELA.

61% of students will perform proficiently in Math.

88% of students will perform proficiently in Biology.

83% of students will perform proficiently in US History.

Continuously analyze student data after each district or state assessment.

The professional learning community will work with the intervention coaches, teachers, and administration.

The content area experts will track and chart student data to measure progress.

Classroom Walkthrough Tools, Look Fors, will be used to collect data and analyze teaching trends and share at monthly faculty meetings.

Administration and coaches will attend and support weekly PLC's.

Administration and coaches will meet weekly to analyze the coaching support plan and data trends to adjust instruction.

Person responsible for monitoring outcome

Missy Fraine, Hilarie Blum, Jennifer Robinson, Brandy Meadows, Damon Barrs, Josie Stumpf, Steven Clem, Linda Berner, Arthur Mountcastle, Alex Deweese, Kamisha Payne

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning on Small group instruction, teacher clarity, Look Fors.

Person Monitoring:

Missy Fraine, Hilarie Blum, Jennifer Robinson, Brandy Meadows, Damon Barrs, Josie Stumpf, Steven Clem, Linda Berner, Arthur Mountcastle, Alex Deweese, Kamisha Payne

By When/Frequency:

Weekly/ Monthly

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 a lens of benchmark aligned instruction and student achievement.

Action Step #2

Learning walks and support for implementation

Person Monitoring:

Missy Fraine, Hilarie Blum, Jennifer Robinson, Brandy Meadows, Damon Barrs, Josie Stumpf, Steven Clem, Linda Berner, Arthur Mountcastle, Alex Deweese, Kamisha Payne

By When/Frequency:

Monthly Learning Walks/ Ongoing model classrooms

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

Each content area will have one model classroom available for teacher viewing, Data from look Fors will be utilized during quarterly learning walks. Feedback from coaches will be given at weekly PLC's to support implementation

Action Step #3

Data Analysis, Common assessments, and progress monitoring protocols utilizing targeted rosters and trackers based on assessments within PLC's.

Person Monitoring:

PLC leads, Coaches, and intervention teachers

By When/Frequency:

Weekly PLC's

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

This will be monitored through PLC minutes posted in Teams. Trackers will be utilized to create benchmark specific small group instruction. Common assessments are put together during PLC's

Action Step #4

Develop and utilize common formative and summative assessment

Person Monitoring:

By When/Frequency:

Coaches, PLC Facilitators, and intervention teachers

Weekly PLC's

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

Creating Benchmark aligned common formative and summative assessments during PLC meetings. Analyzing common assessment trends for small group instruction, intervention, and remediation. All PLC minutes uploading to teams.

Area of Focus #2

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

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

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.

In high school, consistent attendance is directly linked to graduation rates and post-secondary readiness. The students that are absent 10 or more school days are high and consistent among all grade levels representation of half of our student population. Students missing 10 or more days may face challenges in course completion and exam performance. This focus area will incorporate attendance recovery programs, flexible scheduling options, and partnerships with community organizations to address underlying issues contributing to absenteeism, such as mental health or socioeconomic barriers.

Students who miss significant amounts of school often experience academic setbacks, social isolation, and increased dropout rates. Regular attendance helps to establish a routine, supports the development of relationships with peers and teachers, and facilitates engagement with the curriculum. By addressing attendance concerns, we can enhance academic performance, improve social-emotional well-being, and promote a positive school culture.

The identification of this focus area stems from a comprehensive review of prior year data, which highlighted that students who missed 10 or more days consistently performed lower on standardized assessments and had higher rates of disciplinary issues. Additionally, surveys indicated that families were often unaware of the impact of chronic absenteeism on educational outcomes. The data review also revealed specific trends related to student demographics, with certain groups disproportionately affected by attendance issues. By prioritizing this area, we aim to create targeted interventions that address the root causes of absenteeism, ultimately fostering a more equitable and supportive learning environment for all students.

Measurable Outcome

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.

2024 SY

17.5% of students have chronic absenteeism

10% of the student population are absent daily

15% of students are tardy daily

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Attendance Committee will be put into place to monitor and maintain the importance of attendance outcome.

Person responsible for monitoring outcome

Missy Fraine, Hilarie Blum, Jennifer Robinson, Brandy Meadows, Damon Barrs, Susan Lewis, Josie Stumpf

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Data Monitoring and Analysis Implementation of Attendance Tracking System: Utilize a digital system to track student attendance daily. Analyze data to identify patterns and trends in absenteeism, focusing on students who miss more than 10 days. Regular Reporting: Create weekly reports for teachers and administrators highlighting students with excessive absences. Early Identification and Outreach Identify At-Risk Students: Use attendance data to flag students who have missed 5, 7, and 10 days. Parent/Guardian Notification: Send automated alerts to parents or guardians when their child reaches 5 days of absence, with follow-up communication at 10 days. Support Services Counseling and Support Groups: Offer counseling for students facing personal, social, or academic challenges. Establish peer support groups to create a sense of belonging. Engagement of Community Resources: Collaborate with local organizations to provide additional support for families, including transportation assistance, mental health services, and academic tutoring. Incentives for Improved Attendance Positive Reinforcement: Implement a reward system for students with improved attendance. This could include recognition in school assemblies, certificates, or small prizes. Classroom Competitions: Introduce friendly competitions between classes to encourage attendance, with rewards for the class with the highest attendance rate. Parental Engagement Workshops and

Information Sessions: Host workshops for parents to discuss the importance of attendance and strategies to support their children in getting to school. Regular Communication: Establish a system for regular communication between the school and families, including newsletters and updates on attendance.

Rationale:

Early Intervention and Prevention - Evidence supports that early identification of at-risk students is essential for effective intervention. By monitoring attendance data and reaching out to families as soon as a student reaches a critical threshold of absences (5 days), the program can address potential issues before they escalate. This proactive approach aligns with findings that early support can significantly reduce chronic absenteeism. Support for Students - Many factors contribute to absenteeism, including personal, social, and academic challenges. The AIP incorporates counseling and support services, recognizing that addressing these underlying issues is crucial for improving attendance. Research indicates that comprehensive support systems can effectively engage students and reduce barriers to attendance. Parental Engagement and Community Involvement - The involvement of parents and guardians in a child's education has been shown to enhance student attendance and performance. By engaging families through workshops and regular communication, the AIP fosters a collaborative approach that empowers parents to support their children's education. Studies demonstrate that schools with strong parental engagement see improved attendance rates. Positive Reinforcement and Motivation - Strategies that incorporate positive reinforcement, such as rewards for improved attendance, are supported by behavioral theories that emphasize the effectiveness of motivation in changing student behavior. The AIP's use of incentives can encourage students to take ownership of their attendance and promote a positive school culture.

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

Action Step #1

Data monitoring and Analysis of attendance

Person Monitoring:

Missy Fraine, Hilarie Blum, Jennifer Robinson,
Brandy Meadows, Damon Barrs, Susan Lewis,
Josie Stumpf

By When/Frequency:

Weekly, Monthly

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

Data Monitoring and Analysis Implementation of Attendance Tracking System: Utilize a digital system to track student attendance daily. Analyze data to identify patterns and trends in absenteeism, focusing on students who miss more than 10 days. Regular Reporting: Create weekly reports for teachers and administrators highlighting students with excessive absences.

Action Step #2

Incentives for improving attendance for students as well as teachers taking attendance

Person Monitoring:

By When/Frequency:

Admin, Clerical, and School counselors

Weekly, Monthly

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

Incentives for Improved Attendance Positive Reinforcement: Implement a reward system for students with improved attendance. This could include recognition in school assemblies, certificates, or small prizes. Classroom Competitions: Introduce friendly competitions between classes to encourage attendance, with rewards for the class with the highest attendance rate.

Action Step #3

Parental Engagement

Person Monitoring:

School Admin, and School Counselors

By When/Frequency:

Weekly, Monthly

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

Parental Engagement Workshops and Information Sessions: Host workshops for parents to discuss the importance of attendance and strategies to support their children in getting to school. Regular Communication: Establish a system for regular communication between the school and families, including newsletters and updates on attendance

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**

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.

The area of focus on college and career acceleration aims to enhance students' preparedness for post-secondary education and the workforce, ultimately increasing acceleration rates from 80% to 90%. This initiative encompasses academic readiness, skill development, and exposure to career pathways, ensuring that students are equipped with the knowledge and competencies necessary for success after high school.

The focus on college and career acceleration for graduation is a strategic response to identified needs based on comprehensive data analysis. By equipping students with the necessary skills, knowledge, and experiences, this initiative aims to increase acceleration rates from 80% to 90%, ultimately fostering a generation of graduates who are well-prepared for their future endeavors, whether in higher education or the workforce. Implementing this area of focus will empower students to take charge of their educational paths and ensure they are equipped for success beyond high school.

Measurable Outcome

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.

Increase the Acceleration rate from 80% to 90% within a year period by implementing the College and Career Acceleration programs to every student. Making sure that every student on campus have the opportunity to have one or more CTE course on their schedule.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure successful implementation of the College and Career Acceleration program and to measure its impact on achieving the desired outcomes, the following strategies will be employed:

Establish Baseline Data

- Collect and analyze current acceleration rates and relevant academic performance data to establish a baseline.

Implementation Checkpoints

Quarterly Progress Reviews: Conduct quarterly meetings with stakeholders (teachers, counselors, and administrators) to review the implementation of the program, identify challenges, and make necessary adjustments.

Program Fidelity Assessments: Utilize checklists and rubrics to ensure that all components of the College and Career Acceleration program are being implemented as designed. This includes monitoring the delivery of advanced coursework, dual enrollment opportunities, and career exploration activities.

Student Participation Tracking

Enrollment in Acceleration Programs: Track student participation rates in college and career acceleration initiatives, such as dual enrollment courses and CTE programs. Aim for at least 50% of students to engage in these programs by the end of the second year.

Surveys: Administer surveys to students and parents to assess awareness and engagement with the program. Gather feedback on barriers to participation and areas for improvement.

Academic Performance Monitoring

Regular Assessment Data: Monitor student performance through periodic assessments, including standardized tests, course grades, and progress reports. Analyze data to identify trends in academic improvement among students participating in acceleration programs.

Develop an acceleration Tracking: Tracking all students in an acceleration course and the pass rate for each opportunity. th

Person responsible for monitoring outcome

CTE Facilitator, Admin, School Counselors

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Academic Preparedness: Students who engage in college and career acceleration programs are more likely to perform well academically, as these programs often include advanced coursework, dual enrollment options, and career and technical education (CTE) pathways. This exposure prepares students for the rigor of college or the demands of the workforce. **Skill Development:** Acceleration programs focus on developing critical skills such as problem-solving, communication, and teamwork. These skills are essential for both higher education and career success, making students more competitive in the job market. **Career Pathway Exposure:** By integrating career exploration into the curriculum, students gain insights into various professions and industries. This exposure helps them make informed decisions about their future, increasing motivation and engagement in their education. **Increased Graduation Rates:** Research shows that students who participate in college and career readiness initiatives are more likely to graduate on time. The connection between academic achievement and real-world applications fosters a sense of purpose and relevance in their education.

Rationale:

Historical Graduation Rates: The acceleration rate of 80% indicated a significant number of students were not completing their CTE education. Detailed data analysis showed that students who did not participate in acceleration programs were more likely to drop out or fall behind in credits. **Assessment Scores:** Standardized test scores and course performance data revealed a gap in readiness for college-level work among graduating seniors. Many students expressed uncertainty about their post-graduation plans, highlighting a lack of awareness regarding available pathways. **Post-Secondary Enrollment Rates:** Data showed that only a fraction of graduates enrolled in higher education immediately after graduation. This indicated a need for targeted interventions to increase both interest and preparedness for college.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Design and Develop the Data Tracker

Person Monitoring:

CTE Facilitator, Brandy Meadows

By When/Frequency:

monthly

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

Create a comprehensive digital data tracker that captures key metrics related to student participation in college and career acceleration programs. Components to Include - Student demographics (name, grade level, etc.) - Enrollment status in acceleration programs (CTE courses, test taken, attempts) - Attendance records

Action Step #2

Implement Checkpoints with School Counselors

Person Monitoring:

School Counselors and CTE Facilitator

By When/Frequency:

Monthly

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

Establish regular checkpoints for data entry and review with school counselors, the admin team, and the CTE facilitator. Checkpoint Schedule Monthly Review Meetings: Host monthly meetings to review the data tracker updates, discuss student progress, and identify students who may need additional support. Quarterly Data Analysis: Conduct quarterly data analysis sessions to evaluate trends in student participation and performance, adjusting strategies as necessary.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

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.

Mainland HS will continue to build and maintain positive relationships with all stakeholders, focusing on teacher retention and recruitment

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.

Mainland High School plans to retain 90% of it's current instructional staff at the end of the school year. We welcomed approximately 20 new teachers or new to MHS teachers (veterans and transfers) at the start of the school year.

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.

Teacher retention and recruitment will be monitored in a collaborative approach through the Administrative team and our New Teacher Mentors throughout the school year.

Person responsible for monitoring outcome

Brandy Meadows

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

New Teacher Academy (NTA), Teacher Mentor program, and school-specific professional development opportunities will be the driving force to support all teachers during the year.

Rationale:

To continue to build and support all teachers and all staff members), while having a laser focus on our brand new and new to Mainland High School teachers.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monthly recognitions and celebrations:

Person Monitoring:

Brandy Meadows

By When/Frequency:

Monthly

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

Spirit of the Month, Newbie of the Month, Classroom of the Month, Teacher of the Month, Staff Member of the Month, etc. Also, celebrations for cultural awareness, health awareness, etc will be honored.

Action Step #2

Coffee Talks

Person Monitoring:

Mentors

By When/Frequency:

Monthly

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

Coffee Talk/Talk-A-Latte Sessions for new and newer teachers monthly, to support their learning. Sessions to include effective instructional strategies, classroom management, computer/technology assistance, personal mental health, etc

Action Step #3

Mentoring

Person Monitoring:

Mentors

By When/Frequency:

Monthly

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

New Teacher/New to MHS Mentoring. Each brand new teacher will be assigned a group of 5 teachers to mentor through their 1st year. New to MHS teachers will received mentoring, as needed.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Mainland High School's Motto is BPND- Buc Pride Never Dies. adding in our need mission and vison

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 Sept. 16th (school Resources and Technology) and 9th Grade Family Night, Sept. 24th, College Application, Sept. 17th Promotion, Testing and Graduation Requirements. Oct. 21st. Financial Aid & Scholarships, Oct. 15th @nd Financial Aid Night, December 16th Career & Technical options after graduation, Feb 3rd, 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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, 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(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.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district 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, Arthur Mountcastle, Steven Clem, Linda Berner, Kamisha Payne

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year 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, Arthur Mountcastle, Steven Clem, Linda Berner, Kamisha Payne

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

Yes

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