Merritt Island High School

2022-23 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: James Rehmer

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2021-22 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	2021-22: B (54%) 2020-21: (51%) 2018-19: B (60%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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
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.**:**

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 and 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.
Mallak, Mark	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

Name	Position Title	Job Duties and Responsibilities
		development and implementation of all school practices as a member of the Principal's administrative team.
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 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

Name	Position Title	Job Duties and Responsibilities
		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 interpersonal communication skills.

Demographic Information

Principal start date
Monday 7/2/2018, James Rehmer

Number of teachers with a 2022 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 2022 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.*
3

Total number of teacher positions allocated to the school
85

Total number of students enrolled at the school
1,552

Identify the number of instructional staff who left the school during the 2021-22 school year.
11

Identify the number of instructional staff who joined the school during the 2022-23 school year.
16

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	372	409	394	353	1528
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	86	76	80	77	319
One or more suspensions	0	0	0	0	0	0	0	0	0	71	53	41	34	199
Course failure in ELA	0	0	0	0	0	0	0	0	0	20	23	27	11	81
Course failure in Math	0	0	0	0	0	0	0	0	0	14	31	52	34	131
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	66	60	52	39	217
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	51	0	0	0	51
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	58	133	59	44	294
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	57	57	50	35	199

Using current year data, complete the table below with the number of students identified as being "retained.":

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	24	48	59	28	159
Students retained two or more times	0	0	0	0	0	0	0	0	0	15	18	20	15	68

Date this data was collected or last updated

Tuesday 9/6/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%			55%			62%	59%	56%
ELA Learning Gains	52%			48%			52%	52%	51%
ELA Lowest 25th Percentile	36%			41%			38%	40%	42%
Math Achievement	35%			32%			54%	48%	51%
Math Learning Gains	33%			22%			48%	49%	48%
Math Lowest 25th Percentile	32%			21%			50%	45%	45%
Science Achievement	63%			70%			73%	66%	68%
Social Studies Achievement	70%			70%			67%	70%	73%

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

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
2022					
2019	72%	66%	6%	67%	5%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	71%	-5%	70%	-4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	61%	-31%	61%	-31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	60%	2%	57%	5%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	37	29	24	22	25	34	41		96	25
ELL	27	44	40	31	46					100	33
ASN		50									
BLK	23	35	23	5	24	25	15	47		92	43
HSP	42	49	41	31	29	17	54	54		100	61
MUL	53	55	46	23	19		65	65		100	75
WHT	59	53	34	41	37	39	67	74		96	71
FRL	42	48	38	23	26	27	52	55		93	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
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	53

ESSA Federal Index	
Total Points Earned for the Federal Index	592
Total Components for the Federal Index	11
Percent Tested	98%
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%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Areas where the trend is declining or stagnate over the last few years are Lowest 25%, ESE, Math Achievement (Algebra EOC) and Learning Gains across subject areas. There is a downward trend in ELA scores over the past few years and African American achievement levels have remained low compared to other subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based upon the data our areas that have the greatest need for improvement were African American Math Achievement, Learning Gains in our lowest 25% and ESE populations.

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 include dealing with Covid and quarantines, student attendance and adjusting to a full-time return to school. 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. This year we will have one to one technology and 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.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the most improvement were Math learning gains and lowest 25% both grew by 11% from 2021 to 2022. ELA learning gains improved 4% from 2021 to 2022.

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

Contributing factors to the improvement include small group collaboration, hands-on learning strategies and purposeful hiring. Support facilitation in Math classes has helped foster an improvement in student achievement.

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

Small group collaborative teams, department commitments and goals, tutoring, scaffolding and differentiated instruction, data analysis from progress monitoring tools. MAPs, FAST and Read 180 will provide data for teachers to review and create standards-based lessons with rigor.

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.

After school based PD opportunities in Social Emotional Learning will be provided to teachers. Implementation of new Math curriculum with fidelity, rigor and standards based instruction. Department commitments will be made to increase student achievement along with small group data analysis. School based, targeted PD opportunities through faculty meetings to increase student achievement.

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

Services that will be implemented to ensure improvement will be: Enhanced ESE staffing, ESE support facilitation in high stakes courses, specific collaborative groups, standards-based instruction that is rigorous and engaging to all students, purposeful and priority scheduling for all students, ESE Learning Lab, Senior Success room, additional school-wide tutoring and bootcamps.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities 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 critical need from the data reviewed.**	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.**	Maps progress monitoring and FAST assessments progress monitoring data reviewed and analyzed to guide instruction. More robust classroom observations with immediate feedback through our classroom walkthrough tool.
Person responsible for monitoring outcome:	Mark Mallak (mallak.mark@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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 Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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.

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 collaboration, analyze student academic data and develop an instructional plan to increase student achievement.

Person Responsible	James Rehmer (rehmer.james@brevardschools.org)

Small group collaboration within subject areas to share data, create standards-based lessons, successful strategies and areas of growth.

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

School-wide tutoring will be provided multiple times per week. Student mentors will check on student progress and offer additional supports.

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

Robust increase in support facilitation for ESE.

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

#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 critical need from the data reviewed.**	Our students with disabilities are under-performing in ELA and Math. Addressing the academic achievement for our lowest 25% 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 the lowest 25% of our student population will increase by 10% in both Math and ELA this school year. ELA will rise from 36% to 46% and Math will rise from 32% to 42% in our lowest 25% population.
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 MAPs, statewide testing and common assessments. Increased classroom observations and walk-throughs will ensure teachers are implementing highly effective strategies with fidelity.
Person responsible for monitoring outcome:	Abby Saul (saul.abby@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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 Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

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 core classes.

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

Enhanced tutoring opportunities provided by staff before and after school. In addition, ESE students will have access to Learning Lab each week.

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

Department small group collaboration with agreed upon collective commitments to effective strategies to use in the classroom.

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

#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 critical need from the data reviewed.**	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 Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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 Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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.

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.

Collaboration opportunities will be provided through department planning days and small group meetings. Teachers will analyze data, create common assessments and lesson plan collaboratively during these sessions.

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

Departments will develop commitments and norms that will be evident during regular classroom observations. These commitments will be highly effective strategies that target student engagement and increase achievement.

Person Responsible	James Rehmer (rehmer.james@brevardschools.org)

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

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 2022-2023 theme of "people change people" creates a positive school culture and environment which drives 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 Fridays, Sources of Strength club sponsors 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 reflect upon our successes and areas of growth from the last year. Our faculty worked within small, subject area groups to come up with commitments to strategies that positively impact student achievement in the classroom. An emphasis was made on how many opportunities we have each day to impact a student's life. "People change people" is a theme to allow reflection on how we, as educators, can change the lives for our students on a regular basis. Every student at Merritt Island will be known, valued and inspired.

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 school culture and environment.

As an administrative team we are the primary source in maintaining the focus of our school to continue to enable 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 fostering 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. Based upon parent survey results, we

have implemented themed monthly guidance informational meetings for parents.

Building leadership in our students helps maintain a positive culture on our campus. To develop these skills in our students we have guest speakers and the "Tied Together" and "JA Glow" program for our students this year. Prominent guest speaker, Marc Mero, will be talking to our underclassmen about making positive choices in life. For our seniors, Pastor Calhoun will conduct a leadership seminar. The goal of the seminar is to encourage student leadership by our seniors for their fellow peers on campus.

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.