

# Brevard Public Schools

## School Improvement Plan

### 2016 - 2017

**Name of School:**

Merritt Island High School

**Asst. Supt. of Leading and Learning:**

Dr. Laura Rhinehart

**Principal:**

Ms. Mollie Vega

**SAC Chairperson:**

Mrs. Abby Saul

**Superintendent: Dr. Desmond Blackburn**

**Mission Statement:**

To serve every student at MIHS with excellence as the standard, *Island Style*.

**Vision Statement:**

Empowering students to be positive and productive contributors to society through rigor, relevance, and relationships.

**Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Merritt Island High School has a unique advantage in that all students who live on Merritt Island are zoned for Merritt Island High School. Our parents and community are supportive and involved in the daily operations of the school; therefore, we are in constant communication with all stakeholders throughout the year. Formal meetings, faculty meetings, professional learning team meetings, department meetings, department chair meetings, School Advisory Council meetings, and parent conferences are held on a regular scheduled basis to collaborate and discuss the school mission and vision to focus on school improvement and student achievement. Teacher leaders—Department Contacts, PLT Coordinators, PRT, Reading Coach, Data Coach—as well as multiple other teachers provide input and data needed for the School Improvement Plan. Additionally, parent and community involvement and input is encouraged through SAC meetings.

# Brevard Public Schools School Improvement Plan 2016 - 2017

## Part 1: Planning for Student Achievement

### RATIONALE – Continuous Improvement Cycle Process

**Data Analysis from multiple data sources:** Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and how are they revealed with data?

The focus of the 2015-2016 School Improvement Plan centered on the use of standards based instruction with an emphasis on the non-negotiables of rigorous and engaging unit lesson plans including standards and objectives (transfer goals); essential questions (acquisition); activities and assessment (evidence of mastery); and evidence of reflection. During classroom walkthroughs it was evident that 95% of teachers were incorporating essential questions, although, not all were consistently using essential questions to assess student learning.

Past teacher surveys from AdvancEd scored level two in the area 3.2 which states, *Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice*. Indicators from this area identify a need to improve in the area of using data to form multiple assessments of student learning and an examination of professional practice to systematically monitor and adjust curriculum, instruction and assessment, ensuring vertical and horizontal alignment. Indicators also point to a need for a systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised.

The walk-through and survey data were reflected in the outcome measures at the end of the year. Both the Florida Standards Assessment (FSA) English Language Arts (ELA) and the FSA Algebra 1 End of Course (EOC) assessments were new tests in 2014-2015. In 2015-2016, tenth grade students dropped from 65% to 59% pass rate on the FSA ELA, and there was also a drop from 63% to 60% pass rate for the FSA Algebra 1 EOC. The Biology EOC, which was the same test as the previous year, went down to a 69% pass rate, down three points from 2014-2015. Based on failure reports for 2015-2016, 94% of students passed math courses, 94% passed English coursework, 93.5% passed science coursework and 93% passes social studies coursework

After the second year of implementation of the new standards, the following observations were made through classroom observations in 2015-2016. Teachers were aligning instruction with the state-adopted standards, however, only 33% were distinguished, 50% proficient, and 17% needing professional support when designing instruction based on prior knowledge and diagnostic data. Moreover, 33% of teachers were distinguished and 67% proficient in the area of designing ways to monitor learning with resources and formative assessments. Prior to 2015-2016, there has not been a clear expectation from Administration regarding lesson planning. Additionally, only 17% of our teachers were distinguished in employing higher order questions and 33% were distinguished in delivering engaging, challenging and relevant lessons as documented in classroom observations

for 2015-2016. Due to the lack of clear expectations regarding lesson planning, teachers have not focused on detailed lesson planning thus have not reached the depth of the standards to identify the most critical standards or determine how they will know if students learned the standards.

Based on the EDI survey, there was an increase from 57% to 79% of teachers that indicated they regularly met with other teachers throughout the school or the district to plan and share resources and a decrease from 64% to 59% of teachers indicated they were satisfied with the support they receive at their school for instructional planning.

While all teachers have worked through Professional Learning Teams to develop common summative and some have developed common formative assessments, classroom walkthrough data indicates that few have taken the next step to analyze the data and utilize it to cooperatively design units to support critical thinking and analysis to ensure learning to depth of the standards. The 2014-2015 student survey indicates that 50% of students reported they were challenged by engaging in highly relevant and rigorous learning activities that helped them gain meaningful knowledge to their fullest potential.

### Analysis of Current Practices:

Describe action steps that have become non-negotiable, things that you will continue doing.

Merritt Island High School has solidified its foundation of Professional Learning Teams for the past five years. It has become standard practice for departments, as well as disciplines within departments, to collaborate. Over the past four years they have created, assessed, and revised common summative assessments. Some departments have worked to develop common formative assessment. In 2014-2015, more emphasis was placed on essential questions to increase the use of rigorous and engaging lessons and higher order questions. Essential questions were utilized throughout the school to varying degrees. In 2013-14 teachers emphasized writing across the curriculum which increased writing scores. Teachers continue to focus on writing across the curriculum with special emphasis on text based evidence. In 2015-2016 teachers had a focus on planning with required non-negotiables. With the focus on planning, there was an increase in the percentage of teachers who were distinguished in planning.

### Best Practice:

Based on research, as it relates to the data analysis above, what should be best practices in the class room?

This year Merritt Island High School will focus on the instructional planning process. “If you fail to plan, you plan to fail” was the mantra of enlightenment thinker and renowned scholar Benjamin Franklin. Therefore, it is critical that teachers take the time to plan for student success. According to Dr. Bob Kizlik, *Five Common Mistakes in Writing Lesson Plans (and how to avoid them)*; 1012 Education Oasis, LLC the pitfalls/set-backs are basic and obvious. First, The **objective** – what is the student actually going to do that is observable? This must be noted, stated, and clear. Second, the **lesson assessment** – it must be based on the same behavior that is incorporated in the objective. Third, the **materials** – keep the list of materials in line with what you plan to do. Fourth, the **instruction** – key word will be (efficiency) – with so much to be learned, it should be obvious that instructional efficiency is paramount. Stay focused on goals and daily accomplishments. Fifth, the **student activities** – no “busy” activities should be used. What you have your students do should contribute in a direct way to their accomplishing the lesson objective.

Understanding by Design (UbD) is a way of thinking purposefully about the curricular planning framework. The primary goal of UbD is developing and deepening student understanding by making learning meaningful through big ideas and transfer learning. Teachers will unpack and transform content standards into

appropriate assessments and learning goals that promote a deeper understanding of content. As a result of this type of planning, students will be engaging in highly relevant, rigorous activities where they will apply their prior knowledge in problem solving settings (Wiggins & McTighe, 2001).

Educational research supports the Understanding by Design unit planning process because it is grounded in developing deep understandings, genuine, real world connections, and authentic assessments that foster student achievement. Understanding by Design focuses on the critical standards being assessed and how to plan backwards from the assessment then to the learning plan to ensure students have a deep understanding of the material being assessed (Wigging & McTighe, 2001). UbD reflects a continuous improvement approach to achievement. The goal is for students to acquire knowledge and skill (Wiggins & McTighe, 2011).

Discipline-specific literacy is the process of how to read, write, problem solve, communicate and use those habits of the mind of the discipline’s experts (Zygouris-Coe,2015). The new standards include literacy skills in not only English language arts but also history, science, and technical subjects. The students will be career and college ready if they meet the particular challenges of reading, writing, speaking, and listening and language in their respective fields. (Zygouris-Coe, 2015)

**Works Cited**

Zygouris-Coe, Vassiliki I. *Teaching Discipline-specific Literacies in Grades 6-12: Preparing Students for College, Career, and Workforce Demands.* .

**School-Based Goal:** What can be done to improve instructional effectiveness?

Merritt Island High School teachers will utilize rigorous and engaging unit lesson plans. These plans will include standards and objectives (transfer goals); essential questions (acquisition); activities to include literacy strategies, assessments (evidence of mastery); with an emphasis on reflection and implementation to improve professional practice and student achievement.

**Strategies:** Small number of action oriented staff performance objectives.

<b>Barrier</b>	<b>Action Steps to Overcome Barrier</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>In-Process Measure</b>
<b>New Teacher Awareness and Misconceptions of Unit Lesson Planning</b>	<ol style="list-style-type: none"> <li><b>1. Presentation of SIP</b></li> <li><b>2. Clarification of implementation timeline and expectations</b></li> <li><b>3. Use of early release for PD</b></li> <li><b>4. Make connection to professional practice/growth</b></li> </ol>	<b>Teacher Team Administration</b>	<b>1st 9 weeks and ongoing</b>	<b>PD Agendas PLT Agenda</b>

<b>Barrier</b>	<b>Action Steps to Overcome Barrier</b>	<b>Person Responsible</b>	<b>Timetable</b>	<b>In-Process Measure</b>
<b>Lack of knowledge of how to use complex text</b>	<p>1. Administrators will walk social studies and English classrooms to determine use of complex text.</p> <p>2. Teachers will participate in training on text-based literacy strategies on early release days.</p> <p>3. Teachers will implement strategies learned during PD.</p>	<p>Administrators Nancy Gray Teachers Literacy Coach</p>	<p>1<sup>st</sup> and 2<sup>nd</sup> 9 weeks (walk throughs) Ongoing throughout the year (training)</p>	<p>Walk through data PD Agendas PD Implementation Lesson Plans</p>
<b>Time to Collaborate</b>	<p>1. Teachers will work collaboratively to create a minimum of three common unit lesson plans (one 1<sup>st</sup> semester and two 2<sup>nd</sup> semester).</p>	<p>Teachers Literacy Coach</p>	<p>1st 9 weeks and ongoing throughout the year</p>	<p>Lesson Plans PLT Agendas/Notes</p>
<b>Lesson Plan Fidelity</b>	<p>1. Teachers will gain feedback from an observation of a unit with text-based reading/writing strategies</p> <p>2. Teachers and administrators will deliver feedback of a unit with text-based reading and writing strategies</p>	<p>Administration Teachers</p>	<p>During informal and formal observations</p> <p>During peer observations</p>	<p>Unit Plans Observations Walkthrough Data Conference Notes</p>
<b>Time for Professional Reflection</b>	<p>1. Teachers will use PLT time for reflections on strengths and challenges of units</p> <p>2. Teachers will reflect on collegial feedback and student surveys to make necessary changes to unit plans.</p>	<p>PLT Leaders Administration Teachers</p>	<p>2<sup>nd</sup> 9 weeks and ongoing</p>	<p>PLT Agendas Meeting Notes Teacher Reflection Notes Observations</p>

## **EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.***

**Qualitative and Quantitative Professional Practice Outcomes:** Measures the level of implementation of professional practices throughout your school.

90% of teachers will create and implement unit lesson plans to include non-negotiables throughout the school year as evidenced by lesson plans and classroom observations.

Teachers will work collaboratively within common disciplines to create a minimum of three unit lesson plans for a total of five (two completed 2015-16) and reflect upon needed changes as evidence by PLT participation and completed unit lesson plans.

The percent of teachers scoring distinguished in Dimension 1, Element 1 will increase from 83% to 86% as evidenced by end of year evaluation data (ProGoe) reports.

The percent of teachers scoring distinguished in Dimension 1, Element 3 will increase from 60% to 65% as evidenced by end of year evaluation data (ProGoe) reports.

The percent of teachers scoring distinguished in Dimension 3, Element 2 will increase from 41% to 60% as evidenced by end of year evaluation data (ProGoe) reports.

The percent of teachers scoring distinguished in Dimension 3, Element 4 will increase from 50% to 60% as evidenced by end of year evaluation data (ProGoe) reports.

**Qualitative and Quantitative Student Achievement Expectations:** Measures student achievement.

Where do you want your students to be? What will student achievement look like at the end of the school year 2015-16?  
What tools will be used to measure progress throughout the year?

96% of all students enrolled in ELA course work will meet proficiency requirements to obtain credit for the course as evidenced by end of year grade reports.

96% of all students enrolled in Math course work will meet proficiency requirements to obtain credit for the course as evidenced by end of year grade reports.

96% of all students enrolled in Science course work will meet proficiency requirements to obtain credit for the course as evidenced by end of year grade reports.

96% of students enrolled in History course work will meet proficiency requirements to obtain credit for the course as evidenced by end of year grade reports.

70% of all 10<sup>th</sup> grade students taking the ELA FSA will meet proficiency requirements as evidenced by the FSA testing reports.

70% of all students taking the FSA Algebra 1 EOC will meet proficiency requirement as evidenced by the FSA testing reports.

70% of all students taking the Biology EOC, will meet proficiency requirement as evidenced by the EOC testing reports.

## Part 2: Support Systems for Student Achievement

### (Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2015-2016 and a description of changes you intend to incorporate to improve the data for the year 2016-2017.

**MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI** This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

1. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students. Include the methodology for coordinating the use of federal, state and local funds, services, and programs.

#### **Principal (Instructional Leader):**

Provides a common vision for the use of data-based decision making; ensures that the school implements a multi-tiered system of support; ensures implementation of intervention support and documentation through the English, Math, and Exceptional Student Education (ESE) departments; ensures adequate staff professional development to support use of data analysis; and communicates with parents regarding school-based support systems.

#### **Assistant Principal (Content Specialist):**

Ensures that when new curricular materials are obtained, implementers are adequately trained to use the materials; facilitates Professional Learning Teams, which are the clearinghouses for regularly-scheduled faculty data analysis.

#### **Guidance Counselor (Facilitator):**

Works as liaison between Guidance Department and faculty regarding the Student Review System for the school's multi-tiered system of support process. Provides input regarding specific information about individual students.

#### **Literacy Coach/Data Coach:**

Collects, organizes displays, analyzes, and interprets data. While this is not the sole person who works with data, they 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 students 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.

#### **Tasks:**

Provides vision for both academic and behavioral success. Plans, implements and monitors the progress of school improvement. Implements a school-wide focus 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 2016 - 17: Meetings scheduled on a weekly basis along with additional data team meetings as needed.

The MTSS/RtI Leadership Team designated a working group, including the Assistant Principal and the Chair of ESE, to represent the team in development and implementation of the school improvement plan as it pertains to multi-tiered system of support. This working group provides data on procedures and goals as well as input regarding academic and social/emotional areas that need to be addressed.

2. Describe your school's data-based problem-solving process: including types of data used to monitor effectiveness of core, supplemental, and intensive instruction; and school based structures in place to address MTSS implementation.

### **Implementation**

The district-provided Performance Matters (including Ranking reports, Scores By Test, Scores by Benchmark, Item Analysis, and Cohort Comparison tabs) will be used to manage data collection and analysis, progress monitoring, and intervention/assessment management.

Baseline data: Florida Comprehensive Assessment Test (FCAT), Florida Standards Assessment (pending scores), Florida Assessments for Instruction in Reading (FAIR-FS), EOCs, BPS district common assessments, MIHS department common assessments, Reading Plus Insight Test.

Progress Monitoring: Curriculum Based Measurement (CBM), Reading Plus, Unify/MTSS

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

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

Frequency of Data Days: as needed for data analysis

The Leadership Team received initial district training in Spring 2010. Since 2010 there have been new Leadership Team members added and are gaining more training within this school year.

Professional development on an overview of MTSS and the use of Performance Matters was provided during pre-planning faculty meetings in 2014-2015 with refresher courses in 2015-2016. Continued sessions will continue in PLT's or during PD days throughout the 2016-2017 year.

The Leadership Team will also evaluate additional staff PD needs during their meetings to ensure student success.

**PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).**

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Merritt Island High School has always been heavily supported by its parents, community members, and business partners. From our music programs, to academics and athletics, to volunteering with clerical support,

Merritt Island High School involves its parents and community members in all aspects of its functions. Our goal is to clock at least 8,000 hours this school year (7,469 in 2014-2015 and 5,123 in 2015-2016). We are a comprehensive high school and volunteering is not mandatory, we encourage all parents to be involved in their student's academic and extracurricular high school experience. In addition to getting parents and community more involved at the school, we want to increase our participation.

In addition to getting parents and community more involved at the school, we want to increase our participation to 20% for the Parent Survey Participation, from 101 (15%) to 300 (20%). Last year's parent survey offered many compliments about the wonderful things going on in and around MIHS from advanced and rigorous courses, to dedicated teachers and staff, a pride in the tradition and school spirit, the change in school security, dress code enforcement, as well as our informative Mustang Parent Organization.

We are still seeing a number of comments regarding Edline (20% Excellent, 53.68% Good, 18.95% Fair, 6.32% Poor), as we went to an automated posting every week by our Technology Specialist. All teacher gradebooks were posted concurrently at 3:00pm on Monday. There was a slight glitch in navigation to find the mass posting, but over the course of the year many parents found this extremely helpful and much more consistent. We plan to continue this for the 2015-2016 school year.

The elements of the parent survey aligned with Brevard Public School's Strategic Plan met, and exceeded expectations in most areas. There were some areas such as bus transportation and food service requirements that the school was unable to have a direct impact on, nor does the school district, in most cases, due to federal and state regulations. According to the parent's survey, 50% found classroom instruction was overall "good" and 22% excellent. The teacher leaders and administration are working hard to increase the rigor and application in every classroom to enhance our students' knowledge. Through the actions steps outlined in this school improvement plan, we feel we will meet the districts target for the 2016-2017 school year. We also feel that increasing the number of parents involved in the survey will help obtain a bigger picture of how parents perceive the learning environment.

**EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3. The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).**

1. List any additional early warning system indicators and describe the school's early warning system.

**ELEMENTARY**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:

Add any additional EWS indicators here:

**SECONDARY**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:

Merritt Island High School prides itself in its communication with parents and students to provide progress monitoring and early warning information when students are not meeting attendance and grade expectations.

Through the dean's office students who have missed between 3-5 days in any class period are notified via phone call to the parent/guardian. Most of the time, this communication with parents is a positive one and the students understand the seriousness of attendance at the high school level as it directly reflects credits. Any students missing more than 5 days are scheduled for an IPST meeting with the dean, their counselor, parent and student as well as a letter sent home. After a student has reached 10 unexcused absences within a 90 day period, the Attendance Resource Teacher is notified via the Truancy Attendance Checklist. It is important that attendance is input accurately and consistently in order to keep proper records. Our teachers play just as important of a roll of keeping these records up to date on a period by period basis. If a student goes over the 9 day allowance according to district policy, an attendance appeal committee is set up to review each student on a case-by-case basis. Students may be approved, Fail Due to Absences (FA), or be placed on a contract to allow students to exhibit positive attendance behavior the following semester to earn back their grades from their FA status.

Throughout the school year, the counselors do credit checks for their students and send notification to students and parents referencing failed courses, standardized tests, and information that is essential to keeping students on track for graduation. With the addition of new graduation requirements, it is imperative that students and parents are informed of changes or shortfalls at all times. To assist with students who fail courses, MIHS offers credit retrieval opportunities throughout the school year during the school day, in the mornings for a 6-7 week period during the Fall and Spring semester, as well as a full time competency based program, PEGASUS. All of our students are provided with a planner during registration to help keep track of homework, quizzes, tests, and other assignments. Our hope is that the student planner increases organization leading to increased success academically.

In order to curb suspension rates, Merritt Island High School has instituted Saturday School for a positive work experience as well as In School Suspension to remove students from the social aspect of school with the focus strictly on academics. These allows students leniency when making poor decisions at school but also an alternative to suspension. Students who attend Saturday School participate in beautification of the school grounds to create a cleaner and aesthetically pleasing environment for our community. In School Suspension is a regimented program for students occurring during the school day. The entire focus of In School Suspension is on academics and reflection of negative behaviors. Through these suspension alternatives students tend to curb their negative behaviors in school and do not continue to climb the discipline ladder. Having Saturday School and In School Suspension as a deterrent to suspension helps with the overall attendance and graduation rate for our students. (Need to add the Suspension rate from 2014 to 2015)

MIHS has changed the ESE support program, providing two teachers and one instructional assistant to push into classrooms with large numbers of ESE students, providing immediate support to classroom teachers, and differentiated instruction for students. This initiative began in 2015-2016 and the ESE department head and administration is monitoring progress and making adjustments as needed to ensure the success of this initiative.

As detailed above, each early warning indicator has a specific process that we follow. Through the process, which typically includes MTSS, all early warning indicators are discussed and addressed. In some situations students are referred to the IPST team, behavior plans are created, or individual school based academic plans. We handle each situation on a case by case basis taking all factors into account.

2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2015-16 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2016-17:
  - The number of students by grade level that exhibit each early warning indicator listed above.

<b>Fill in BLANKS with data from 2015-16 School Year - Number of Students</b>														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90										26	48	28	49	151
1 or more ISS or OSS										34	37	30	30	131
Level 1 in ELA or Math										84	70	10	2	166
Course Failure in ELA or Math										63	14	4	2	83
Students exhibiting 2 or more indicators										63	23	8	11	105

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

This year the each administrator at Merritt Island High School will mentor students who have been recognized as exhibiting two or more at risk indicators and are in the lowest 25<sup>th</sup> percentile academically in high stakes testing and/or course failures. Administrators will meet with students one or two times per month to support him/her emotionally, socially, and academically. Administrators will collaborate with teachers, guidance counselors, family members and possibly outside agencies to gain the needed support for student success.

## STUDENT TRANSITION AND READINESS

### 1. **PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Prior to the beginning of the school year, Merritt Island High School provides a Mustang Round Up which is to assist the incoming 9th grade students to acclimate to the new high school setting. This year we had 210 out of 350 students attended. All 9th grade students take a Career and Research Course the first semester and a Character Development course the second semester. These courses help students transition to the high school environment and curriculum. They also assist students focus on their academic path.

A college and career night is provided for students to enhance preparation for college readiness. In addition, students attend a session with a counselor to complete Bright Futures Applications and Free Application for Federal Student Aid. Parents are invited to attend an evening session with their student.

### 2. **COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

At Merritt Island High School, our goal is to ensure that every student graduates with the preparation and ability to continue their education at the post-secondary level or enter the workforce.

We encourage all students to take rigorous courses and vocational courses, not one or the other. The amount of exposure our students are able to have over the course of four years allows them the opportunity to explore various careers and prepare themselves academically for challenging coursework at the college and university level.

Enrollment in Advanced Placement (AP) has increased significantly over the past three years. In 2014 there were 299 students enrolled in AP, in 2015 there were 340 students enrolled in AP, and 380 students are currently enrolled provided students with increased college credits and college level experience upon high school graduation. In 2015-2016 we had 169 students who were dual enrolled at Eastern Florida State College and 20 students who earned Associate of Arts degrees thru Collegiate High School. MIHS had 16 students who were awarded an AP Diploma and five students were awarded AP Capstone.

To ensure all students are prepared to enter a college or university upon graduation if they choose, college readiness course in the areas of reading and math are taught as a venue to learn the concepts necessarily to earn passing scores on college entrance exams (PERT, ACT, SAT).

Students are encouraged to perform community service and participate in on the job training. In 2015, 233 students performed a cumulative total of 16,371 community service hours. We had 25 students who participated in on the job training in the year of 2015.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

MIHS has three career CHOICE academies – FAME (Fine Art and Multi-Media Entertainment), the da Vinci Academy of Aerospace Technology, and HEAT (Hospitality, Entrepreneurship and Tourism). These academies promote internships, and job shadowing. They are open to students from throughout Brevard County and are aligned with nationally-known organizations, such as Project-Lead-the-Way and the National Academy Foundation.

MIHS has six Career and Technical Education Labs where a variety of courses are offered, including:

Automotive Maintenance and Repair  
Engineering Technology  
Early Childhood Education  
Foods and Nutrition  
Marketing, Management, Entrepreneurship and Hospitality  
Web Development, Digital Design, and Multi-media

Finally, Merritt Island High School offers students a variety of Industry Certification Exams, including but not limited to:

AutoDesk Inventor  
Adobe Certified Associate  
Microsoft Office Specialist  
ASE Auto Maintenance Repair  
Certified Food Production Manager (ServSafe)

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

In the academies, students attend classes in a cohort model. For instance, freshman students in the da Vinci Academy take four classes together and in sequence (Period 1 – Careers, Period 2 – Introduction to Engineering, Period 3 – English I Honors, and Period 4 – Biology Honors). This is similar for all grade levels in all academies.

Faculty work collaboratively to enhance lesson plans with inter-curricular activities and assignments. CTE and core academic faculty also work together to provide a cohesive and coherent learning environment that includes common lesson plans and student opportunities for career education.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report ( <http://data.fldoe.org/readiness/>). **As required by section 1008.37(4), FL Statutes.**

Every year, we take a survey of our graduating seniors as to their plans following graduation. The results for the Class of 2015 are as follows:

University/college: 338  
No response: 23  
Military: 20  
Work: 20  
Technical school: 9

The guidance department provides Individualized Program of Study meetings with students and parents on a yearly basis through classroom visits, small groups, and individual face to face with students during their Junior and Senior year. Additionally, parents and students can make appointments to see the counselors at any time during the school year. These individualized meetings allow students and parents to make informed decisions about their course selection to ensure that it meets their goals following graduation.

**(TITLE 1 SCHOOLS ONLY)**

**Highly Qualified Teachers**

Describe the school based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

<b>Descriptions of Strategy</b>	<b>Person Responsible</b>	<b>Projected Completion Date</b>
1.		
2.		
3.		

**Non-Highly Qualified Instructors**

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. \*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

<b>Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly qualified</b>