Volusia County Schools

Mainland High School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	71%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Our belief statements are as follows:
-We believe in the worth of all students and believe that their worth will be increased by providing tools to be life-long learners.
-We believe that diversity is a strength and should be celebrated, both in the content of our curriculum and the make-up of our student body.
-We believe that a safe, positive, and supportive atmosphere is invaluable.
-We believe that instruction should meet the needs of all students, regardless of the level of learning or the way in which they learn.
-We believe that technology positively impacts student achievement as it changes the teaching and learning environment.
-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	Position Title	Job Duties and Responsibilities
Castelli, Joseph	Principal	Dr. Joseph Castelli, Principal, and his team provide a common vision for the use of data-based decision-making, ensures that the school leadership team is implementing a multi-tiered system of support, conducts assessments of Response to Intervention skills of school staff, ensures implementation of intervention support and documentation, and communicates with parents regarding school-based MTSS plans and activities.
Fraine, Melissa	Assistant Principal	Assistance Principal of curriculum. Oversees curriculum needs, teachers, facilitates English ELA & RD PLCs, New Teacher Program, interns, evaluates teachers, Career Colleges, AVID Program, Professional Learning, SIP, ILT, and oversees testing Data Assistant Principal - monitors the early warning system reports, monitors data progress with student overall numbers, master schedule, oversees guidance, evaluates teachers, facilitator for math PLCs, and makes recommendations for adjustments in the School Improvement Plan
Polite, Eric	Assistant Principal	Assistance Principal of students with Exceptionalities. oversees IEPs, compliance, evaluates teachers, and in charge of all ESE programs including co-taught.
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.
Keesee, Arlene	Teacher, K-12	English 3/4 classroom teacher, member of Instructional Leadership Team, and ELA Department Chair.
Long, Kristie	Teacher, K-12	Classroom Chemistry teacher, Science Department Chair, and Member of Instructional Leadership Team
Gaines, Vita	Teacher, K-12	Math Teacher, Math Department Chair, member of Instructional Leadership Team
Gardner, Tara	Teacher, Career/ Technical	CTE Teacher, CTE Director
McKenzie, Elizabeth	Instructional Coach	Academic Coach - implements professional development for reading and writing in all content areas, provides one-on-one assistance to classroom teachers to improve student/

Name	Position Title	Job Duties and Responsibilities
		Instructional achievement, analyzes FAIR, FSA, EOC and classroom performance data. Coach helps to determine student placement in appropriate courses and coordinates the school-wide literacy plan, member of Instructional Leadership Team, in classrooms modeling, supports PLCs.
Pinyan, James	Teacher, K-12	Senior classroom teacher, member of Instructional Leadership Team, and Social Studies Department Chair
McMillan-Ward, Teresa	Teacher, ESE	IEP Facilitator, ESOL Director, ESE Department Chair, and member of Instructional Leadership Team
Gutierrez, Julian	Math Coach	Math Coach - implements professional development for all content areas, provides one-on-one assistance to classroom teachers to improve student/ Instructional achievement, analyzes FSA, EOC and classroom performance data. Coach helps to determine student placement in appropriate courses and coordinates the school-wide test prep/review sessions plan, member of Instructional Leadership Team, in classrooms modeling, supports PLCs.

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
97

Total number of students enrolled at the school
1,853

Identify the number of instructional staff who left the school during the 2020-21 school year.
18

Identify the number of instructional staff who joined the school during the 2021-22 school year.
26

Demographic Data

Early Warning Systems

2021-22

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

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

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Sunday 8/22/2021

2020-21 - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								Grade Level						
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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				40%	52%	56%	41%	51%	56%
ELA Learning Gains				45%	49%	51%	39%	47%	53%
ELA Lowest 25th Percentile				35%	37%	42%	31%	37%	44%
Math Achievement				35%	48%	51%	32%	49%	51%
Math Learning Gains				38%	49%	48%	34%	50%	48%
Math Lowest 25th Percentile				33%	38%	45%	40%	44%	45%
Science Achievement				59%	76%	68%	60%	71%	67%
Social Studies Achievement				60%	69%	73%	59%	66%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	38%	51%	-13%	55%	-17%
Cohort Comparison						
10	2021					
	2019	38%	50%	-12%	53%	-15%
Cohort Comparison		-38%				

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
2021					
2019	56%	72%	-16%	67%	-11%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	63%	-5%	70%	-12%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	31%	54%	-23%	61%	-30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	35%	55%	-20%	57%	-22%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Volusia County Schools district Research, Evaluation, and Accountability Department provided the data for this report.
Weekly PLC Minutes
Data from SchoolCity, Power BI, Project 10, PLCs, Formative and summatives
Instructional Walks, Data Collection Walks, Learning Walks, Data Chats, Teacher, Data Walls, VSET, Teacher Input, SLT, Targeted Lists Progress Monitoring, Classroom walk-throughs, Coach Caseload and tools, PLC Extended days

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	649/29	681/31	405/18
	Economically Disadvantaged	511/26	533/28	318/16
	Students With Disabilities	116/12	119/19	72/6
	English Language Learners	44/14	42/24	15/7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	495/2	626/6	553.4
	Economically Disadvantaged	410/1	501/4	437/3
	Students With Disabilities	110/1	116/1	106/2
	English Language Learners	34/0	34/6	40/8
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	385/70	261/64	251/71
	Economically Disadvantaged	264/65	180/58	164/67
	Students With Disabilities	38/37	25/36	27/37
	English Language Learners	11/55	9/33	8/88
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/20	3/0	1/0
	Economically Disadvantaged	3/33	1/0	
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	492/34	270/26	479/40
	Economically Disadvantaged	372/32	205/24	359/39
	Students With Disabilities	72/18	44/9	72/21
	English Language Learners	31/23	18/0	38/21
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	65/0	249/12	126/6
	Economically Disadvantaged	51/0	192/10	93/3
	Students With Disabilities	6/0	34/3	15/0
	English Language Learners	7/0	20/23	11/9
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	662/52	439/44	417/57
	Economically Disadvantaged	535/51	351/44	339/57
	Students With Disabilities	119/26	80/28	73/47
	English Language Learners	71/25	45/20	47/43
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	42/10	48/17	32/53
	Economically Disadvantaged	35/9	41/12	23/52
	Students With Disabilities	7/0	11/9	7/57
	English Language Learners	2/0	2/0	2/0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	161/66	104/63	1/0
	Economically Disadvantaged	113/65	84/60	1/0
	Students With Disabilities	21/67	15/40	
	English Language Learners	13/54	3/67	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/0	40/5	26/0
	Economically Disadvantaged	8/0	32/3	19/0
	Students With Disabilities	2/0	8/0	4/0
	English Language Learners	1/0	6/6	4/0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	25/32	17/24	13/54
	Economically Disadvantaged	16/44	13/31	9/44
	Students With Disabilities	8/0	3/0	4/50
	English Language Learners	3/0	2/0	2/0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	314/46	437/38	285/75
	Economically Disadvantaged	229/44	311/35	190/74
	Students With Disabilities	46/26	58/29	33/76
	English Language Learners	18/22	26/8	19/74

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	190/53	193/44	
	Economically Disadvantaged	134/54	137/42	
	Students With Disabilities	24/58	25/24	
	English Language Learners	11/18	8/13	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/0	12/0	8/0
	Economically Disadvantaged	4/0	11/0	7/0
	Students With Disabilities	1/0	1/0	1/0
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students		2/100	2/0
	Economically Disadvantaged		2/100	2/0
	Students With Disabilities		2/100	2/0
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/64	16/50	8/63
	Economically Disadvantaged	7/57	7/57	4/75
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	35	34	23	27	22	57	60		67	17
ELL	18	44	37	17	32	17	33	40		80	30
ASN	44	53		50	55		67			100	40
BLK	29	38	29	19	32	28	60	58		86	25
HSP	30	49	42	21	25	20	61	67		83	40

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	39	47	30	29	21		82	47		87	23
WHT	48	47	27	45	34	7	77	71		84	50
FRL	33	40	31	28	31	23	68	56		81	30

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	37	31	16	31	36	21	35		86	9
ELL	9	33	35	29	37	23	38	22			
ASN	64	46								91	60
BLK	30	41	33	24	32	33	46	49		83	15
HSP	35	39	39	28	39	30	42	60		80	38
MUL	39	47	25	38	42	30	67	43		89	35
WHT	49	49	38	47	42	34	71	71		86	46
FRL	35	43	34	30	34	29	51	53		80	22

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
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	64
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	11
Percent Tested	89%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	58
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
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%	

Analysis

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

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

Performance in Lowest Quartile dropped in both ELA and math. Math LQ dropped 11 points from 33% to 22% proficient. ELA declined from 35% to 31% with a -4 drop in performance. Mainland was the lowest overall performing school in ELA. Our SWD students - decline 3% with 15% of students achievement proficient and 29% of African American students earned proficient scores. Subgroup SWD in math showed an increase from 16% to 23% achievement and AA students decrease from 24 to 19%.
Science and Social Students showed significant gains with subgroups. Science showed 37 point increase SWD and 14 point increase with AA students. Social Studies had a 27 point increase SWD and 9 point increase with AA Students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA and Math overall achievement....DIAs, AOS, SMTs scores were consistent with state assessments,

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

COVID, VL, VOL, student engagement, schedule changes, teachers out, vacancies, leave time, administrative changes, off pacing
Consistency, students back in the classroom, professional learning ,added math coach, all positions are full in CORE areas, new teachers in those positions who are eager and coachable, Academic Coach, standard based instruction, teacher clarity, students tracking progress/learning, intervention and remediation

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Geometry was 3rd overall in the district with 43% scoring proficient.
Science had a ten point increase from 59 to 69% proficiency. Science showed 37 point increase SWD and 14 point increase with African American students.

Social Students had a 4 point increase from 60 to 64% achievement. Social Studies had a 27 point increase SWD and 9 point increase with AA Students.

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

Science teachers - standards- based instruction, remediation purposeful and intentionally targeted per student per standard...all data was consistent through-out the year - state assessment scores aligned with district assessment performances.
Support facilitators and GE teachers worked closely, planned, and targeted students based on performance and need. The SF will provide professional learning opportunities to other content areas.
PLC - common assessments for data analysis/standards

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

PLCs - common assessments, data analysis, targeted rosters, students by standards, data chats, students track learning, SchoolCity groupings, teacher clarity

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

* Engagement strategies - AVID, Teacher Clarity, Learning Walks, SchoolCity Training, Data chats and student tracking training, PLC weekly support, targeted rosters, Literacy across content areas

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

Academic Coach, Math Coach, Mainland Collegiate Institute, Part time Science Coach, PLC weekly support, learning walks, WICOR Wednesdays for engagement strategies, classroom visits, professional learning, data analysis, targeted rosters, more support facilitation in classrooms

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Standards-based instruction is an approach teachers use to ensure students meet targeted demands, track student performance, and plan focused instruction that meet the specific needs of students. Standards-aligned instruction guides the planning, implementation, and assessment of student learning. Standards-based instruction with task and assessment alignment are the focus. Teacher clarity is a powerful tool for narrowing and focusing activities, cutting away aspects of instruction that don't help learning. Along the way, teacher clarity reinforces the gradual release of responsibility of learning from the teacher to the students so that students feel ownership of their work. Teacher clarity provides a deep understanding about what to teach and why, how to teach it and what success looks like. It describes a process that enables teachers to communicate those same aspects to their students in simple and plain language. Mainland was the lowest overall performing school in ELA in the district with proficiency at 38%. Math had 31% of students showing proficiency with the least drop in performance in the district. Geometry had one of the highest proficiency rates in the district with 43%. Algebra continues to be a major area of focus for Mainland as only 15% of our students met proficiency. Performance in Lowest Quartile dropped in both ELA and math. Math LQ dropped 11 points from 33% to 22% proficient. ELA declined from 35% to 31% with a -4 drop in performance. In ELA our SWD students - decline 3% with 15% of students achievement proficient and 29% of AA students earned proficient scores.
Measurable Outcome:	Increase ELA proficiency from 38% to 45%, ELA Learning gains from 44% to 51%, and ELA lowest Quartile performance from 31% to 38%. Increase math proficiency from 31% to 38%, math learning gains from 32% to 40%, and math lowest quartile from 22 to 30%. Increase Biology proficiency from 69% to 75%, and increase U.S. History from 64% to 71%.
Monitoring:	SchoolCity data with PLC performance data, school data, district data, and ESSA group data will be posted in PLC TEAMS after each district assessment. Teachers will analyze data based on standards and student performance. PLCs will create common standards-based assessments for data analysis to target students by standards. PLCs have administrative weekly support. PLCs will create learning objectives and success criteria for lessons with backwards design during planning. Data walks and monthly learning walks will be implemented with standards-based instruction as the "look-fors." Coaches will work with teachers on lesson design and teacher clarity. Targeted rosters will be created by teachers based on data analysis to meet student needs and progress monitor. Students will monitor and track their progress.
Person responsible for monitoring outcome:	Melissa Fraine (mdfraine@volusia.k12.fl.us)
Evidence-based Strategy:	Teacher clarity is a powerful tool for narrowing and focusing activities, cutting away aspects of instruction that don't help learning. Along the way, teacher clarity reinforces the gradual release of responsibility of learning from the teacher to the students so that students feel ownership of their work. Teacher clarity provides a deep understanding about what to teach and why, how to teach it and what success looks like. It describes a process that enables

teachers to communicate those same aspects to their students in simple and plain language.

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 ongoing professional learning on standards-aligned instruction with a focus on Success Criteria -Teacher Clarity. Professional learning will take place in ERPLs, PLCs, learning walks, WICOR Wednesdays, New Teacher (New Bucs on Board) Lunch & Learns, extended PLC days, and coaching sessions.

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

PLCs have administrative weekly support. PLCs will create learning objectives and success criteria for lessons with backwards design during planning. Buc Targets (Learning Intentions) and Success Criteria will be visible and referenced by teachers and students during the learning process. We have created consistency for students by having a uniform board mounted in every classroom for this intentional education purpose and to keep it in the forefront.

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

PLCs will create common formative and summative standards-based assessments for data analysis to target students by standards for intervention/remediation. This allows teachers to plan for and adjust their instruction accordingly within the specified scope of the school improvement plan goal.
SchoolCity data with PLC performance data, school data, district data, and ESSA group data will be posted in PLC TEAMS by Mrs. Fraine after each district assessment. Teachers will analyze data based on standards and student performance. Teachers will bring their individual class data to analyze progress with standards, reflect, share instructional practices, create target groups of students, by standard per student, and plan for remediation.
PLCs create and interact with data walls to monitor and reflect on student proficiency, ESSA groups, needs, growth, interventions, and anchor instructional conversations to drive data/standards-based instruction.

Person Responsible Elizabeth McKenzie (enmckenz@volusia.k12.fl.us)

Data walks and monthly learning walks will be implemented with standards-based instruction as the "look-fors" providing immediate feedback for teachers. We will use Data Walks as a coaching tool to provide quality feedback to teachers about their instructional practices. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed as well as next steps for professional learning focus areas. The leadership team meets twice a month to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of learning walks to see Teacher Clarity in action. The Coaches work side by side with teachers to enhance instruction. The Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments and modeling of lessons.

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

Targeted rosters will be created by teachers based on data analysis to meet student needs and progress monitor. These rosters narrow the focus to target students and are fluid based on the standard and student progression. Teachers share the rosters with administrators who hone in on the targeted students

to provide the teacher feedback after "drop-in" visits. Teachers conduct data chats with students and together they create goals for success. Students progress monitor their learning progression and mastery of standards.

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

#2. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Using research -based indicators to identify students at risk of failing to meet educational milestones such as: attendance, discipline, meeting grade level on state-wide assessments, student promotion, and on-time graduation. Mainland's graduation rate was 85% which is below the state average.
Measurable Outcome:	Increase Mainland's graduation rate from 85% to 90+% with students graduation college and career ready. Additionally, our goal is increase students graduating with an Industry certification from 33% to 80%.
Monitoring:	Weekly administration and guidance meetings to look at individual students and their progress towards graduation - tracking students and graduation requirements.
Person responsible for monitoring outcome:	Joseph Castelli (jwcastel@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 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 research.

Action Steps to Implement	

Develop a highly effective problem solving team for early identification of students in need of additional supports. The team is a student and staff assistance process. The purpose of the team is to provide a knowledgeable group of professionals to consider the special needs of any student on the campus who may be in need of special assistance and interventions- could be based on any indicator of the EWS.

Person Responsible	Al Kelleher (apkelleh@volusia.k12.fl.us)

Weekly meetings (Buc Wednesdays) to look at Project 10 data and create success paths/plans for students. Guidance, administration, teachers, parents, and students create a team to monitor, set goals/timelines, and help students be successful towards graduation. This is done student by student - every individual student.

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

D/F reports every three weeks for all students in the entire school - every teacher reviews students not meeting success, makes parent contact, and creates a plan for success.

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

Tutoring programs during office hours (lunch), before and after school. Use of Edgenuity for credit recovery/intervention.

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

ACT, SAT test prep in English and Intensive reading - Khan Academy. Review sessions for FSA ELA and Algebra EOC graduation testing requirements.

Person Responsible Elizabeth McKenzie (enmckenz@volusia.k12.fl.us)

Grad Plan Checks - meet with small groups each semester to go over all graduation requirements, testing, GPAs, attendance, and goal setting. Graduation assurance meeting no later than September 17th 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 Darlette Winck-Hall (dwinckha@volusia.k12.fl.us)

College and Career Readiness Counselor and CTE facilitator will monitor acceleration rates and increase opportunities for students to earn acceleration points. Students are placed in the courses that lead to opportunity for certification.

Person Responsible Tara Gardner (tlgardne@volusia.k12.fl.us)

#3. -- Select below -- specifically relating to
Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After comparing our schools' discipline date to other high schools across the state we see that we rank 439 out of 505 when it comes to suspensions which is high. The suspensions data included both in school and out of school suspensions. We have looked at the data and notice that our main area of concern is campus disruptions, which can be anything from insubordination to physical altercations. As a school our plan is to reduce the number of campus disruptions by implementing the following with staff and students:

School will:
Review our Core Values with the faculty (Be Accountable, Persevere, No Limits, and Do Right)
Review our Core Values and Non- Negotiables with students during grade level assemblies.
Review discipline data quarterly with admin and department heads.

Teachers will:
Review Core Values with the students.
Review district/schools policies and procedures with students.
Establish relationships with students.
Make parent contact before writing referrals for level one offenses.

Administration will meet with PLCs routinely to discuss these implementations (what's working and what's not working).

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.

Mainland High School's Motto is BPND - Buc Pride Never Dies. Our Core Values are Be Accountable, Persevere, No Limits, and Do Right. These Core Values are posted all over the campus, on our school t-shirts, and part of our morning announcements.
Our principal creates a weekly newsletter with celebrations, birthdates, announcements, classroom/ student teachers pictures, academic focus areas, and shout-outs.
We have weekly teacher recognitions and staff and teachers of the month.
Recognizing Attendance and academic success for students. - Walls of Fame, lunches, Student Leadership

Groups, AP Plaque of students passing exams, Hall of History

Working with students, eliciting their needs and requests for help - Sr. BUC Lunch Talks - offered on Wednesdays during lunch. Topics range from college applications, financial aid & scholarships, military, tech & trade options, preparing for graduation and "prepping to be on your own" (a topic the seniors begged for help with). This offering is solely driven by student need and will be flexible in its formatting. This format also allows for peer support and idea sharing - exemplified in the Class of 2020 that was strong in college applications and scholarships, despite quarantine! This program was started with their class, and we are excited to be able to continue and develop this year.

Mentoring Classes, SGA, Link Crew, and "Meets with the Principal" are groups that share ideas and put student voice at the forefront.

MHS Resource Room is a place for Students and their families to receive information and help for various reasons including, but not limited to, Title 1 information and related resources, National School Lunch Program information and application assistance, community resources for families in need including information for temporary housing, utilities, food, clothing, social services and so on. Assist students and families with registration for ACT/SAT, Financial Aid applications (FAFSA), College applications and scholarships. The Resource Room is open to families during the week and after school by appointment.

A high percentage of our teachers and administrators are MHS alumni.

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

We work with Daytona State, Stetson University and Bethune Cookman to collaborate on workshops and information to assist students and families with college preparation and financial aid workshops.
MHS also hosts interns from local colleges.

MHS is very proud to be starting the Mainland Collegiate Institute this year. We have 54 students who will graduate from Daytona State College with their AA in four years.
We also have 131 AVID students.

In response to student requests and parent conversations, BUC Family Nights have been developed for this year - bi-monthly meetings covering topics that will relate to our 9-10/new students & families and 11-12 students & families. Families and Students may attend any BFN that meets a need they have, regardless of their grade level. Surveys will be taken at the end of each meeting to elicit feedback for future needs.

Collaboration with local groups like the Vince Carter Foundation, The Harold V. Lucas Foundation, Food Brings Hope and others, we are constantly looking for ways to better reach our families and community, recognizing the needs of our unique demographics.

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