

Brevard Public Schools

Merritt Island High School



2020-21 Schoolwide Improvement Plan

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Merritt Island High School

100 MUSTANG WAY, Merritt Island, FL 32953

http://www.merritt.hs.brevard.k12.fl.us

Demographics

Principal: Deborah Lubbers I

Start Date for this Principal: 7/30/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (59%) 2016-17: B (54%) 2015-16: B (54%)
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 Brevard 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

<p>School Type and Grades Served (per MSID File)</p> <p>High School PK, 9-12</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>36%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>27%</p>

School Grades History

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

School Board Approval

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SIP Authority

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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.

To serve every student at MIHS with excellence as the standard, Island Style.

Provide the school's vision statement.

Empowering students to be positive and productive contributors to society through rigor, relevance, and relationships.

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
Rehmer, James	Principal	Leads the staff as well as students to fulfill the vision and mission of the school. Leads teachers and staff, sets goals and ensures students meet their learning objectives. Oversees the school's day-to day operations through handling disciplinary matters, managing a budget, hiring teachers and other personnel. He oversees the safety of the school environment for each student and each staff member. He evaluates instructors and administrative staff. He collaborates with staff and faculty, as well as community stakeholders, to produce a positive productive culture. Ensures curriculum guidelines are adhered to and identifies areas that need improvement.
Lubbers, Debbie	Assistant Principal	Assists the principal with responsibility for implementing and managing policies, standards, requirements, and procedures of the district. Works collaboratively with all members of the school staff to establish a safe, positive environment which is conducive to learning. Communicates effectively with parents and members of the community. Supervises instruction, evaluates staff, creates a master schedule for all students and staff. Completes all other job related duties delegated by the principal.
Hoppenbrouwer, Andrew	Dean	Supervises students throughout the campus. Monitors and evaluates student attendance and implements strategies to increase student attendance. Investigates and recommends students for disciplinary action with appropriate paperwork and computer files, as well as communicates promptly with parents/guardians to correct discipline problems when they occur. Evaluates instruction and provides feedback to encourage growth in instructional strategies and strategies that enhance student engagement. Participate in the development and implementation of all school practices as a member of the Principal's administrative team.
Saul, Abby	Instructional Coach	Plans and implements professional development opportunities that address both current research and future instructional needs. Provides direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction. Maintains an awareness of current research and curricular trends and disseminates information to personnel in the school. Facilitates professional learning communities. Uses appropriate techniques and strategies that promote and enhance critical, creative and evaluative thinking with students through modeling lessons in classrooms. Provides model lessons which incorporate appropriate instructional strategies and materials reflecting each student's culture, learning style, special needs and socioeconomic background. Works frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms. Works with all teachers (including ESE, content area, and elective areas) in the school they serve, prioritizing coaching and mentoring time in activities, and roles that will have the greatest impact

Name	Title	Job Duties and Responsibilities
		<p>on student achievement. Helps to increase instructional density to meet the needs of all students. Model effective instructional strategies for teachers. Provides daily support to classroom teachers. Coaches and mentors colleagues. Works with teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) are implemented with fidelity. Trains teachers in data analysis and using data to differentiate instruction. Advises the principal in making data based decisions about reading instruction.</p> <p>Provides consultation to the principal on the overall elements and operation of a successful reading program and the creation of a culture of literacy. Helps lead and support reading leadership teams at school(s).</p> <p>Continues learning best practices in reading instruction, intervention, and instructional reading strategies.</p> <p>Reports coach logs bi-weekly through the Progress Monitoring and Reporting Network (PMRN).</p> <p>Coordinates and assists with administration and analysis of district-required reading assessments.</p> <p>Prepares lesson plans with short and long range goals and objectives in compliance with all standards.</p> <p>Fulfills the terms of any affected written contract and adhere to the Codes of Ethics and Principles of Professional Conduct of the Education Profession in Florida.</p> <p>Assists in the enforcement of all federal, state and district regulations, policies and procedures.</p> <p>Monitors students in a testing environment.</p> <p>Consults and collaborates with teachers concerning implementation of effective instructional strategies to assist struggling students.</p> <p>Recommends curricular adjustments to meet student learning needs.</p> <p>Provides outstanding customer service, and use positive interpersonal communication skills.</p>
<p>Finerson, VeVea</p>	<p>Dean</p>	<p>Supervises students throughout the campus. Monitors and evaluates student attendance and implements strategies to increase student attendance. Investigates and recommends students for disciplinary action with appropriate paperwork and computer files as well as prompt communication with parents/guardians to correct discipline problems when they occur. Evaluates instruction and provides feedback to encourage growth in instructional strategies and strategies that enhance student engagement. Participates in the development and implementation of all school practices as a member of the Principal's administrative team.</p>
<p>Farrell, Robert</p>	<p>Assistant Principal</p>	<p>Assists the principal with the responsibility for implementing and managing policies, standards, requirements and procedures of the district. Works collaboratively with the Social Studies department to</p>

Name	Title	Job Duties and Responsibilities
		promote student engagement and mastery of standards. Communicates effectively with parents and stakeholders. Supervises instruction, evaluates staff, maintains a clean and safe campus for both students and staff. Directs, schedules, and provides employees and students school-site safety programs and appropriate drills. Follows up by completing appropriate paperwork and record keeping in order to make recommendations for change and/or site areas of concern to the principal. Completes all other job related duties delegated by the principal.

Demographic Information

Principal start date

Thursday 7/30/2020, Deborah Lubbers I

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.*

1

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.*

5

Total number of teacher positions allocated to the school

83

Demographic Data

2020-21 Status (per MSID File)	Active
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Primary Service Type (per MSID File)	K-12 General Education
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2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
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 Black/African American Students Hispanic Students Multiracial Students White Students

	Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (59%) 2016-17: B (54%) 2015-16: B (54%)
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	0	395	386	371	322	1474
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	55	45	61	39	200
One or more suspensions	0	0	0	0	0	0	0	0	0	0	69	30	26	18	143
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	4	2	0	6
Course failure in Math	0	0	0	0	0	0	0	0	0	0	3	5	3	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	65	38	42	28	173
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	47	28	14	42	131

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	0	66	37	38	29	170

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	5	18	25	7	55
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	2	8	5	20

Date this data was collected or last updated

Monday 9/14/2020

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	389	389	400	329	1507
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	125	42	45	26	238
One or more suspensions	0	0	0	0	0	0	0	0	0	56	39	40	23	158
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	36	54	65	34	189
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	67	71	93	24	255

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	67	58	67	25	217

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	5	8	14	2	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	11	11	1	25

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	389	389	400	329	1507
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	125	42	45	26	238
One or more suspensions	0	0	0	0	0	0	0	0	0	56	39	40	23	158
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	36	54	65	34	189
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	67	71	93	24	255

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	67	58	67	25	217

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	5	8	14	2	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	11	11	1	25

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	62%	59%	56%	64%	57%	53%
ELA Learning Gains	52%	52%	51%	49%	51%	49%
ELA Lowest 25th Percentile	38%	40%	42%	36%	42%	41%
Math Achievement	54%	48%	51%	43%	48%	49%
Math Learning Gains	48%	49%	48%	32%	43%	44%
Math Lowest 25th Percentile	50%	45%	45%	23%	35%	39%
Science Achievement	73%	66%	68%	64%	67%	65%
Social Studies Achievement	67%	70%	73%	67%	67%	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	64%	62%	2%	55%	9%
	2018	59%	60%	-1%	53%	6%
Same Grade Comparison		5%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2019	57%	59%	-2%	53%	4%
	2018	64%	61%	3%	53%	11%
Same Grade Comparison		-7%				
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	72%	66%	6%	67%	5%
2018	63%	67%	-4%	65%	-2%
Compare		9%			

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	66%	71%	-5%	70%	-4%
2018	72%	70%	2%	68%	4%
Compare		-6%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	61%	-31%	61%	-31%
2018	36%	62%	-26%	62%	-26%
Compare		-6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	60%	2%	57%	5%
2018	48%	60%	-12%	56%	-8%
Compare		14%			

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	28	34	22	29	35	32	28	23		93	40
ELL	44	42	20	50						43	
BLK	44	48	54	21	42			42		82	43
HSP	53	41	21	49	62		54	60		85	64
MUL	59	50	25	47	44		59	75		97	46
WHT	66	55	43	59	45	46	78	71		94	64
FRL	45	40	35	36	47	44	57	48		82	49
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	33	48	38	19	48	52	51	54		84	55
ELL	50	62									
ASN	85	64									
BLK	41	46	44	21	32		52	59		100	33
HSP	56	56	40	25	42	50	54	55		85	59
MUL	63	49	57	40	47		64	89		80	75
WHT	65	54	45	53	44	38	73	80		89	71
FRL	49	50	40	32	43	44	55	69		80	54
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	24	28	20	20	18	18	35	48		85	48
ELL	19	29	25	12	20		18				
ASN	61	44		39	28						
BLK	41	44	41	19	19	20	38	18		71	30
HSP	53	41	32	39	34	26	46	49		91	56
MUL	60	54		39	33	15	70	67		92	65
WHT	67	50	36	45	33	24	69	74		92	68
FRL	49	41	27	32	29	28	48	59		80	54

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	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	667
Total Components for the Federal Index	11
Percent Tested	98%
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%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56

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	56
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	62
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	49
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.

ELA Lowest 25% achievement rate showed the lowest performance with a 38% pass rate. One of the contributing factors is with the SWD was at 28% pass rate. This identifies a need for successful instructional strategies for students with disabilities.

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

There was a 16% drop with our SWD in achieving a learning gain on the FSA/ELA from a 38% pass rate to 22%.

Contributing factors are lack of instructional strategies that provide access to content and literacy skills focused on individual student needs.

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.

ELA Lowest 25%. Our average is 38% and state average is 42%. Again, it is the lack of scaffolding and differentiation being implemented to strategically guide the students up to grade level complexity.

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

Geometry showed the most improvement. It went up 14% from 48% to 62%. This past year we deliberately scheduled and implemented push-in support facilitation in the geometry classes that had a high number of SWD students as well as lowest 25%.

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

Our greatest concern with multiple points of data are our current 10th graders/last year's 9th grade cohort. These students exhibited high instances of behaviors resulting in suspension. We believe the time out of the classroom can have a negative impact on successful achievement on high stakes testing and mastery of content standards.

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

1. ELA Lowest 25%
2. SWD English Achievement
3. Black student subgroup math achievement gap
4. College and Career Acceleration Level
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of****Focus****Description and****Rationale:**

ELA achievement for our lowest 25%. This area demonstrated our greatest decline, from 44% to 38%.

Measurable Outcome:

Increase ELA achievement among the lowest 25% from 38% to 45%.

Person responsible for monitoring outcome:

Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

Evidence-based Strategy:

School-wide implementation of standard-based instruction, tasks, and assessments that align with the standard and the grade level complexity of the standard, which includes requiring students to utilize the text to support their ideas and responses as evidence. This strategy aligns with goal 1 objective 1 of the BPS strategic plan, ensuring every student has daily engagement with complex, grade-appropriate curriculum.

Rationale for Evidence-based Strategy:

We believe the decline in our achievement in ELA is the result of misalignment of the level of the standard, task complexity, and quality standard based assessments. If standard, task, and assessment alignment would occur, we believe student achievement in ELA would increase. Along those lines, teachers will have updated data points to have better understanding of student ability throughout the year.

Action Steps to Implement

Provide teachers with the opportunities to collaborate and build common lessons, tasks, and assessments that reflect the standards and the grade level complexity.

Person**Responsible**

Debbie Lubbers (lubbers.debbie@brevardschools.org)

Provide personalized data sets to teachers identifying the lowest 25% student and “bubble students,” close to an increase in achievement.

Person**Responsible**

Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

Students will complete the Reading Plus progress monitoring assessment three times per year to gain accurate progress monitoring data points. Results will be shared with teachers to allow for data-driven decision making to refine lessons to address student needs. Data discussions will also be based on results from standard based common lessons, tasks, and assessments.

Person**Responsible**

Abby Saul (saul.abby@brevardschools.org)

Teachers will lead performance reflection conversations with students, based on Reading Plus progress monitoring, to guide students towards mastery of literacy skills.

Person**Responsible**

Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

Provide opportunities for students to receive tutoring and individual help through ELA FSA “Bootcamps.”

Person**Responsible**

Debbie Lubbers (lubbers.debbie@brevardschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Increase English achievement from 28% to 35%. This data was highlighted on our ESSA Federal Index as below 41%.

Measurable Outcome: Our goal is to increase English achievement from 28% to 35%.

Person responsible for monitoring outcome: Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

Evidence-based Strategy: Creating a resource room to provide better opportunities for fulfilling ESE accommodations and providing small-group/1-on-1 support to students in order to provide open access to content and assistance with academics for students with disabilities.

Rationale for Evidence-based Strategy: The root cause of poor performance for students with disabilities is a lack of access to content that is appropriate for their individual needs. The Resource Room will consist of ESE certified teachers utilizing planning periods to provide accommodations and direct instructional support for students with disabilities in order to provide access to content on their individualized levels and learning needs.

Action Steps to Implement

Update lists of 504/ESE accommodations are communicated to teachers and counselors regularly.

Person Responsible Debbie Lubbers (lubbers.debbie@brevardschools.org)

Scheduling ESE certified teachers for extended day instruction as staffing for the resource room.

Person Responsible Debbie Lubbers (lubbers.debbie@brevardschools.org)

Communicating the time and guidelines for utilizing the resource room and it's services effectively to all teachers.

Person Responsible Debbie Lubbers (lubbers.debbie@brevardschools.org)

Creating a system of communication between classroom teachers and resource teachers about content and appropriate accommodations for supporting the student when needed.

Person Responsible Debbie Lubbers (lubbers.debbie@brevardschools.org)

In response to MIHS BPIE, administrators communicate expectations for all school personnel to share responsibility for all of the students in their classroom including reviewing all IEP/504 accommodations and goals to ensure all students have appropriate access to content.

Person Responsible Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

Deliberately scheduled ESE students in a intensive language art/learning strategies blended class taught by a reading endorsed, ESE certified teacher.

Person Responsible Debbie Lubbers (lubbers.debbie@brevardschools.org)

#3. ESSA Subgroup specifically relating to African-American**Area of Focus Description and Rationale:**

African American students have consistently scored at only a 21% achievement level on the Algebra 1 EOC for the past two years.

Measurable Outcome:

Our goal is to increase Math achievement percentage from 21% to 30%.

Person responsible for monitoring outcome:

Debbie Lubbers (lubbers.debbie@brevardschools.org)

Evidence-based Strategy:

Deliberate and purposeful design of Algebra 1-A, Algebra 1-B, and Algebra 1 courses to provide focused instruction with co-teaching facilitation. Subgroup students are deliberately scheduled to receive the additional support and instruction through the co-teaching model.

Rationale for Evidence-based Strategy:

Consistently throughout the past 3-4 years, African American students have achieved a passing math assessment score at a significantly lower rate than their counterparts. Designing the co-teacher classroom creates a lower teacher to student ratio which enables higher quality instruction and an increase in individualized assistance in mathematics. Providing additional support to subgroups in Algebra ensures successful completion of state graduation requirements.

Action Steps to Implement

Provide personalized data set to teachers which identifies individual students along with the most recent strand data performance. Data sets can be manipulated to showcase subgroup performance and achievement gaps among strands.

Person Responsible

Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

Students will complete the MAPS progress monitoring assessment three times per year to gain accurate formative data points. Results will be shared with the teacher to allow for data-driven decision making to refine lessons to address student needs.

Person Responsible

Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

Teachers will lead performance reflection conversations with students, based on MAPS progress monitoring, to guide students towards mastery of math skills.

Person Responsible

Debbie Lubbers (lubbers.debbie@brevardschools.org)

During pre-planning and at the semester change, guidance counselors and administration will deliberately schedule subgroup students in a co-teacher model Algebra classroom.

Person Responsible

Debbie Lubbers (lubbers.debbie@brevardschools.org)

Organizing collaborative planning time between teacher of record and co-teacher to ensure connection between class goals and instructional strategies.

Person Responsible

Debbie Lubbers (lubbers.debbie@brevardschools.org)

#4. Other specifically relating to College and Career Readiness

Area of Focus Description and Rationale: Our focus for College and Career Readiness Acceleration level to increase from a 62% to a 70%. This area of focus aligns with the BPS Strategic Plan and the College & Career Acceleration benchmark.

Measurable Outcome: College and Career Readiness Acceleration level to increase from a 62% to a 70%.

Person responsible for monitoring outcome: Debbie Lubbers (lubbers.debbie@brevardschools.org)

Evidence-based Strategy: Purposeful planning throughout high school along with access and opportunity for certification.

Rationale for Evidence-based Strategy: By identifying students early in their high school career, we are better able to navigate students into the appropriate classes to ensure access to accelerated academics and career and technical certification opportunities.

Action Steps to Implement

Counselors/Administrators will proactively identify and deliberately schedule students who need CTE or accelerated courses, such as AP or dual enrollment, prior to graduation.

Person Responsible Debbie Lubbers (lubbers.debbie@brevardschools.org)

Identify students who are candidates for CTE programs or accelerated courses at the 9th and 10th grade level to ensure program completion.

Person Responsible Debbie Lubbers (lubbers.debbie@brevardschools.org)

Establishment of the Advanced Placement Academy, with a course program pathway that leads students through graduation towards AP diploma or AP Capstone diploma. AP Academy will be advertised to rising 9th graders to ensure growth in the program and CCR participation.

Person Responsible Debbie Lubbers (lubbers.debbie@brevardschools.org)

Active and purposeful scheduling of dual enrollment and collegiate high school students beginning in 10th grade.

Person Responsible Debbie Lubbers (lubbers.debbie@brevardschools.org)

Focused strategies to increase access to CTE testing to provide students with ample opportunities to pass certification examinations.

Person Responsible Debbie Lubbers (lubbers.debbie@brevardschools.org)

Additional Schoolwide Improvement Priorities

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

Again this year we will be addressing the social emotional needs of our students through the continued implementation of Sources of Strength as well as the requirement that all our staff attend the Trauma Informed/Resilience professional development. In addition, we have strategically scheduled throughout the year the Social/Emotional recovery plan along with the mental health curriculum.

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.

The administration, led by Mr. Rehmer, has made a strong, strategic effort to address the school culture. For our students and our staff, Mr. Rehmer has implemented social events for faculty and staff to bring about a sense of team and unity. In addition, each Friday is our "black and gold" day where school spirit and mustang unity is promoted by having our staff and students wear black and gold as well as participate in our Friday morning "pump up" with cheerleaders and band.

As a school we have focused on four pillars to build success for our students and staff and they are: standard-based instruction, quality assessments, building relationships, and believing all students can learn. Each month we ask teachers to reflect on how they were implementing one of these pillars with their students. These strategies birth a positive culture at MIHS are reflected throughout the Insight survey and the Youth Truth Survey. On the insight survey, 95% responded that MIHS is a good place to teach and learn as well as MIHS promotes a safe and productive learning environment. On the Youth Truth Survey, MIHS ranked in the 79th percentile for building relationships on campus.

In order for MIHS to leave a positive mark as part of the Merritt Island community, each month the administrative team went to the food pantry at Merritt Island First Baptist Church and assisted in distributing food to the community members. We also recognize and encourage positive relationships with our businesses within our community.

MIHS has been recently been staffed with a social worker that we plan on utilizing to support students at risk. The school social worker will be an initial point of contact for students in crisis, along with providing intervention to various students, including emotionally and behaviorally disabled students. The social worker will also provide assistance with support in accordance with the social emotional learning recovery plan and the mental health curriculum.

To reach out and have positive lines of communication and In accordance with goal three of BPS Strategic

Plan, MIHS makes a continued effort to consistently update our digital presence through the school's website and social media account to engage and inform all stakeholders. Our parent insight survey reflected our efforts by having multiple positive comments about the culture and communication we have with our families.

According to the 2019-2020 MIHS parent survey, when asked how could the school assist them in playing a more active role in school decision-making, 52% responded that they could use more information about school issues to be addressed, while 42% responded that they need more information on how to become engaged. Based on these answers, MIHS will continue to use our social media and online platforms to inform parents about opportunities to support their students and the school throughout the school year.

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: ELA	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: African-American	\$0.00
4	III.A.	Areas of Focus: Other: College and Career Readiness	\$0.00
Total:			\$0.00