

Brevard Public Schools

Merritt Island High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	25
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Merritt Island High School

100 MUSTANG WAY, Merritt Island, FL 32953

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Where every student is known, valued, and inspired to be the best version of themselves each day.
(reviewed and updated 2023)

Provide the school's vision statement.

Through pride, family, and a tradition of excellence known as "Island Style", MIHS provides a safe and nurturing environment where individuals are empowered to think independently, communicate effectively, and prepare to contribute to a global society. (reviewed and updated 2023)

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lubbers, Debbie	Principal	<p>Leads the staff as well as students to fulfill the vision and mission of the school.</p> <p>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 and productive culture. Ensures curriculum guidelines are adhered to and identifies areas that need improvement.</p>
Hoppenbrouwer, Andrew	Assistant Principal	<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 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.</p> <p>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.</p> <p>Completes all other job related duties delegated by the principal.</p>
Owens, Angela	Assistant Principal	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
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.
Dixon, Keith	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	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 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

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p> <p>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).</p> <p>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 interpersonal communication skills.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We formed a committee and ask for input on the creation of a new mission and vision statement for Merritt Island High School. We utilized the 22-23 Youth truth survey, 22-23 Parent survey, and 22-23 teacher insight survey to help develop the 2023-2024 School Improvement Plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will meet together as a leadership team and review the data as we receive it. We will use testing data from the district / state, as well as teacher formal and informal assessments. For our Math department we will review ALEKS data to determine opportunity for growth. We will celebrate the areas that are showing growth, and reflect on our practices for the areas that are lagging behind. According to our Teacher Survey a top reason why teachers would choose to stay at Merritt Island High School would be our culture and learning environment, We will leverage those positive to ensure student success.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	35%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	43	50	54	52	51	55		
ELA Learning Gains				52			48		
ELA Lowest 25th Percentile				36			41		
Math Achievement*	39	34	38	35	40	38	32		
Math Learning Gains				33			22		
Math Lowest 25th Percentile				32			21		
Science Achievement*	60	59	64	63	37	40	70		
Social Studies Achievement*	65	63	66	70	44	48	70		
Middle School Acceleration					43	44			
Graduation Rate	97	87	89	96	63	61	94		
College and Career Acceleration	81	72	65	68	66	67	59		
ELP Progress	50	57	45	53			27		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	97

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	592
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	96

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	56			
AMI				
ASN				
BLK	50			
HSP	62			
MUL	59			
PAC				
WHT	68			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	56			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	2	
ELL	47			
AMI				
ASN	50			
BLK	33	Yes	1	
HSP	51			
MUL	56			
PAC				
WHT	57			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			39			60	65		97	81	50
SWD	20			20			29	40		53	6	
ELL				27			36			79	5	50
AMI												
ASN												
BLK	31			17			39	58		64	6	
HSP	43			39			50	63		76	6	
MUL	41			27			38	64		83	6	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	53			42			65	67		82	6	
FRL	37			26			48	57		70	6	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	54	52	36	35	33	32	63	70		96	68	53
SWD	20	37	29	24	22	25	34	41		96	25	
ELL	27	44	40	31	46					100	33	53
AMI												
ASN		50										
BLK	23	35	23	5	24	25	15	47		92	43	
HSP	42	49	41	31	29	17	54	54		100	61	80
MUL	53	55	46	23	19		65	65		100	75	
PAC												
WHT	59	53	34	41	37	39	67	74		96	71	
FRL	42	48	38	23	26	27	52	55		93	54	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	55	48	41	32	22	21	70	70		94	59	27
SWD	19	39	38	17	21	27	40	38		92	19	
ELL	8	33		19						100	30	27
AMI												
ASN	54	45										
BLK	16	35	36	0	13			20		100	40	
HSP	53	50	35	19	17	23	56	50		96	54	25
MUL	56	52	40	33	29		81	71		96	67	
PAC												
WHT	58	49	44	37	23	23	73	76		93	61	
FRL	34	39	35	22	18	22	58	58		90	43	33

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	58%	54%	4%	50%	8%
09	2023 - Spring	61%	56%	5%	48%	13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	51%	-30%	50%	-29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	50%	-2%	48%	0%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	61%	-2%	63%	-4%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	62%	1%	63%	0%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data components that showed the lowest performance was our SWD subgroup. Contributing factors to these data include: unengaged students and lack of differentiated instruction. Actions to be taken to address the needs are increased supports for SWD students: Department commitments and goals, small group collaboration, mentoring programs and FAST progress monitoring. This year we will have one to one technology, implantation of Canvas across our campus, which will allow better progress monitoring and data mining, finally we will be restricting cell phone use in the classroom to increase student engagement. School-wide tutoring will be offered after school and more push-in teachers will allow individualized support.

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

SWD's showed a downward trend for 2 consecutive years. African American students remained flat from one year to the next. Two factors that could have played a role in this decline would be decreased student engagement due to cellphone use in the classroom, as well as, our students and teachers having to navigate the new B.E.S.T. standards and FAST testing.

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.

After reviewing the data from the 22-23 school year and comparing it to the state averages. We found that Algebra had the greatest gap in test scores. We contribute the stagnate growth in this area due to the learning loss that occurred during 19-20 and 20-21 school years. We plan to see an increase in Algebra test scores of 4% to 5% due to the actions to be taken to address the needs are increased supports for ESE, department commitments and goals, small group collaboration, mentoring programs and FAST progress monitoring. Lastly, we will be using the ALEKS program that adapts to the needs of individual students in order ensure deeper understanding of the standards. This year we will have one to one technology, which will allow our students to have the tools needed to learning the standards at a deeper level. We will also be restricting cell phone use in the classroom to increase student engagement. School-wide tutoring will be offered after school and more push-in teachers will allow individualized support.

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

After reviewing our data from the last two school years, we found that Geometry show the most improvement. In 21-22 our students scored 39%, while in 22-23 we saw an increase of 10% to bring our total to 49%. Our Geometry teachers followed the scope and sequence provided by the FLDOE and BPS. In addition to this, our Geometry teachers used the program called ALEKS which helped our students grow and gain a better understanding of the Geometry standards. Our Geometry teachers will be doing "checks for understanding" which will help drive their daily instruction. In addition to this, they will be holding Data Chats with our students throughout each nine weeks. During these one-to-one meetings teachers will help students take ownership of their learning and growth, then development goals to strive for on the upcoming progress monitoring assessments.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We will be supporting the students that struggle with attendance early and often through the school year. The leadership team will pull FOCUS reports focusing on attendance, then mentor, build relationships, and remove any barriers that might keep our students from coming to school every day.

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

Seeing an increase in students achievement from our SWD subgroup
Seeing an increase in students achievement from our African American subgroup
Increase in effective teacher common planning time to increase student achievement
Teacher's and PLC's using data to drive student achievement

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based upon EOC and FSA data from the prior school year, it is noted that African American math achievement was lower than other subgroups.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

African American achievement will improve 15% on the Algebra and Geometry EOC. We will raise the achievement level from 5% to 20% in math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring through ALEKS and FAST assessments progress monitoring data reviewed and analyzed to guide instruction. More robust classroom observations with immediate feedback through our classroom walkthrough tool and Data chats.

Person responsible for monitoring outcome:

VeVea Finerson (finerson.vevea@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will utilize strategies such as spiraling curriculum and scaffolding while new content is being introduced. Small groups within the department will develop and agree to highly effective strategies to be implemented in every class on a consistent basis. Data will be reviewed and analyzed through classroom and progress monitoring assessments to find opportunities for growth

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students are placed in grade level courses showing deficiencies in prerequisite skills. It is vital that teachers spiral the content and incorporate prior skills into the current grade-level content being taught. Progress monitoring assessments will provide data for the teachers to collaborate and develop new strategies to help improve student comprehension and mastery of the standards.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Department planning days to increase focused collaboration and discussion on African-American achievement. Targeted instructional strategies will be implemented to increase student achievement in our African-American population

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

By When: We will meet monthly throughout each nine weeks to reassess where our students are, and where we need them to do.

Small group collaboration within subject areas to share data, create standards-based lessons, successful strategies and areas of growth. Each small group meeting will address the current achievement levels of our African-American students.

Person Responsible: Angela Owens (owens.angela@brevardschools.org)

By When: We will meet monthly throughout each nine weeks to reassess where our students are, and where we need them to do.

School-wide tutoring will be provided multiple times per week. Student mentors will check on student progress and offer additional supports. African-American students will be invited to attend tutoring based upon current academic achievement.

Person Responsible: Keith Dixon (dixon.keith@brevardschools.org)

By When: We will meet monthly throughout each nine weeks to reassess where our students are, and where we need them to do.

School-based mentoring will focus on African-American students to increase academic achievement through relationship building

Person Responsible: VeVea Finerson (finerson.vevea@brevardschools.org)

By When: We will meet monthly throughout each nine weeks to reassess where our students are, and where we need them to do.

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our students with disabilities are under-performing in ELA and Math. Addressing the academic achievement for our students with disabilities is an area of need for the school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student achievement for students with disabilities will increase by 10% in both Math and ELA this school year. ELA will rise from 20% to 30% and Math will rise from 24% to 34% in our students with disabilities.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by benchmark assessments in our intensive reading program as well as students demonstrating mastery of learning goals in the classroom. Reading Inventory data and FAST scores will also be used as data points to guide instruction in areas of growth. Math teachers will utilize data from ALEKS progress monitoring, statewide testing and common assessments. Increased classroom observations and walkthroughs will ensure teachers are implementing highly effective strategies with fidelity.

Person responsible for monitoring outcome:

Abby Saul (saul.abby@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ensuring that ELA and Math strategies used in the classroom are highly effective while providing standards-based instruction with fidelity. Teachers will utilize data from progress monitoring and formative assessments to focus on areas of need on a consistent basis. Collaborative groups will discuss data and strategies to improve student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing resources from new textbook adoptions will ensure we are implementing standard-based instruction with rigor in the classroom. Progress monitoring tools will provide in depth data for teachers to review and strategically plan to address the needs of our students

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Purposeful staffing to increase ESE support facilitation in ELA and Math classes

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

By When: We will meet monthly throughout each nine weeks to reassess where our students are, and where we need them to do.

Enhanced tutoring opportunities provided by staff before and after school. Students with disabilities will be prioritized based on achievement for tutoring opportunities. In addition, ESE students will have access to Learning Lab each week.

Person Responsible: Keith Dixon (dixon.keith@brevardschools.org)

By When: We will meet monthly throughout each nine weeks to reassess where our students are, and where we need them to do.

Department small group collaboration with agreed upon collective commitments that focus on effective strategies for all students. Data for students with disabilities will be emphasized in the small group meetings.

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

By When: We will meet monthly throughout each nine weeks to reassess where our students are, and where we need them to do.

Enhanced focus on students with disabilities for school-wide mentoring program based upon academic achievement and student behavior

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

By When: We will meet monthly throughout each nine weeks to reassess where our students are, and where we need them to do.

#3. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Across subjects areas in the school we have identified that student achievement and learning gains in our lowest 25% as a critical need to improve upon this school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In our state assessed subjects we will increase student achievement in our lowest 25% by 5% and increase learning gains by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored by common assessments, data analysis in collaborative groups and through administrator observations.

Person responsible for monitoring outcome:

VeVea Finerson (finerson.vevea@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will have common planning days and small group meetings to implement common assessments and review data. Within each department small group, there will expressed commitments and goals that are observable on a consistent basis in each classroom.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By teachers reviewing data to drive instruction and implementing highly effective strategies in the classroom, student achievement and learning gains will improve this school year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will have a working knowledge of the lowest 25% students in their classroom

Person Responsible: Abby Saul (saul.abby@brevardschools.org)

By When: We will meet monthly throughout each nine weeks to reassess where our students are, and where we need them to do.

Departments will develop commitments and norms that will be evident during regular classroom observations. Effective commitments and norms will create a positive learning culture for our lowest 25% in the classroom.

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

By When: We will meet monthly throughout each nine weeks to reassess where our students are, and where we need them to do.

Teachers will use formative assessment data to review successful strategies in the classroom and collaborate on how to best serve our lowest 25% students.

Person Responsible: Keith Dixon (dixon.keith@brevardschools.org)

By When: We will meet monthly throughout each nine weeks to reassess where our students are, and where we need them to do.

Collaboration opportunities will be provided through department planning days and small group meetings. Teachers will analyze data, create common assessments and lesson plan collaboratively with an emphasis on increasing student achievement in our lowest 25%.

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

By When: We will meet monthly throughout each nine weeks to reassess where our students are, and where we need them to do.

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An area of focus for Merritt Island High School this year will be Teacher Retention. Keeping highly qualified and skilled teachers in our classrooms is key to help lead our students to graduation and post secondary success.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At Merritt Island High School, our goal is to have a teacher retention rate of 95% or greater.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will use the intent to return form sent out in the spring to see if we have met this goal.

Person responsible for monitoring outcome:

Debbie Lubbers (lubbers.debbie@brevardschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will create an environment and culture that makes our teachers want to stay at Merritt Island High School. We will use effective PLC teams so teachers do not feel isolated.

We will survey teachers regularly to ensure we are meeting all of their needs to the best of our ability.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We want our teachers to feel that their needs are being met, that they are part of a group. In addition to this, we want our teachers to want to come to school, in order for this to happen, we have to continue to build the strong climate and culture that has been established in prior years.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

We will work with BPS district resource teachers and invite them to visit our ELA, Math, and ESE departments. Our administrative leadership team and resource teachers will conduct walk-throughs together and use the information gained from these walks to provide effective feedback to you teachers. Based on these walks, we will also provide professional development or individual support as needed. With the adoption of Canvas in our classrooms, students and their parents know their student grades and they receive notifications when they are missing assignments. This technology will be used in the classrooms to provide effective classroom instruction and gives our students the tools to deepen their knowledge of the standard. We will use their knowledge and expertise to help our teachers develop effective pedagogy to help reach every student at Merritt Island High School.