



## Mainland Regional School District

Recognizing that their students came from a variety of sending districts, Superintendent Mark Marrone and Curriculum Supervisor Dorsey Finn knew they had to establish a strong community in their regional high school district. They explain that they are “one family, one school, one community” and have worked to build relationships with and among students and staff so that everyone can feel comfortable and confident in the building. They also revamped their school brand to foster community pride and to establish a clear presence in the community.

Mainland has utilized standardized assessment data in addition to teacher feedback to identify students that were in need of intervention and remediation. Both Finn and Marrone said they explain to parents, regarding assessments, “we need the information from the assessment to evaluation programs and to know how we are doing as a school. We will help your child get what they need no matter what. This is what the school needs to learn and grow.” Mainland increased articulation regarding individual student performance and preparation in mathematics and language arts with sending districts to ensure appropriate academic placement and intervention. Supervisor Dorsey Finn explains, “[with PARCC], the bar was raised and that was something we needed in this state very badly...we have so much more data than we had before. This allows us to provide more precise help to students.” Marrone adds, “PARCC identifies the students that need the most remediation” which allows the school to target supports for students who need it the most. While others may look at the data and say “you have low proficiency rates. That’s a problem. [Marrone responds] “No that’s not. That’s a data point. What is the [underlying] problem?”

District Profile
▪ Schools: 1
▪ Grades Served: 9-12
▪ Total Enrollment: 1302
▪ Economically Disadvantaged: 26%

To further support efforts to streamline data analysis, Mainland has implemented and trained staff on LinkIt!, a data warehouse and assessment platform. Ultimately, LinkIt! will provide a lens from which Mainland can analyze historical student assessment data, coupled with other relevant data, such as attendance and discipline, as a means to inform individual student intervention and remediation. Mainland continues to regularly survey stakeholders to measure progress and to determine new needs and initiatives. Math teacher Michele Miller explains that the administration respects the knowledge and experience of their educators and “really listens.” She is also a parent in the district, commenting that the school has helped her children “find the best of themselves” and changed their lives.

District changes to technology policies and the bell schedule to reduce student stress, encourage greater student freedom and responsibility, and maximize the use of time within the day for teacher professional development and communication between all stakeholder groups. These changes, Miller says, have allowed students to thrive. Mainland also has daily professional development meetings for collaboration and Professional Learning Communities. Mainland has utilized professional development time to improve the use of data to inform instructional decisions in the classroom. Teacher-directed professional development opportunities brought a focus on non-academic needs like mindfulness and trauma informed teaching and care. Math Labs in Geometry, Algebra I and Algebra II provide students additional time with teachers to work through content. Marrone remarks, “state level expectation and data that’s actionable is invaluable.”

### Ask Mainland to tell their story:

- LinkIt!
- Scheduling
- Community
- Relationship building with students, sending districts



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