

Brevard County Public Schools School Improvement Plan 2011-2012

Name of School

Merritt Island High

Area

North

Principal

Gary Shiffrin

Area Superintendent

Dr. Ronald Bobay

SAC Chairperson

Debbie Adams/ Erin Huppert

Superintendent ***Dr. Brian Binggeli***

VISION

The Merritt Island High School community, working cooperatively with their feeder schools, parent and business partners will strive to provide the best educational opportunities for students in a safe environment that allows them to be challenged to their full potential and encourages them to become citizens who are sensitive to their community and the environment.

MISSION

In a tradition of excellence known as "Island Style" Merritt Island High School provides a safe and nurturing environment where individuals are empowered to think independently, communicate effectively and contribute to a global society.

Brevard County Public Schools School Improvement Plan 2011-2012

SECTION I

School Wide Improvement Model

Describe the evidence based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Merritt Island High School's administrative team monitors the teaching and learning process through classroom walk throughs, monthly departmental leadership meetings with administration, formal and informal evaluations, professional growth plans, and data analysis. In addition, the administration and reading coach work extensively in examining testing data from FCAT, FAIR, SAT, ACT, PSAT and PLAN. With this data they are able to focus on progress monitoring, as well as determining strengths and weaknesses of our students. This information is then used by our Literacy Leadership Team and Professional Learning Communities to drive instruction school wide.

Merritt Island High School implemented school wide departmental PLCs in the 2010-2011 school year. The primary focus of each PLC is to increase rigor to show improvement in the area of reading across all disciplines. At each meeting, the department shares their own teaching practices to set new goals to increase reading comprehension, vocabulary, phonemic awareness, fluency, and phonics within their content area. This year, teachers will collaborate to create Common Assessments within the core subject areas, foreign language, HOPE, and Career Research.

Teachers use action research as part of their yearly Professional Growth Plan (PGP). The PGP's are monitored and revised throughout the year as it pertains directly to the students that they teach. The PGPs are focused on improving their own teaching practices to enhance student performance and create meaningful ways to involve student input in their teaching practices.

In addition, each teacher is required to keep lesson plans no more than two weeks in advance so that they may modify lesson plans as needed to meet the needs of their students. Lesson plans are reviewed as part of the annual evaluation process.

Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

Academic Support Program

Reading/Mathematics

- How is your ASP program addressing students in priority groups?
 1. Level 1 on FCAT (3rd grade is first priority)
 2. Lowest 25% in Reading
 3. K-6 students demonstrating deficiencies in reading or mathematics

- When are services being provided for reading/mathematics ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

Science

- How is your ASP addressing students who scored below 300 on Science FCAT or current 5th grade students in need of support?
- When are services being provided for science ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

Before and After School Care

Do students have opportunities to participate in learning activities (free or fee-based) before or after school?

Enrichment Opportunities

Do students have opportunities to participate in clubs?

Do students have opportunities to participate in SES or SOAR?

What other learning opportunities are available outside of the regular school curriculum?

Students scoring a Level 1 or Level 2 in reading on the 2011 FCAT Reading test are provided with a reading remediation class during their regular school day. Merritt Island has 312 students who participate in this opportunity, which utilizes various district approved reading programs including *Edge*, *Read 180*, *Voyager*, and *Reading Plus*. The students are monitored throughout the school year and are involved in "data chats" with our reading coach who analyzes individual test data with each student.

Students scoring a Level 1 on the 2011 FCAT Math test are provided with a Math remediation class during their regular school day. Merritt Island has 22 students who participate in this opportunity, which focuses on strand specific data, as well as utilizes FCAT Explorer and state released question databases for continued growth.

With the removal of the FCAT Science test from our standardized testing repertoire, DA assessments throughout the school year will be used to monitor students enrolled in Biology, Biology Honors, and Integrated Science 3, who will all be taking the Biology End of Course Exam. Before school tutoring and mentoring will be used to provide assistance to students who seem to be lacking the skills necessary to pass the test. CUBE Stat and Science Fair are two extracurricular opportunities for students to be involved in additional Science mentoring opportunities from the teachers and community.

Using Post Secondary Remediation Funds, Merritt Island High School is offering before and after school opportunities for students to receive additional remediation in the areas of reading, math, and science, as well as providing credit retrieval opportunities in the computer labs for students who have had failing grades. Additionally, students who fall in the lowest 25% category will be assigned a collaboration group of teachers and an individual teacher mentor for additional academic and personal support.

Additional Opportunities:

1. The National Honor Society provides tutoring before and after school daily as a community service to our students. They also peer mentor our under-performing NCLB subgroup and low performing students.

2. All of our teachers have access to two computer labs where they can bring their students to use FCAT software, FAIR, FCAT Explorer, NAV101, and various virtual science labs.

3. Students and parents are made aware of FCAT strategies, SAT prep and AP classes offered through Florida Virtual School, and FCAT Explorer.

4. Students who desire to attend college and who have been identified as possibly needing additional preparation to be "college ready" have the opportunity to receive additional instruction in the areas of reading, writing, and math as needed.

5. All staff at MIHS are available for extra help sessions either before or after school.

6. Students acquire learning opportunities for character education skills through sports, performances, and leadership roles in clubs.

No matter which option students choose for additional assistance, they work towards completing their individual portfolios and achieving their Academic Improvement Plan goals. MIHS offers Gifted English Honors classes in grades 9-12. MIHS offers the Mustang Academic Scholars Program (MASP), an Advanced Placement (AP) Diploma in addition to 21 AP courses, the Collegiate High School Program, dual enrollment courses, and early admissions. Many of our gifted teachers use the Socratic Method and Type III Renzulli products. MIHS offers three career academies for students who desire career related focused enrichment. Students who excel in a career and technical field are able to earn nationally recognized industry credentials in their area of concentration.

Reading Intervention Plan & Literacy Leadership Team (LLT)

"All components of the K-12 Reading Plan and statutory requirements for reading intervention will be followed. These components and approved instructional and intervention materials can be found at

https://app1.fldoe.org/Reading_Plans/Narrative/%28S%28saa40o452rdyn3iznykhluv3%29%29/NarrativeList.aspx "

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SECTION II

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification (s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, Lowest 25%), and AYP information along with the associated school year)
Reading	Priscilla Layer	B.S. Elementary Education (1997) M.S. Education Leadership (December 2011)	0	2	2009-2010-B School, 48% of Lowest 25% Made Learning Gains in Reading, Did Not Meet AYP 2010-2011- Pending, 54% of Lowest 25% Made Learning Gains in Reading, Did Not Meet AYP

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal (Instructional Leader):

Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal (Content Specialist) : Ensures that when new curricular materials are obtained, implementers are adequately trained to use the materials.

Guidance Counselor (Facilitator):

Helps the Rtl Leadership team to function effectively by setting meeting times, developing agendas, determining effective processes to involve all team members and facilitating communication within the Leadership Team and staff. Works as liaison between Guidance Department and faculty regarding the Student Review System for the school's Rti process. Provides input regarding specific information about individual students.

Literacy Coach (Data Mentor):

Collects, organizes, displays, analyzes, and interprets data. While the AP is not the sole person who works with data, she will be responsible to assist the team in understanding and using data. Identifies and analyzes existing literature on scientifically-based curriculum-based assessments and evidence-based intervention approaches; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Faculty Representative(s) – MESH, ESE and Electives:

Provides information about instruction by participating in the process of student data collection, delivering Tier 1 instruction, and collaborating with other faculty to implement Tier 2/3 interventions.

Rtl Coach –

Provides guidance on the Rtl process regarding Tier I differentiated instruction practices, problem-solving methodology, data collection and analysis, proper use of interventions/assessments, and identification of students for Tier II and III services.

Describe how the school-based Rtl Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate Rtl efforts?

Tasks: Provides vision for both academic and behavioral success. Plans, implements and monitors the progress of school improvement. Implements Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes through data review and problem-solving. Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures

Meeting Frequency 2011 - 2012: Regular monthly meetings or as needed

Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan. Describe how the Rtl Problem Solving process is used in developing and implementing the SIP?

The Rtl Leadership Team designated a working group, including the Assistant Principal and the Rtl Coach, to represent the team in development and implementation of the school improvement plan as it pertains to Rtl. This working group provided data on Rtl Tier procedures and goals as well as input regarding academic and social/emotional areas that need to be addressed.

Rtl Implementation

Describe the data sources(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior

The district-provided A3 software package (including Progress Monitoring Plan, Vision, and Rtl sections) will be used to manage data collection and analysis, progress monitoring, and intervention/assessment management.

Baseline data: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR)

Progress Monitoring: Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: FAIR, Intensive Reading and Math class scores, attendance and behavior data

End of year: FAIR, FCAT, Intensive Reading and Math class scores, attendance and behavior data

Frequency of Data Days: once monthly for data analysis

Describe the plan to train staff on RtI.

The RtI Leadership Team received initial district training in Spring 2010.

Professional development on an overview of RtI, the use of A3, and problem-solving will be provided during faculty meetings and PLC sessions throughout the year.

The RtI Leadership Team will also evaluate additional staff PD needs during their meetings.

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GOAL 1

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

For the 2011-2012 school year, we will continue to implement Professional Learning Communities with a focus on creating common assessments for the second semester.

- Reading Math Writing Science Parental Drop-Out
Involvement Programs
- Language Social Arts/PE Other
Arts Studies

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous

improvement.

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

For the third year in a row, Merritt Island High School has failed to meet Adequate Yearly Progress under NCLB in the area of Reading. While we are making progress each year, the requirements to meet AYP continue to increase as well.

MIHS will continue to work with the lower quartile students to ensure not just learning gains, but moving students from level 2 to level 3. A focus will be put on those students who score level 3, as 8% of students who scored level 3 in ninth grade, and 15 % in tenth grade regressed below grade level.

Reading

Level 3 or Above 9th Grade

2011: 69%

2010: 67%

2009: 63%

Level 3 or Above 10th Grade

2011: 56%

2010: 51%

2009: 48%

Percent Passing

2011: 77%

2010: 76%

2009: 74%

Math

Level 3 or Above 10th Grade

2011: 87%

2010: 89%

2009: 89%

Percent Passing

2011: 94%

2010: 96%

2009: 95%

Science

Level 3 or Above 11th Grade

2011: 53%

2010: 59%

2009: 55%

Writing

Percent Scoring 3 or Above

2011: 98%

2010: 96%

2009: 88%

Percent Scoring 4 or Above

2011: 83%

2010: 71%

2009: 67%

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

According to the Northeast and Islands Regional Educational Laboratory at Brown University, for students to construct meaning and derive usefulness from what they learn, they must be able to retain important information, understand topics and concepts deeply, and actively apply knowledge (Perkins, 1992). Research supports that all students, not just the most advanced readers, must now be able to understand content at a more complex level than has been expected in previous practices. We need to increase rigorous instruction and expectations in the classroom, as well as teaching and assessing critical thinking skills in order to increase learning gains and achievement levels. Marzano (2006) emphasized using higher level questions that require students to analyze information and elicit inferences. The strategy of "Summarizing and Note Taking," when done effectively, requires students to further analyze information at a deeper level. This specific strategy demonstrates the potential, when effectively implemented, to yield a high student achievement gain.

Creating a Professional Learning Community is among the most effective practices within the educational process today. Richard DuFour defines a Professional Learning Community as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The idea of PLC's is based upon "learning by doing." In the teaching profession, it is essential for educators to continue improving their craft by taking an active approach to evolving their teaching styles around their students. These PLC's create a collaboration of ideas and intentions within a department and puts them in action. Without action, the continuous learning cycle cannot improve, therefore, hindering student achievement. Members of the PLC's concentrate their efforts in a focus on learning, collaborative teams, collective inquiry, action orientation, and continuous improvement. The goal of the PLC is to create conditions for perpetual learning.

Analysis of Current Practice:

(How do we currently conduct business?)

Last year, we implemented departmental PLC's with the focus on modeling techniques to improve reading comprehension and vocabulary within all content classrooms. Teachers met monthly to learn new teaching concepts (ie Cornell notes), games (Vocabulary Volley), and discuss data related to their students. In doing so, we created a school wide best practice for our students to use Cornell notes as their primary method of note taking. In addition, Mustang Power was implemented school wide which includes Greek and Latin roots that were introduced and taught explicitly and systematically on a weekly basis. The culmination of Mustang Power developed into a school wide Vocabulary Volley tournament by which students, teachers, parents, and community members participated.

While the implementation of PLC's was successful among our faculty, as proved by participation, we want to take the next step and use data sources to create common assessments. In doing so, teachers will be given a data notebook at the beginning of the school year outlining where their specific students stand in reference to FCAT scores, ACT scores, and FAIR. Throughout the year, the teachers will continue to update their data notebook with qualitative and quantitative data discussed in the PLC's.

Although we increased FCAT Scores, specifically meeting the goal of 51% of our lowest 25% making learning gains in reading, we want to increase that percentage making learning gains to 60%. In addition, we again saw a drop in students who scored Level 3 and above in

reading on previous year's FCAT. Eight percent of 9th graders and 15% of 10th graders fell to a Level 1 or 2 in the area of reading. Our goal is to have no students decrease from a Level 3 which will support our school in meeting AYP through Safe Harbor.

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GOAL 1

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

For the 2011-2012 school year, we will continue to implement Professional Learning Communities with a focus on creating common assessments for the second semester.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Introduce and discuss the purpose of common assessments to further faculty buy-in.	AP Curriculum	August 2011		Agenda and powerpoint.
Meet with literacy coach to determine ASP/PSRF resources needed to implement common planning time for creation of common assessments.	AP Curriculum Literacy Coach	August 2011		PSRF plan
Appoint five PLC coordinators to develop a framework and leadership team for school-wide PLC's.	Principal	August 2011	\$4,08...	PSRF plan PLC coordinator agenda
Assess and monitor all students using the Digital Data Wall to determine specific areas of need to target for ASP/PSRF mentoring, tutoring, and remediation.	AP Curriculum Literacy Coach Teachers	August 2011-May 2012		Assessment Data (FAIR, DA, Subject specific), payroll
Create a schedule during the normal teacher workday to allow time for teacher collaboration.	Literacy Coach	August 2011		PLC Schedule
Provide appropriate facilities, technology and culture for teachers to share best	PLC Coordinators AP Facilities	August 2011- May 2012		Teacher observation forms, collected

practices through shared lesson plans and classroom observations.				lesson plans
Convene monthly department contact meetings to monitor and update teacher concerns, expectations, and needs.	AP Curriculum	August 2011-May 2012		Department contact agenda and minutes
Convene monthly PLC coordinator meetings to plan, monitor and share collaborative group's progress towards common assessment and lowest 25% progress.	Literacy Coach PLC Coordinators	September 2011-May 2012		PLC Coordinator Agendas
Schedule and utilize common planning days within the teacher work week to allow each discipline to discuss, draft and submit a second semester final exam.	Principal AP Curriculum Teachers	September 2011- November 2011	\$7,13...	Substitute reports Copies of common assessments
Train teachers on using higher order thinking questions (Why, How, Explain) with four plausible answers in order to prepare the students for FCAT 2.0 questions and 21st century skills.	AP Curriculum, Reading Coach, Data Coach	September 2011-May 2012		PLC Minutes
Discussion and drafting of formative assessments to monitor student readiness for summative assessment.	Literacy Coach PLC coordinators Teachers	November 2011-May 2012		Draft assessments PLC Agendas
Convene each discipline to focus on item analysis of implemented common assessment and discuss information yielded from assessment.	AP Curriculum Teachers PLC Coordinators Department Contacts	May 2012- July 2012		Item analysis review and reports

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GOAL 1

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
Multiracial From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
Multiracial From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

FCAT Test Scores, ACT/SAT Scores, EOC Exams, School/District Generated Common Assessments, Industry Certification, FAA, Brigrance, Advanced Placement (AP) scores

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PROGRESS MONITORING:

FAIR, A3 AIP, Report Cards, Edline, DA/Benchmark Testing, Semester Exams, Portfolios, District Writing Assessment

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GOAL 1

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
Professional Learning Communities;	Professional Learning Communities;
Assessments;	Assessments;
	Literacy Across the Curriculum;
	Student Engagement;
<i>District Request - OTHER</i>	<i>School Based - OTHER</i>
Reducing the workload of administrators.	B.E.S.T.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Salaries	PLC/Collaboration Coordinators	Post Secondary Remediat...	\$4,080.00
Salaries	Substitutes	Discretionary Dollars	\$7,137.00
		TOTAL:	\$11,217.00

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

For the 2010-2011 school year, MIHS had approximately a 98% graduation rate.
For the 2009-2010 school year, MIHS had a 97.46% graduation rate.
For the 2008-2009 school year, MIHS had a 96.52% graduation rate.

For the 2010-2011 school year, 90% of students had a 2.0 GPA or above.

For the 2009-2010 school year, 88% of students had a 2.0 GPA or above.
For the 2008-2009 school year, 91% of students had a 2.0 GPA or above.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

In a presentation for "Effective Strategies for Increasing Graduation Rates", Dr. Ray Sminik, Executive Director for the National Dropout Prevention Center/Network, said "Schools can no longer be islands in communities with no bridges to the mainland. Bridges must be built to connect schools, homes, and communities." The National Dropout Prevention Center/Network has outlined 15 effective strategies that have positive effects on dropout events. Systemic Renewal-A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners. School-Community Collaboration-When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring, supportive environment where youth can thrive and achieve.

Safe Learning Environments-A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.

Family Engagement-Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.

Early Childhood Education-Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through primary grades.

Early Literacy Development-Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all other subjects.

Mentoring/Tutoring-Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.

Service-Learning-Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth,

career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.

Alternative Schooling-Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements.

After-School Opportunities-Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because these programs fill the afternoon "gap time" with constructive and engaging activities.

Professional Development-Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques and learn about innovative strategies.

Active Learning-Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

Educational Technology-Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

Individualized Instruction-Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.

Career and Technical Education (CTE)-A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills.

Analysis of Current Practice:

(How do we currently conduct business?)

Merritt Island High School offers a computer generated credit retrieval program for students that have been labeled "at risk" due to low GPA's and/or students who have failed a course. This program allows students to master a previously failed course to meet graduation credit requirements and GPA requirements while still attending classes with general education students. Because students have previously fulfilled their seat time, they can earn up to 1.0 credit in a single class period for the semester. Additionally, before school opportunities are provided in six-week increments for students to earn .5 credits from a previously failed course in order to meet graduation requirements.

In addition, our guidance department is organized by grade level. We have found that this four year tracking method and individualized planning model has been very effective for our students. Each counselor becomes an expert on the changing graduation requirements for each grade level so that overlapping or diminishing requirements from multiple graduating classes are eliminated. Currently, three out of the four graduating classes counselors, hold parent/student Individualized Program of Study meetings each year.

As a district initiative, Secondary Schools of National Prominence (SSNP) requires students to choose, at a minimum, 3 courses at the honors, AP, Dual-Enrollment level or 3 consecutive courses of Career and Technical Education to prepare students to be college and career ready upon graduation. With the exception of students transferring from out of county/state and

minimal exceptional education anomalies via waivers, every student at MIHS graduates with all district requirements met, including SSNP.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

In an attempt to increase graduation rate, Merritt Island High School will continue to offer credit retrieval options in the computer labs before, during and after school. In doing so, we will also increase student GPA's to a minimum 2.0.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Provide credit retrieval opportunities for students on campus (before and during school day) to provide opportunities for students to stay on track for graduation.	AP Curriculum	August 2011-May 2012	\$12,34...	Master Schedule
Provide teachers with a list in each grade level of students who have been identified as "at risk" in order to provide additional support strategies.	AP Curriculum	August 2011		Distribution Lists
Provide classes for students who are not yet proficient on the FCAT (before and during school day) to provide additional support for student's to pass the FCAT so that they can graduate.	AP Curriculum	August 2011-May 2012	\$3,323...	Master Schedule
Provide counseling quarterly for students who are on the jeopardy/at risk list to develop a plan for graduation.	Guidance Counselor	August 2011-May 2012		Counselor appointment logs
Collaborate with students to create personalized plans	Guidance Counselor	August 2011-		Counselor appointment logs

for getting caught up on credits.		May 2012		
Input accurate withdrawal codes to provide accurate graduation rates and follow up for Adult Education.	Registrar	July 2011- June 2012		AS 400 reports
Follow up on withdrawn students to ensure enrollment in another educational program.	Registrar	July 2011- June 2012		AS 400 reports
Review withdrawal reports and cohort groups to ensure proper placement for retention/promotion.	Registrar	July 2011- June 2012		AS 400 reports
Host Freshmen Orientation program, "Mustang Round-Up", before school starts to help with the transition into the high school and to inform students of the importance of attendance, safety and discipline issues.	Guidance	August 2011	\$500.00	Student Reservations, Team Leader phone logs
Provide Student Planners/Agenda books with handbook in it and hold class meetings with all students and administration to review attendance policies and the appeals process.	Administration	August 2011	\$4,100...	Purchase order, Administration calendar
Implement Saturday School as a step in the discipline ladder to provide students with an alternative to suspension, decreasing days of unexcused absences and the risks of failing or dropping out due to absences.	AP Discipline	September 2011- May 2012	\$2,500...	Discipline referrals, Paystubs for supervisors

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GOAL 2

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total Population: From % in 2011 to % in 2012.
 Level1: From % in 2011 to % in 2012.
 Lowest 25%: From % in 2011 to % in 2012.
 Learning Gains: From % in 2011 to % in 2012.
 White: From % in 2011 to % in 2012.
 Blacks: From % in 2011 to % in 2012.
 Hispanic: From % in 2011 to % in 2012.
 ELL: From % in 2011 to % in 2012.
 SWD: From % in 2011 to % in 2012.
 ECD: From % in 2011 to % in 2012.
 Other:
 Multiracial From % in 2011 to % in 2012.

Writing:

Total Population: From % in 2011 to % in 2012.

Math:

Total Population: From % in 2011 to % in 2012.
 Level1: From % in 2011 to % in 2012.
 Lowest 25%: From % in 2011 to % in 2012.
 Learning Gains: From % in 2011 to % in 2012.
 White: From % in 2011 to % in 2012.
 Blacks: From % in 2011 to % in 2012.
 Hispanic: From % in 2011 to % in 2012.
 ELL: From % in 2011 to % in 2012.
 SWD: From % in 2011 to % in 2012.
 ECD: From % in 2011 to % in 2012.
 Other:
 Multiracial From % in 2011 to % in 2012.

Science:

Total Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

MIHS will increase the graduation rate from 98% in 2011 to 100% in 2012.
 MIHS will increase students with a minimum 2.0 GPA from 90% to 95% in 2012.

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PROGRESS MONITORING:

Promotion/retention reports, Credit retrieval proficiency tests, Graduation rate, Drop-out rate as reported by the Florida Department of Education.

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>
Computer Based Diploma	

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Salaries	Credit retrieval teacher before school	Post Secondary Remedi...	\$5,111.40
Salaries	Credit retrieval teacher extra period day.	District Funded	\$7,230.00
Salaries	Remediation teacher before school	Post Secondary Remedi...	\$3,323.40
Materials	Student Agenda Books	SAC Funds	\$4,100.00
Materials	Mustang Round-up, Freshmen Orientation	SAC Funds	\$500.00
Salaries	Saturday School	SAC Funds	\$2,500.00
		TOTAL:	\$22,764.80

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
Multiracial From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
Multiracial From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

STRATEGIES:

<i>ACTION STEPS</i>	<i>PERSON RESPONSIBLE</i>	<i>TIMETABLE</i>	<i>BUDGET</i>	<i>IN-PROCESS MEASURE</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
Multiracial From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
Multiracial From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)

Merritt Island High will maintain a high level of parent and community engagement by increasing volunteerism and business partner involvement in the school and our programs.

- Parental Involvement

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Utilize results from the Parent Client Survey to develop this Needs Assessment) Click Here for Parent Client Survey Results - <http://parentsurvey.brevardschools.org/menus.html>

Parent survey Results: We had 227 online responses to the survey for the 2010-2011 school year.

Merritt Island High has an active parent organization that involves parents in various volunteer opportunities, fundraisers and special events at the school. We also have an active Business partnership with twelve area businesses that support our school through participation in and support of our school academics and extra-curricular activities.

For 2010-2011, our volunteers totaled 23,592 hours.

For 2009-2010, our volunteers totaled 20,652 hours.

For 2008-2009, our volunteers totaled 25,539 hours.

Our Parent Leadership Team representative shared information from the monthly meetings through the School Advisory Council, e-mail newsletter, and *Hoofnotes* newsletter mailed home to every family.

We have many opportunities for parents to attend school informational meetings such as Parent-Teacher Conferences, Open House, academy meetings, Off to College Night, Dual Enrollment and Collegiate High School meetings.

100% of our teachers will post a minimum of bi-weekly in Edline and can communicate with parents through Edline.

Currently 55% of our parents have activated their Edline accounts.

Best Practice:

(What does research tell us we should be doing?)

Joyce Epstein's six types of parental involvement strategies are effective in creating new ideas and activities to benefit parents the school serves. The six types of involvement are:

Parenting: to assist families with parenting skills and setting home conditions that support children as students at each grade level and age.

Communicating: communicate with families about school programs and student progress through effective communications.

Volunteering: improve recruitment and scheduling to involve families as volunteers and audiences at school or other locations to support students and programs.

Learning at Home: homework activities and other curriculum related activities they can do at home.

Decision Making: include families as participants in school decisions and advocacy through parent organizations and the School Advisory Council.

Collaborating with Community: coordinate resources and services for students with businesses

and groups in the community to provide services at the school.

Analysis of Current Practice:

(How do we currently conduct business?)

Merritt Island High School is built on a community of involved stakeholders from parents, teachers, students, and community members. The Mustang Parent Organization (MPO) has been an integral tool in providing our school with funding for academic programs, supporting teacher recognitions, volunteering at numerous open houses, sporting events, club activities, and within our school in areas of shortages, and serving as a liaison between our school and our community. In addition, we have 11 parent/community members on our SAC committee.

We reach out to our parents via EdLine, "Hoofnote" newsletter mailed every six weeks to parents, a weekly Electronic newsletter of current events, as well as utilizing SynerVoice phone system in emergency situations or to do a mass announcement to remind parents of important school events (i.e. Parent Conference night, registration, open house).

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 5

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)

Merritt Island High will maintain a high level of parent and community engagement by increasing volunteerism and business partner involvement in the school and our programs.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Utilize school marquee, electronic sign, web page, weekly e-mail newsletter and bi-monthly <i>Hoofnotes</i> newsletter to advertise parent meetings and promote parent involvement opportunities.	AP Facilities School Secretary	July 2011- June 2012		Newsletters
Utilize Synrevoice automated phone system to call parents to inform/remind them of upcoming important events and testing.	Principal	August 2011 - June 2012		Synrevoice logs
Publicize school web page, e-mail address, Edline information and School Advisory Council information on the website and newsletters to increase parental awareness.	SAC Chairperson Technology Specialist	July2011- June2012		Printed communications
Parent Liaison will share information from Parent Leadership Team meetings with parents and the community via the e-mail newsletter and <i>Hoofnotes</i>	Parent Liaison	July2011- June 2012		Newsletters

newsletter to increase awareness				
Increase the number of school-wide business partners to promote community involvement and awareness.	Academy Dir.	July 2011-June 2012		Business partner agreements
Provide parental information meetings and other opportunities to share academic information.	AP Curriculum	July 2011-June 2012		School calendar
Promote participation in the annual district parent survey through newsletters, e-mail news and Synrevoice to achieve a greater participation rate.	Principal	July 2011-June 2012		Synrevoice log, printed communications

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

EVALUATION:

OUTCOME INDICATORS:

(Should be directly connected to the parent client survey results.)

MIHS will increase parent involvement hours by 2% from 23,592 to 23,900
We will increase our business partnerships by 4 from 12 to 16.
We will increase parent participation in the annual survey from 227 to 250

PROGRESS MONITORING:

Data will be evaluated quarterly to measure progress towards this goal.

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Other	Postage for <i>Hoofnotes</i> Bimonthly newsletter	Discretionary Dollars	\$1,467.00
		TOTAL:	\$1,467.00

