Melbourne Senior High School

2021-22 Schoolwide Improvement Plan

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Melbourne Senior High School

74 BULLDOG BLVD, Melbourne, FL 32901

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

Demographics

Principal: James K IR K C

Start Date for this Principal: 7/1/2015

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
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: A (64%) 2017-18: A (63%) 2016-17: A (62%)
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 9-12	No	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

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

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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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Melbourne High School is to inspire students to strive for excellence in all aspects of their lives, embrace learning as a pathway to success, and contribute to our society as responsible citizens. Revised 2016

Provide the school's vision statement.

TBD

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
Kirk, James	Principal	Leader of all school initiatives and functions, including budget, curriculum, personnel, facilities, athletics, community outreach, and communications
Barton, Keith	Assistant Principal	Curriculum and Instruction
Kilmer, Cindylou	Assistant Principal	11th grade administrator and IB program
Linde, Erik	Assistant Principal	10th grade administrator
Meegan, James	Assistant Principal	12th grade administrator and AP program
Perez, Tanya		9th grade administrator and ESE program

Demographic Information

Principal start date
Wednesday 7/1/2015, James K IR K C

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.*
4

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.*
11

Total number of teacher positions allocated to the school

114

Total number of students enrolled at the school

2,238

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

6

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

8

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	624	590	572	448	2234
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	55	41	21	21	138
One or more suspensions	0	0	0	0	0	0	0	0	0	6	3	2	5	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	9	27	11	3	50
Course failure in Math	0	0	0	0	0	0	0	0	0	10	18	6	1	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	55	86	51	22	214
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	7	13	16	39
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	83	107	80	36	306
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	14	25	11	3	53

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	34	70	61	9	174
Students retained two or more times	0	0	0	0	0	0	0	0	0	17	36	21	6	80

Date this data was collected or last updated

Monday 7/12/2021

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	543	589	523	426	2081
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	44	54	28	20	146
One or more suspensions	0	0	0	0	0	0	0	0	0	6	4	6	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	91	66	38	23	218
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	53	48	0	0	101

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	4	2	4	0	10

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	12	64	37	5	118
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	543	589	523	426	2081
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	44	54	28	20	146
One or more suspensions	0	0	0	0	0	0	0	0	0	6	4	6	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	91	66	38	23	218
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	53	48	0	0	101

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	4	2	4	0	10

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	12	64	37	5	118
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				68%	59%	56%	69%	58%	56%
ELA Learning Gains				59%	52%	51%	60%	53%	53%
ELA Lowest 25th Percentile				43%	40%	42%	55%	44%	44%
Math Achievement				56%	48%	51%	52%	50%	51%
Math Learning Gains				55%	49%	48%	46%	46%	48%
Math Lowest 25th Percentile				42%	45%	45%	38%	43%	45%
Science Achievement				80%	66%	68%	75%	67%	67%
Social Studies Achievement				76%	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	66%	62%	4%	55%	11%
Cohort Comparison						
10	2021					
	2019	69%	59%	10%	53%	16%
Cohort Comparison		-66%				

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	80%	66%	14%	67%	13%
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	75%	71%	4%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	61%	-18%	61%	-18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	60%	-2%	57%	1%

Grade Level Data Review - Progress Monitoring Assessments

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

English Language Arts--Reading Plus data
Mathematics--MAPS Assessment data

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	437/52%	287//43%	N/A
	Economically Disadvantaged	143/35%	97/32%	N/A
	Students With Disabilities	61/15%	41/10%	N/A
	English Language Learners	14/0%	12/17%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	43%	38%
	Economically Disadvantaged	26.6%	26%	23%
	Students With Disabilities	13.7%	18%	15.2%
	English Language Learners	16.6%	0%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/a
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	483/55%	324/48%	N/A
	Economically Disadvantaged	142/43%	97/31%	N/A
	Students With Disabilities	59/27%	52/25%	N/A
	English Language Learners	16/12%	13/15%	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	22%	41.2%
	Economically Disadvantaged	27%	40%	17.5%
	Students With Disabilities	11.4%	14.2%	6.8%
	English Language Learners	10.8%	20%	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	99/17%	30/17%	N/A
	Economically Disadvantaged	45/11%	17/18%	N/A
	Students With Disabilities	22/0%	5/0%	N/A
	English Language Learners	6/0%	3/0%	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	12%	14.2%
	Economically Disadvantaged	27.6%	0%	N/A
	Students With Disabilities	13.7%	0	N/A
	English Language Learners	14.2%	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37/22%	25/28%	N/A
	Economically Disadvantaged	19/16%	15/40%	N/A
	Students With Disabilities	9/0%	5/0%	N/A
	English Language Learners	4/0%	2/0%	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

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	14	31	25	21	30	22	31	33		91	43
ELL	33	51	45	26	31	21	42	44		100	67
ASN	74	46		50	36		85	86		96	96
BLK	32	35	30	34	22	20	39	64		90	50
HSP	44	51	38	33	27	22	44	53		96	73

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	45	35	23	26	12	9	42	57		88	68
WHT	62	51	38	47	30	27	71	72		93	78
FRL	42	40	33	27	21	23	48	57		86	68

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	25	43	33	20	32	23	43	51		80	33
ELL	50	67	45	33	40		40			91	60
ASN	86	65		69	42		100	75		96	87
BLK	38	55	45	29	44	45	45	66		88	35
HSP	67	53	35	43	49	21	76	72		93	58
MUL	61	63	50	32	45		77	63		97	72
WHT	70	60	45	62	59	46	83	79		91	71
FRL	55	54	35	46	53	39	69	67		83	55

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	21	35	34	21	32	19	28	42		72	40
ELL	39	82	83	36			29	55		67	
ASN	79	76		67	60		90	92		92	100
BLK	49	61	50	29	39	27	45	69		76	52
HSP	73	64	67	51	50	47	72	71		86	65
MUL	70	62	64	61	57		68	86		90	50
WHT	69	59	52	53	44	37	78	75		90	73
FRL	58	56	57	44	40	29	64	64		77	60

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	55
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	71
Total Points Earned for the Federal Index	606
Total Components for the Federal Index	11
Percent Tested	92%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	34
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	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	71
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	50
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	41
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	57
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	46
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?

State data showed significant declines the percentage of students proficient in Algebra I (-17%), Geometry (-15%), Biology (-16%), & US History (-6%) from 2019 to 2021. We also saw increases in the percentage of students scoring Level 1 on each of these assessments during the same period.

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

Pandemic conditions during the 2020-21 school year created significant challenges for schools and that was reflected in student performance on state tests. We recognize that data declined across the board in 2020-21 under these conditions. Using 2019 data, students with disabilities demonstrated the greatest need for improvement.

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

There were multiple factors that contributed to our students with disabilities low state assessment scores. These factors included proper learning support in the regular classroom, teacher expectations, and access to grade level curriculum and assignments on a regular basis.

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

Our students with disabilities demonstrated improvements in English Language Arts, US History and Biology, respectively.

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

We started a new ESE support model in 2019 that involved providing more in class, subject specific support to our students. In practice, this involved pushing an ESE teacher into the regular classroom to provide support to students with classroom accommodations. The ESE teachers also worked in a support-facilitation role with the regular teacher. This additional support paid dividends for our

students. We have continued this model and increased the number of class sections that have this level of support for the 2021-22 school year.

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

We are focusing on providing consistent, grade-level assignments to all of our students instead of trying to remediate curriculum students may have missed during the pandemic. Instead of reteaching, our faculty are scaffolding essential standards so that students can acquire proficiency in areas they may have missed las year during the pandemic. We will need to monitor classroom instruction to ensure that faculty are not spending time remediating instead of pushing forward with grade level content with proper scaffolding. Our subject area PLCs are working to provide a guaranteed curriculum to all students who take the same subject, regardless of level.

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.

We hosted a professional development session on August 3 that focused on our faculty working as high performing teams. They practiced creating common units of instruction based on essential standards, test item specifications, and scope and sequence so that all students in the same subject would receive a guaranteed curriculum at Melbourne High. Faculty also began the process of writing common formative assessments for each unit that are tied to the standards taught within the unit. Finally, faculty received instruction on using the data from formative assessments to inform their instruction.

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

In addition to the services described above, Melbourne High has created an intervention program to support student progress in the classroom. Our intervention program is called power hour and meets Tuesday-Thursday weekly. The focus of power hour is to help students receive tutoring and support for assignments and essential standards where they have demonstrated a lack of proficiency. Teachers make appointments with students in this program and require them to report to their rooms for additional help. Students also have the flexibility to seek additional help from teachers as needed.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Data review demonstrated that students with disabilities remain our greatest area for improvement. We are focusing on this area by continuing and expanding our push-in support model. We are also focusing on this area by working as high performing teams in our subject area PLCs. Test scores and classroom walkthrough data over the last two years demonstrated that our teachers were not as aligned in their curriculum and expectations as we had previously thought. By working as a team to create standards-based units and formative assessments, our teachers will create a guaranteed curriculum for students regardless of level. They will also create a system of progress monitoring through their common assessments.
Measurable Outcome:	Melbourne High School will demonstrate a 5% improvement of students with disabilities scoring a Level 3 (or higher) on state EOC and FSA assessments by May 2022.
Monitoring:	We will monitor this outcome in two ways: 1. Reading Plus and MAPs progress monitoring data. 2. Common formative assessment data . Both sets of data will be analyzed and discussed in our PLC meetings to inform our instructional practices.
Person responsible for monitoring outcome:	James Kirk (kirk.james@brevardschools.org)
Evidence-based Strategy:	Professional Learning Communities have been cited by multiple authors and researchers as an effective strategy for school improvement. A school functioning effectively as a PLC makes learning the fundamental purpose of the school and examines all policies, strategies, and procedures in light of their effectiveness on learning. Teachers in a PLC realize that the best way to improve schools is to improve their own effectiveness with students. They accomplish this through a process of action research that involves creating a guaranteed curriculum for all students, implementing common formative assessments, and reviewing data to inform instruction. In addition, teachers in a PLC take action when students are not learning. They have a system in place that automatically provides the support students need without allowing them to opt out of additional help.
Rationale for Evidence-based Strategy:	Focusing on the work of high performing teams in a PLC creates a system of continual improvement that will not only help our students with disabilities, but the student body as a whole. As teachers work through the four essential questions in a PLC they will identify student learning needs, refine instructional practices, and make adjustments that will improve outcomes. Questions: 1. What do we want our students to learn? 2. How will we know if they have learned? 3. What will we do if they are not learning? 4. What will we do if students are ready for enrichment? Hattie, J. (2009). Visible Learning: a synthesis of meta-analyses related to achievement. Routledge, NY. Dufour, R. (2015). In Praise of American Educators. Solution Tree, IN. Dufour, R., Dufour, Re., Eaker, R., & Many, T. (2006). Learning By Doing. Solution Tree, IN.

Action Steps to Implement

1. Provide subject-specific support for ESE students inside the regular classroom by pushing in an ESE support-facilitator.

| **Person Responsible** | Keith Barton (barton.keith@brevardschools.org) |

2. Provide professional development based on the function of high performing teams.

| **Person Responsible** | James Kirk (kirk.james@brevardschools.org) |

3. Focus teachers' daily work on the four essential questions of a PLC:
What do we want our students to learn? Teachers should be focused on creating a guaranteed curriculum for all students that take the same subject.
How will we know if they have learned? Teachers will create common formative assessments to measure proficiency on course standards.
What will we do if they are not learning? Teacher teams will use intervention time in our schedule to help struggling students.
What will we do if students are ready for enrichment? Teacher teams will determine extension activities as part of their planning process.

| **Person Responsible** | James Kirk (kirk.james@brevardschools.org) |

4. Monitor progress of teacher teams, provide coaching, and celebrate success.

| **Person Responsible** | James Kirk (kirk.james@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.

N/A

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.

Melbourne High addresses building a positive school culture and environment through the following actions:
1. Focus on sustainability and success of high performing teacher teams in their subject PLC.

2. Emphasis on reviewing all policies and procedures in light of their impact on student learning.
3. Listening to student feedback through the Youth Truth survey and informal meetings with student leaders to hear their voices about campus issues.
4. Creation of new homeroom class for 2021-22 that focuses on campus culture, events, expectations, announcements, and student involvement in our school community.
5. Power Hour program that provides additional academic support for students and time during their school day to engage in a campus club or activity.
6. Use of various communication tools to inform and seek feedback from stakeholders, including surveys, Blackboard connect, weekly school newsletter, and social media platforms.

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

Melbourne High School works to create a positive culture and environment for our students, faculty, and staff through the following actions:
1. Creation of a family atmosphere on campus where all stakeholders feel valued.
2. Job-embedded professional development for teachers through the use of professional learning communities.
3. We make learning the priority mission of the school and use our professional learning communities to refine instructional practice for the benefit of our students.
4. Administer the TNTP Insight Survey to faculty to solicit their input about the culture and climate on campus. We use the results to make necessary adjustments to benefit our stakeholders.
5. Administer an annual BPS parent survey. We use the results of that survey to make adjustments as needed to customer service, technology, and reporting, and instructional delivery.
6. Administer the Youth Truth survey to our students to hear their input and their concerns about our campus. We use that information to make necessary adjustments to items such as classroom engagement, school safety, lessons and assignments, and opportunities for connection with the campus through clubs and athletics.
7. Inclusion of community members in the operation of the school through our School Advisory Council.
8. Host Open House and Parent Conference events for our families.
9. Host college application and FAFSA information events for our families.
10. Notification of upcoming events will be posted in weekly newsletter to inform parents and community of so said event.