

Volusia County Schools

Mainland High School



2020-21 Schoolwide Improvement Plan

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Mainland High School

1255 W INTERNATIONAL SPEEDWAY BLVD, Daytona Beach, FL 32114

<http://mainlandhighschool.org/>

Demographics

Principal: Joseph Castelli

Start Date for this Principal: 6/2/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (46%) 2016-17: C (45%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<http://mainlandhighschool.org/>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Our belief statements are as follows:

- We believe in the worth of all students and believe that their worth will be increased by providing tools to be life-long learners.
- We believe that diversity is a strength and should be celebrated, both in the content of our curriculum and the make-up of our student body.
- We believe that a safe, positive, and supportive atmosphere is invaluable.
- We believe that instruction should meet the needs of all students, regardless of the level of learning or the way in which they learn.
- We believe that technology positively impacts student achievement as it changes the teaching and learning environment.
- We believe that Respect, Attitude, Cooperation, Effort, and Responsibility (R.A.C.E.R) are integral to success, and we strive to model and teach these values as part of our curriculum.

Provide the school's vision statement.

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

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Castelli, Joseph	Principal	Dr. Joseph Castelli, Principal, and his team provide a common vision for the use of data-based decision-making, ensures that the school leadership team is implementing a multi-tiered system of support, conducts assessments of Response to Intervention skills of school staff, ensures implementation of intervention support and documentation, and communicates with parents regarding school-based MTSS plans and activities.
Leffler, Danielle	Assistant Principal	Danielle Leffler is part of Dr. Castelli's administrative team that provides 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.
Matthews, Kimberly	Assistant Principal	Kimberly Matthews is part of Dr. Castelli's administrative team that provides 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.
Polite, Eric	Assistant Principal	Eric Polite is part of Dr. Castelli's administrative team that provides 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.
Winck-Hall, Darlette	School Counselor	Darlette Winck-Hall, Guidance Director, and her team provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
Kelleher, Al	Administrative Support	Al Kelleher, Administrative Teacher on Assignment, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, supports implementation of Tier 1, 2, and 3 intervention plans, provides support for intervention fidelity and documentation, identifies systemic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention

Name	Title	Job Duties and Responsibilities
		strategies, assists with whole school screening programs that provide early intervening services for "at risk" students.
Smith, Rodney	Assistant Principal	Rodney Smith is part of Dr. Castelli's administrative team that provides 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.

Demographic Information

Principal start date

Tuesday 6/2/2020, Joseph Castelli

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

108

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students

	White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (46%) 2016-17: C (45%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	564	501	403	407	1875
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	76	54	48	37	215
One or more suspensions	0	0	0	0	0	0	0	0	0	121	81	64	42	308
Course failure in ELA	0	0	0	0	0	0	0	0	0	142	99	26	8	275
Course failure in Math	0	0	0	0	0	0	0	0	0	150	99	51	31	331
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	203	179	125	101	608
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	147	59	0	0	206

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	240	165	75	41	521

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	17	6	0	5	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	29	22	11	16	78

Date this data was collected or last updated

Friday 8/21/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	573	491	430	352	1846
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	98	152	135	104	489
One or more suspensions	0	0	0	0	0	0	0	0	0	16	9	5	1	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	265	165	132	79	641

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	115	166	126	76	483

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	113	92	54	7	266
Students retained two or more times	0	0	0	0	0	0	0	0	0	64	74	52	46	236

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	573	491	430	352	1846
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	98	152	135	104	489
One or more suspensions	0	0	0	0	0	0	0	0	0	16	9	5	1	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	85	160	123	92	460
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	265	165	132	79	641

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	115	166	126	76	483

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	113	92	54	7	266
Students retained two or more times	0	0	0	0	0	0	0	0	0	64	74	52	46	236

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	52%	56%	38%	49%	53%
ELA Learning Gains	45%	49%	51%	40%	48%	49%
ELA Lowest 25th Percentile	35%	37%	42%	27%	37%	41%
Math Achievement	35%	48%	51%	35%	50%	49%
Math Learning Gains	38%	49%	48%	34%	42%	44%
Math Lowest 25th Percentile	33%	38%	45%	26%	34%	39%
Science Achievement	59%	76%	68%	64%	72%	65%
Social Studies Achievement	60%	69%	73%	59%	68%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	38%	51%	-13%	55%	-17%
	2018	36%	50%	-14%	53%	-17%
Same Grade Comparison		2%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	38%	50%	-12%	53%	-15%
	2018	42%	49%	-7%	53%	-11%
Same Grade Comparison		-4%				
Cohort Comparison		2%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	72%	-16%	67%	-11%
2018	54%	65%	-11%	65%	-11%
Compare		2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	63%	-5%	70%	-12%
2018	56%	63%	-7%	68%	-12%
Compare		2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	54%	-23%	61%	-30%
2018	30%	57%	-27%	62%	-32%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	35%	55%	-20%	57%	-22%
2018	29%	55%	-26%	56%	-27%
Compare		6%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	37	31	16	31	36	21	35		86	9
ELL	9	33	35	29	37	23	38	22			
ASN	64	46								91	60
BLK	30	41	33	24	32	33	46	49		83	15
HSP	35	39	39	28	39	30	42	60		80	38
MUL	39	47	25	38	42	30	67	43		89	35
WHT	49	49	38	47	42	34	71	71		86	46
FRL	35	43	34	30	34	29	51	53		80	22
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	28	29	22	30	38	32	29		70	14
ELL	15	23	20	25	33	32	25	50		72	69
ASN	73	50			50						
BLK	31	42	38	19	27	39	45	44		71	32
HSP	39	33	21	29	31	28	55	59		70	54
MUL	34	31	20	29	40	50	47	52		85	18
WHT	50	40	22	45	41	46	75	73		84	51
FRL	36	36	29	28	33	40	56	53		73	36
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	28	24	16	30	25	41	37		62	35
ELL	11	30	33	24	22	9	31				
ASN	85	73		80	64						
BLK	22	25	22	22	27	24	49	48		73	28
HSP	30	36	39	29	30	15	52	58		90	46
MUL	35	33	8	29	32		59	64		61	57
WHT	52	53	34	47	40	29	80	70		79	62
FRL	30	34	24	30	33	26	57	57		70	36

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math Lowest Quartile. 33% of students in the lowest quartile made a learning gain in Math. Last school year all ninth grade students that didn't have Algebra One in middle school were placed into Algebra one even if they scored a one on FSA math the previous year. After the FSA Algebra one scores were returned, we noticed that over 120 students were not successful with course content nor the EOC exam. As a response to student needs, we have placed entering ninth graders with level one scores on Math FSA into Algebra 1A. We do realize that this will take these students out of Lower Quartile Data for this school year and that supports will have to be in place next school year for these students to be successful with Algebra One standards covered on the EOC.

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

College and Career Readiness. 33% of students were College and Career Ready compared to 43% the year before, a 10% decline. The decline of the Career and College Readiness was impacted by staff turn over and loss of focus on industry certification testing. Due to the staff turnover there were timing issues in which impacted the delivery of the curriculum to the management of the testing labs. While the ICE exams did increase in difficulty, many exams were given at the end of the year and conflicted/competed with other state testing. Less of a focus was placed on the having programs attain certification. In addition, the window for seniors to take exams was reduced by the entire month of may per our district guidelines.

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 1. MHS - 31% proficient, State - 61% proficient. Last school year all ninth grade students that didn't have Algebra One in middle school were placed into Algebra one even if they scored a one on FSA math the previous year. After the FSA Algebra one scores were returned, we noticed that over 120 students were not successful with course content nor the EOC exam. As a response to student needs, we have placed entering ninth graders with level one scores on Math FSA into Algebra 1A. We do realize that this will take these students out of Lower Quartile Data for this school year and that supports will have to be in place next school year for these students to be successful with Algebra One standards covered on the EOC.

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

Geometry. 29% in 2018 to 35% in 2019. Last school year we used an online platform(Edgenuity) to respond to intervention. Learning paths were created for individual students based on their mastery of standards. Parents were notified about the opportunity for students to receive extra support and were encouraged to monitor their child's progress with mastery of Geometry standards. The ESE support teacher was involved in the PLC and planned with the other teachers to meet the needs of students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Number of students retained, particularly freshmen.
2. Number of students earning level 1 on state assessments.

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

1. Math Proficiency
2. ELA Proficiency
3. Graduation Rate
4. College and Career Readiness

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Standards-based assessment and instruction is an approach teachers use to ensure students meet targeted demands, track student performance and plan focused instruction that meets the specific needs of students. Standards-aligned instruction guides the planning, implementation, and assessment of student learning. It eliminates random teaching practices and ensures the instructional needs of the students are met. Teachers not participating in standards-aligned professional learning led to a lack in teachers' knowledge of standards-aligned instruction and test item specifications.

Area of Focus Description and Rationale:

ELA Proficiency was at 40% which was below the state and district averages. ELA Learning Gains were 45% and the Lowest Quartile performed at 35%. The School Leadership Team has decided to focus on increasing the overall number of students making learning gains and meeting proficiency on the ELA assessment. Further analysis revealed that students with disabilities, ELL students and black students; ESSA targeted subgroups, only performed at 19%, 9%, and 30%, respectively, which was well below the district and state averages.

Math Proficiency was at 35% which was below the state and district averages. 31% of students met proficiency in Algebra and 35% in Geometry. Math Learning Gains were 38% and the Lowest Quartile performed at 33%. The School Leadership Team has decided to focus on increasing the overall number of students making learning gains and meeting proficiency in Math. Further analysis revealed that students with disabilities, ELL students and black students; ESSA targeted subgroups, only performed at 16%, 29%, and 24%, respectively, which was well below the district and state averages.

Measurable Outcome:

Increase ELA Proficiency from 40% to 45%, ELA Learning Gains from 45% to 50%, and ELA Lowest Quartile Learning gains from 35% to 40%. Increase Math Proficiency from 35% to 40%, Math Learning Gains from 38% to 45%, and Math Lowest Quartile Learning Gains from 33% to 40%. Increase US History proficiency from 60% to 80%. Increase Biology Proficiency from 59% to 65%.

Person responsible for monitoring outcome:

Danielle Leffler (dnleffle@volusia.k12.fl.us)

Evidence-based Strategy:

Teacher Clarity is a research-based process for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions.

Rationale for Evidence-based Strategy:

With an effect size of .75, Teacher Clarity can double the rate of student learning, according to Hattie.

Action Steps to Implement

Teachers will participate in professional learning on Standards-Aligned Instruction - Backwards Design

Person Responsible

Danielle Leffler (dnleffle@volusia.k12.fl.us)

PLC leaders and teachers will participate in professional learning on effective PLCs

Person Responsible

Danielle Leffler (dnleffle@volusia.k12.fl.us)

Teachers will participate in weekly PLC meetings focused on Standards-Aligned Instruction, assessment and remediation/intervention. PLC work will include progress monitoring of ESSA subgroups: black students, ELL students and students with disabilities.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Administration and academic coaches will support PLCs during weekly PLC meetings.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Teachers will participate in professional learning on Standards-Aligned Instruction - Learning Targets and Success Criteria.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Teachers will participate in professional learning on Standards-Aligned Instruction - Differentiation, Meeting the Instructional Needs of all Students.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Academic Coaches will engage teachers in coaching cycles that focus on Standards-Aligned Instruction.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Administration, academic coaches, and the Instructional Leadership Team will monitor the implementation of skills from professional learning, provide feedback and follow-up coaching through the use of quarterly Learning Walks.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Teachers will engage in professional learning in progress monitoring via Targeted Rosters.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Graduation

Area of Focus
Description and Rationale: Mainland's graduation rate was 84% which was below the state average. The School Leadership Team has decided to focus on increasing the overall number of students graduating from Mainland in 4 years or less and college and career ready.

Measurable Outcome: Increase Mainland's graduation rate from 85% to 90%.

Person responsible for monitoring outcome: Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

Evidence-based Strategy: Response to Intervention (RTI) is a multi-tier approach to the identification and support of students with learning, behavior and attendance concerns. The RTI process begins with high-quality instruction and screening of all in the general education classroom. Struggling learners are provided with interventions and supports at increasing levels of intensity to accelerate their rate of learning.

Rationale for Evidence-based Strategy: Response to Intervention has a 1.29 effect size according to John Hattie. If done with fidelity, Response to Intervention can more than triple a student's learning in one year.

Action Steps to Implement

Implement a Problem Solving Team Coordinator for early identification of students in need of additional supports.

Person Responsible Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

Quarterly meetings with administration and school counselors for Senior data chats, progress monitoring, and goal setting.

Person Responsible Darlette Winck-Hall (dwinckha@volusia.k12.fl.us)

Implement Senior data room to track and monitor Senior progress with a specific focus on students with disabilities, black students and english language learners.

Person Responsible Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

Quarterly review of D/F report to begin early intervention for underclassmen.

Person Responsible Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

Tutoring programs and use of Edgenuity for credit recovery/intervention.

Person Responsible Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

Weekly reports submitted to guidance on Seniors in danger of failing to include parent contacts and interventions.

Person Responsible Darlette Winck-Hall (dwinckha@volusia.k12.fl.us)

ACT prep in 11th/12th grade Intensive Reading and English courses.

Person Responsible Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

PERT prep embedded in 12th grade remedial Math courses.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Case management for students with disabilities and English language learners to include data chats and progress monitoring.

Person Responsible Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

College and Career Readiness Coach and CTE facilitator will monitor acceleration rates and increase opportunities for students to earn and acceleration point.

Person Responsible Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

Conduct Graduation Assurance Meeting no later than September 11 with counselors to create and review intentional, target rosters of students at-risk. Targeted rosters will be shared and reviewed with Senior teachers monthly.

Person Responsible Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

Increase opportunities for Seniors to participate in dual enrollment, AP, and CTE courses.

Person Responsible Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

Implement tutoring schedule for at-risk students before school, during lunch, and after school.

Person Responsible Kimberly Matthews (kdmatthe@volusia.k12.fl.us)

#3. Leadership specifically relating to Teacher Recruitment and Retention**Area of Focus Description and Rationale:**

Teacher recruitment and retention focuses on factors and school characteristics that affect whether teachers stay in their schools, move to different schools, or leave the profession before retirement. For the sixth year in a row, the Florida Department of Education has reported an increase in the number of teachers resigning from the profession and a decrease in the number of new teacher recruits entering the profession. After the 2018-2019 school year, 17% of Mainland's teachers did not return the following school year. After the 2019-2020 school year, 15% of Mainland's teachers did not return. Mainland's 5Essentials survey teacher data highlighted weaknesses in Supportive Environments and Teacher Influence. A high level of teacher turnover is negatively associated with student achievement.

Measurable Outcome:

- Increase the number of teachers returning to Mainland to at least 90%.
- Increase 5Essentials Supportive Environments survey measure from 14 to 40.
- Increase 5 Essentials Teacher Influence survey measure from 17 to 40.

Person responsible for monitoring outcome:

Danielle Leffler (dnleffle@volusia.k12.fl.us)

Evidence-based Strategy:

Supportive Environments - improving organizational characteristics, reducing student disciplinary problems through restorative practices, and improving administrative support and teacher collaborations.

Rationale for Evidence-based Strategy:

For the sixth year in a row, the Florida Department of Education has reported an increase in the number of teachers resigning from the profession and a decrease in the number of new teacher recruits entering the profession. After the 2018-2019 school year, 17% of Mainland's teachers did not return the following school year. After the 2019-2020 school year, 15% of Mainland's teachers did not return. A high level of teacher turnover is negatively associated with student achievement.

Action Steps to Implement

Collaborate with teachers to establish school-wide "Core Values."

Person Responsible

Danielle Leffler (dnleffle@volusia.k12.fl.us)

Collaborate with teachers to establish school-wide "Non-negotiables."

Person Responsible

Danielle Leffler (dnleffle@volusia.k12.fl.us)

Instructional Leadership Team made up of teachers and administration from all departments to lead school improvement efforts.

Person Responsible

Danielle Leffler (dnleffle@volusia.k12.fl.us)

Administration and Instructional Leadership Team to participate in monthly Instructional Learning Walks with specific "look-for's" to provide actionable feedback.

Person Responsible

Danielle Leffler (dnleffle@volusia.k12.fl.us)

Comprehensive Faculty Handbook created with teacher input to communicate school policies, procedures and expectations.

Person Responsible

Danielle Leffler (dnleffle@volusia.k12.fl.us)

Establish Department Heads to support consistent communication between administration and teachers.

Person Responsible Kimberly Matthews (kdmattthe@volusia.k12.fl.us)

Establish New Teacher Committee, including new teacher mentors, to onboard new teachers and support them throughout the year. New Teachers will engage in monthly New Teacher meetings.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Administration will engage in monthly VUE steward meetings to build communication between administration and teachers.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Monthly teacher steering committees to increase teacher input in school-based decision making.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Teachers will engage in professional learning on effective PLCs. Teachers will participate in structured and intentional weekly PLCs to increase teacher collaboration and focus on increased student achievement.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Teachers will participate in a book study on Hacking School Discipline with a focus on restorative practices.

Person Responsible Danielle Leffler (dnleffle@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Mainland High School will continue to focus on ensuring students graduate College and Career Ready in four years or less. Mainland will increase College and Career Readiness from 42% to at least 80%.

- In the Summer of 2020, all Senior cohort students that did not have an acceleration point, but had a chance to earn one through an industry certification were contacted to schedule test session.
- All 11th and 12th grade students that have a 3.0 or higher and have met the benchmarks were scheduled in Daytona State dual enrollment courses.
- 11th and 12th grade students not qualifying for dual enrollment will be suggested to take CTE classes with accessible certification exams.
- 12th grade students not enrolled in a qualifying certification course will take the CIW test this year.
- CTE teachers and CTE facilitator will progress monitor data points at weekly PLC meetings.
- Professional Learning through CollegeBoard for AP teachers to increase number of students earning a 3 or higher on AP exams.
- Purchase updated AP preparation resources aligned to AP test specifications.
- Professional learning for CTE teachers teaching courses with Industry Certifications.
- Academy Facilitator work with District CTE department to increase number of Industry Certifications offered on-campus.
- More advertising of dual enrollment opportunities, increased PERT testing and promotion of SLS courses.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

- Teacher and student steering committees to involve a variety of stakeholders in the decision making process.
- Academy Liaisons, Student Government representatives, and other student leadership groups serve as guides for underclassmen to help them learn the culture and structure of the school.
- Grade level assemblies with administration to give students information about school policies, core values, and non-negotiables.
- Community business partners serve on academy advisory boards to support community involvement and curricular relevance based on current industry standards.
- All students receive mentoring and coaching from administration, School Counselors, teachers and

academic coaches.

- Problem Solving Team implemented to support students requiring more intensive behavioral and academic interventions.
- Collaborate with teachers to establish school-wide "Core Values."
- Collaborate with teachers to establish school-wide "Non-negotiables."
- Instructional Leadership Team made up of teachers and administration from all departments to lead school improvement efforts.
- Administration and Instructional Leadership Team to participate in monthly Instructional Learning Walks with specific "look-for's" to provide actionable feedback.
- Comprehensive Faculty Handbook created with teacher input to communicate school policies, procedures and expectations.
- Establish Department Heads to support consistent communication between administration and teachers.
- Establish New Teacher Committee, including new teacher mentors, to onboard new teachers and support them throughout the year. New Teachers will engage in monthly New Teacher meetings.
- Administration will engage in monthly VUE steward meetings to build communication between administration and teachers.
- Monthly teacher steering committees to increase teacher input in school-based decision making.
- Teachers will engage in professional learning on effective PLCs. Teachers will participate in structured and intentional weekly PLCs to increase teacher collaboration and focus on increased student achievement.
- Teachers will participate in a book study on Hacking School Discipline with a focus on restorative practices.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
3	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention	\$0.00
Total:			\$0.00