Merritt Island High School

2021-22 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: 7/2/2018

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
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 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%)
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 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

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 PK, 9-12	No	39%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

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

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.

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	Position 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.
Farrell, Robert	Assistant Principal	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 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.
Finerson, VeVea	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 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.
Saul, Abby	Reading 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

Name	Position Title	Job Duties and Responsibilities
		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 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. 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). Continues learning best practices in reading instruction, intervention, and instructional reading strategies. Reports coach logs bi-weekly through the Progress Monitoring and Reporting Network (PMRN). Coordinates and assists with administration and analysis of district-required reading assessments. Prepares lesson plans with short and long range goals and objectives in compliance with all standards. 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. Assists in the enforcement of all federal, state and district regulations, policies and procedures. Monitors students in a testing environment. Consults and collaborates with teachers concerning implementation of effective instructional strategies to assist struggling students. Recommends curricular adjustments to meet student learning needs. Provides outstanding customer service, and use positive nterpersonal communication skills.
Mallak, Mark	Assistant Principal	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.

Demographic Information

Principal start date

Monday 7/2/2018, 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

Total number of students enrolled at the school

1,541

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

5

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

7

Demographic Data

Early Warning Systems

2021-22

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	387	400	394	337	1518
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	58	70	45	29	202
One or more suspensions	0	0	0	0	0	0	0	0	0	48	26	15	18	107
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	37	48	41	131
Course failure in Math	0	0	0	0	0	0	0	0	0	6	52	55	40	153
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	45	58	28	30	161
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	31	40	13	0	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 2021 FSA ELA	0	0	0	0	0	0	0	0	0	68	32	56	32	188
LEVEL 1 2021 FSA MATH OR ALG 1	0	0	0	0	0	0	0	0	0	74	104	64	47	289

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	79	90	67	37	273

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	20	19	0	56
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	7	11	5	30

Date this data was collected or last updated

Tuesday 6/15/2021

2020-21 - 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	395	386	371	322	1474
Attendance below 90 percent	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	69	30	26	18	143
Course failure in ELA	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	3	5	3	0	11
Level 1 on 2019 statewide ELA assessment	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	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	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

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	395	386	371	322	1474
Attendance below 90 percent	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	69	30	26	18	143
Course failure in ELA	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	3	5	3	0	11
Level 1 on 2019 statewide ELA assessment	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	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	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

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				62%	59%	56%	63%	58%	56%
ELA Learning Gains				52%	52%	51%	53%	53%	53%
ELA Lowest 25th Percentile				38%	40%	42%	44%	44%	44%
Math Achievement				54%	48%	51%	47%	50%	51%
Math Learning Gains				48%	49%	48%	44%	46%	48%
Math Lowest 25th Percentile				50%	45%	45%	41%	43%	45%
Science Achievement				73%	66%	68%	68%	67%	67%
Social Studies Achievement				67%	70%	73%	75%	70%	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	64%	62%	2%	55%	9%
Cohort Comparison						
10	2021					
	2019	57%	59%	-2%	53%	4%
Cohort Comparison		-64%				

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	72%	66%	6%	67%	5%
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	66%	71%	-5%	70%	-4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	61%	-31%	61%	-31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	60%	2%	57%	5%

Grade Level Data Review - Progress Monitoring Assessments

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

MAPs and Read 180

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	48	46
	Economically Disadvantaged	36	37	38
	Students With Disabilities	13	16	19
	English Language Learners	60	33	33
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	61	60
	Economically Disadvantaged	33	55	47
	Students With Disabilities	13	23	24
	English Language Learners	50	33	33
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	47	46
	Economically Disadvantaged	34	33	33
	Students With Disabilities	17	26	16
	English Language Learners	0	0	14
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	56	68
	Economically Disadvantaged	15	24	50
	Students With Disabilities	5	26	28
	English Language Learners	17	33	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	48	38
	Economically Disadvantaged	26	39	30
	Students With Disabilities	22	16	21
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	36	20
	Economically Disadvantaged	32	34	22
	Students With Disabilities	4	42	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	29	2
	Economically Disadvantaged	23	19	0
	Students With Disabilities	13	7	1
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	40	38
	Economically Disadvantaged	22	30	29
	Students With Disabilities	6	19	50
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	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	19	39	38	17	21	27	40	38		92	19
ELL	8	33		19						100	30
ASN	54	45									
BLK	16	35	36		13			20		100	40
HSP	53	50	35	19	17	23	56	50		96	54

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	56	52	40	33	29		81	71		96	67
WHT	58	49	44	37	23	23	73	76		93	61
FRL	34	39	35	22	18	22	58	58		90	43

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

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	49
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	27
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35
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	36
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	50
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	33
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	43
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	58
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	54
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	41
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?

ELA Lowest 25% achievement rate continues to drop. Our overall algebra achievement rate took a severe drop to 20% for 2021. This same low percentage is reflected for math achievement with our black students as well as with our students with disabilities in 2019.

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

Our lowest 25% students with disabilities demonstrated a 20% drop from 52 to 32% in learning gains. But our greatest drop was our math achievement rate from 54% in 2019 to 22% in 2021.

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

Contributing factors to these drops in math achievement would be due to block scheduling, not having math year round as well as COVID elearning. In addition, there is a great need for scaffolding and checking for understanding throughout the instruction.

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

From 2018 to 2019 state assessment data, geometry rose from 48% to 62% pass rate. In addition, our biology achievement rate increased in 2019 by 9 percent to 73%.

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

This past few years some teacher changes were made of who teaches specific subject areas. The hands-on strategies used by the classroom teachers within these high stakes testing classes has proven to be highly effective in producing student mastery of the standards.

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

Scaffolding and differentiating instruction will be key to helping to improve the achievement of the lowest 25% and students with disabilities. In addition, implementing SIMS strategies in our algebra and geometry classes, utilizing Read 180 within its full intent and implementing priority scheduling will all aide in promoting accelerated learning.

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.

Algebra and geometry teachers will implement the training they received on SIM techniques. In addition, ELA and Intensive reading teachers will implement new curriculum with fidelity and a focus on student learning goals. We have also continued to implement FSA/EOC bootcamps and tutoring with a strong focus on testing strategies and content to give students the extra help needed in order to pass the high stakes tests.

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

ESE support facilitation will be scheduled in EOC/FSA classes with high ESE needs. We will also be providing a resource room as a support for our ESE students to offer extra help in core subjects. Purposeful and priority scheduling will be implemented for our ESE students. In addition, we will be providing FSA/EOC tutoring and bootcamps throughout the school year to give students the extra help needed to pass the FSA/EOC tests.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	As a result of the continued drop for the past few years in the lowest 25% achievement rate in ELA, we identified this as one our critical needs.
Measurable Outcome:	We plan on increasing our ELA achievement amongst the lowest 25% to 65%.
Monitoring:	The ELA achievement will be monitored through benchmark tests in our intensive reading program as well as a strong focus on student learning goals and demonstration of mastery of those learning goals. In addition, we will monitor through Reading Inventory assessments and FSA scores.
Person responsible for monitoring outcome:	Abby Saul (saul.abby@brevardschools.org)
Evidence-based Strategy:	Ensuring new ELA curriculum and its online resources are utilized with fidelity throughout the school year. Benchmark and progress monitoring will be implemented and data from these will be discussed in small groups. In addition, data review and strategic planning as a result of an in depth review of the data, will be evident in classroom instruction.
Rationale for Evidence-based Strategy:	As a result of a new adoption of ELA curriculum with an emphasis on student learning goals as well as an emphasis on utilizing data to plan for improvement are all the basis for our strategy for improving our lowest 25% ELA achievement.

Action Steps to Implement

Increase collaboration opportunities. Common planning time, common formative assessments and lessons.
1. Provide department planning days to review grade level data and emphasize collaboration and sharing of strategies that have been successful.
2. Provide small group collaboration time to familiarize each subject area with the new curriculum and resources and in turn make common plans, activities, and assessments as well as review of progress monitoring data.
3. Have regular discussions with each ELA teacher about student learning goals, their successes and struggles.
4. Implement checks with Literacy Coach on progress and implementation of Read 180.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Reviewing our Algebra EOC testing results determined the dire need for our algebra achievement to be a main focus.
Measurable Outcome:	Our algebra 1 and geometry EOC pass rate will increase by 20% from a 22% pass rate to a minimum of 42% pass rate.
Monitoring:	Progress will be monitored through MAP testing data as well as common formative and summative assessments, including the implementation of SIM strategies within the classes.
Person responsible for monitoring outcome:	Mark Mallak (mallak.mark@brevardschools.org)
Evidence-based Strategy:	Utilizing strategies that help strengthen student math skills while new content is being introduced. Spiral curriculum and scaffolding. SIM strategies will be implemented throughout the algebra and geometry classes as well as data sharing after progress monitoring through MAPs testing.
Rationale for Evidence-based Strategy:	Students come into algebra below grade level. It is vital to review prior skills in the context of maintaining grade level appropriate rigor. In addition, we need to be implementing formative assessments to check for understanding and utilizing the formative assessment data to drive instruction.

Action Steps to Implement

1. Strategic Instructional Model (SIM). Teachers will have training in SIM strategies and begin implementing them in the classroom.
2. Department planning days to create common assessments and have data sharing chats.
3. Small group collaboration where sharing of data and strategies of success as well as struggles takes place.

Person Responsible	Mark Mallak (mallak.mark@brevardschools.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	SWD performed low on English FSA assessments. Our Students with disabilities performed significantly lower on our ELA FSA assessment. The ELA school achievement pass rate was 62% but for our SWD students it was 28%. The same for the ELA learning gains. The school learning gain rate was 52% but the SWD learning gain rate was 34%.
Measurable Outcome:	Our goal is to increase ELA/FSA achievement for our students with disabilities from 28% to 50% and our ELA learning gain rate for our students with disabilities from 34% to 50%.
Monitoring:	Read 180 data 3 times per year. In addition, review of benchmark test data through Intensive reading courses. Also, a strong focus on student learning goals through each lesson.
Person responsible for monitoring outcome:	Abby Saul (saul.abby@brevardschools.org)
Evidence-based Strategy:	1. Providing ESE push-in/support facilitation 2. Scheduling students in intensive reading as an intervention 3. Supporting our students with disabilities with extra support in Learning Strategies. 4. Regularly scheduling a resource room for SWD to come to for extra help and support.
Rationale for Evidence-based Strategy:	Providing opportunities for standards-based instruction through multiple interventions catered to each student's individual needs.

Action Steps to Implement

1. Purposefully schedule to provide push-in/support facilitation in our high needs core classes.
2. Continuing to provide weekly the resource room for our SWD students to receive extra support.
3. Continuing with the blended Intensive reading/Learning strategies blended classes that are taught by a reading endorsed, ESE certified teacher.

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

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.

We will be focusing on reducing the amount of drug and tobacco use on our campus. According to the Safe Schools for Alex data, we are ranked #442 out of 505 schools or a 3.67 incident rate per 100 students for a drug/public order incident rate, which includes tobacco, drug use or possession, not including alcohol.

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.

Developing a strong and positive school culture has been an area of focus for the entire administration team. Building positive relationships amongst the staff and students has been emphasized this year starting with targeted activities during pre-planning. In addition, an emphasis on relationship building with both our peers and students as well as a focus 2022 theme of "changing the narrative" all keep creating a positive school culture and environment to the forefront of our activities and planning. The faculty and staff participated in several team-building activities to strengthen relationships and encourage collaboration throughout the school year. For the students, we have specific student focus points posted around campus that we reference on a regular basis to promote successful student expectations which result in increased student achievement. In addition, each Friday is "Black and Gold" day where we have the band and cheerleaders lead a mini pep rally in the morning before school. During lunch on Friday, staff and students participate in outdoor activities such as four square while music is played in the commons area. These activities help raise school spirit and increase our Mustang school pride as well as build a sense of belonging to the Mustang Family.

For the staff, we have been encouraging them to build positive relationships with students. This has been a focus point for the upcoming school year. During pre-planning, we implored our staff to think about a teacher they had as a child and what the teacher did to inspire them. Our faculty reflected upon their favorite teacher and reflected on how they can be that teacher for their students. During department planning days, we are looking for our teachers to be a champion for each student and build positive relationships. We shared a TED talk about "Every Child Needs a Champion" and asked for ideas, thoughts, and strategies that they are implementing or will implement to be a champion for their students.

We also require our staff to create a SMART goal. This SMART goal is a focus of evaluation feedback meetings between the teacher and the administrator. In addition, the SMART goal is an area the teacher is choosing to grow in their professional practices throughout the year. This growth promotes positive feedback and reflection for our staff.

With an emphasis on a positive culture in the classroom and school it is our hope that this will then lead to an increase in student achievement.

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

As an administrative team we are the primary source in maintaining the focus of our school to continue to build the positive culture we have worked hard to build over the past few years. Throughout our feedback conversations with the teachers we evaluate, as well as throughout the year, we keep in the forefront the theme of building positive relationships with our students.

MIHS has recently hired a full-time social worker that we plan on utilizing to support students at risk. The social worker will be an initial point of contact for students in crisis, along with providing interventions to various students, The social worker will also provide assistance with support in accordance with the social emotional learning recovery plan and the mental health curriculum.

In addition, this year we have created a "senior success room" in which one of our teachers, the senior guidance counselor, and administration will have data on the walls which will reflect deficiencies towards graduation. This room will help us focus on those students who need extra support and interventions in order to successfully meet the graduation requirements.

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: Instructional Practice: Math**	$0.00
3	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**	$0.00
		Total:	**$0.00**