

Merritt Brown Middle School

5044 MERRITT BROWN WAY, Panama City, FL 32404

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	64%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	18%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

MBMS creates a safe and nurturing environment that fosters student achievement.

Provide the school's vision statement

Merritt Brown Middle School creates a safe and nurturing environment that fosters achievement by teaching students responsibility and creating mutual respect for all. The curriculum and instructional practices of Merritt Brown Middle School focus on differentiating instruction to meet the changing needs of our students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Every teacher took time at the beginning of the year to learn about their students by developing get to know you activities. Merritt Brown also began a student advocacy program "Bear Den". This program will allow students and teachers to work together to understand the factors which affect the performance and success of a student's academic, social and physical well-being. Every teacher will be assigned 15 - 20 students. The DEN (Determine, Evaluate, and Next Steps) will be in the afternoon on an Activity Schedule twice per quarter (or as determined necessary by administration). DEN teachers will contact parents a minimum of one time per quarter. Students will choose an overall academic goal for the year using available data and analyzing their strengths and weaknesses. DEN teachers will assist students with modifying their goals through the school year as needed. Every student will create a data notebook with test scores and goal setting information that both teachers and student can use to track student progress. These notebooks can also be used at parent conferences to ensure all stakeholders are informed.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Merritt Brown leaders create clear criteria and expectations for maintaining a safe, healthy environment for everyone at MBMS. Administration trains faculty at least once a year on the safety plan and those plans are posted, available for review by stakeholders. Emergency drills are routinely conducted such as fire drill, lockdowns, evacuation, and weather related drills. We incorporate an Anti-Bullying program that educates the faculty and students on how to identify and deal with bullying. We have a full time Bay county sheriff's deputy (SRD) on campus each day, a health tech on campus each day, and school nurse checks in.

Our guidance department is engaged with our students with program: Basic counseling needs, New Students program to help with the adjustment of a new school, Anchorage children's Home provides more in-depth counseling, Military counselor to insure the wellbeing of our growing military population. MBMS also has available to our student a variety of clubs and organization they can join: Builders Club, Freedom 180 Connect, S.W.A.T., National Junior Honor Society, Fellowship of Christian student and Athletes, Reading clubs, Wise guys and G.R.I.T.S. Girls Reading in the South, Art, student government - SGA has a representative from each DEN room. We also have variety of sports as well as academic teams that cover a variety of interest. Several mornings each week we have tutoring that is available to any student that may be in need. MBMS reward day (Bears Play) encourages good behavior as well as good grades.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

For behavior, Merritt Brown utilizes a school-wide plan that details how to respond to all students (Tier 1) when behavior issues arise in the classroom setting, how to identify students who need some individualized help (Tier 2), and what to do for students who continue to need even more individualized behavior plans (Tier 3). The school-wide behavior plan involves documentation of each step and even provides a list of specific Target Behaviors that are considered "minor" and how to handle them so that the discipline office is not inundated with unnecessary discipline referrals when other in-class consequences can be offered. The plan involves parents and the guidance counselors throughout the whole process to make sure that students' individual needs are being met. To facilitate the process of getting students to guidance counselors, Merritt Brown uses a Google Form created by the MTSS team to help document the in-class consequences that were provided, to document the teachers' reflection of which procedures are in place to prevent behaviors, and to document how often a student has been referred to guidance for behaviors in order for guidance to note patterns/trends.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Merritt Brown's school personnel implement a clearly defined process to determine the social and emotional needs of each student in the school. For example, the school offers a Friends of Autism club to neurotypical students that peer mentor the lower-functioning autistic students to help them acquire and generalize appropriate social skills, social language, and emotional regulation. Merritt Brown also offers an ESE social skills class where students work on their social/emotional/behavioral IEP goals in a structured setting. In the general education setting, students are able to request a meeting with their guidance counselor in order to discuss issues. Some students, through the MTSS process, are paired with mentors on campus to "check in" with them on a daily basis concerning school and social needs. This year, every student on campus has a DEN class that will meet twice per nine-week period in order to check on academic goals and analyze their classroom/MAP data. Each DEN class will have an agenda so that all students are focused on the same subjects school-wide--allowing for teachers to differentiate the process of learning while all hitting the same target skills. The DEN teachers will contact parents/guardians, as well, to communicate the purpose of the DEN class and to communicate each student's goals; therefore, parents/guardians will also be involved in the social/emotional/academic needs of their children.

Early Warning Systems

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).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- * 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
- * A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	75	86	81	242
One or more suspensions	60	77	50	187
Course failure in ELA or Math	7	12	13	32
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

*Attendance- Our parent liaison checks the attendance screen each morning to note which students are absent that day. She looks at each absent students' history to see if there are multiple absences. She contacts the parents and makes a notation under "Student Documentation". If she notices an excessive number of absences - 5 or more - she schedules a Child Study Team. At the CST, parents know students must have doctor notes for each absence. If absences continue there is another CST. If absences continue after second CST, truancy is contacted. Our parent liaison also has a list of students on the Early Warning System (EWS) - due to attendance. She diligently works to make repeated parental contact if/when she notices an emerging pattern of attendance.

* Once students are suspended for 5 or more days, a CST is formed. For ESE students, a manifestation is held after 10 days OSS occur.

* Students scoring a level one on the state assessment are placed in an intensive class for that course. If a level one is scored on both reading and math, the student is enrolled in Aspire classes.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

We here at Merritt Brown Middle School work diligently at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress. At MBMS we believe that parent involvement is crucial to a student's success. Our school mission and vision is stated on our school website and in the School Improvement Plan (SIP). We offer parents and other interested stakeholders the opportunity to become involved in a variety of ways. Parent conferences are scheduled as needed. Parents serve as volunteers on the School Advisory Council (SAC). Teachers often utilize a classroom website and Remind 101, a text message to communicate important information to parents/students. We hold

events such as: Open House, History Fair, Science Fair, sports events and an Aspire Parent Breakfast. Parents are encouraged to attend all of these events. We utilize technology as a form of communication with our website that informs parents of important dates and events along with teacher emails, our school app, school Facebook page and a school wide Remind 101 that can be downloaded to any device; all of which includes pertinent information. Our Parent Liaison maximizes involvement in each child's education by informing parents' of their child's educational strategies. We know when parents and teachers work together, students benefit. Building relationships with parents through mutual respect and genuine concern for the welfare of their children, our students, is essential. To ensure parents and teachers are communicating and working together Merritt Brown has adopted an advisory program meeting two times a quarter called DEN: Determine, Evaluate, and Next Steps. Teachers contact parents of these students at least once a quarter to discuss progress. An IRIS alert, automated message sent to students' contact numbers, is another we communicate important information to parents about upcoming events or reminders of school norms. Our most individualized way that we keep parents informed of student's education including learning, attendance and discipline is Parent Portal/FOCUS.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Merritt Brown Academic Department, clubs and organization have developed individual processes that have encouraged the community to support MBMS. Science department has invited individual to assist in the classroom like, Jerry Tabatt Meteorologist from channel 13, volunteers from the Naval Support Activity in Panama City. Social Studies department has an ongoing relationship with Gulf Coast College Library, Archives at Florida State University and the Museum of Florida History, both Science and Social Studies rely on the advanced programs like IB at Rutherford High School and AICE at Bay High School programs to provide mentors and judges for History and Science Fair. Language Arts department invites authors and other guest for presentations and talks on varied subjects. The highlight of these presentations is Mr. Creamer's "Myths" enjoyed by our seventh grade students. Our electives have benefited from their relationship Bay Arts Alliance where student work is displayed on a regular basis. Our varied clubs are sponsored by local service clubs like Kiwanis sponsors the Builders Club and Freedom 180: Connect supported by Florida Health department. Math department works with the local STEM program to enhance student learning.

The Take Stock In Children (TSIC) is a state level non-profit organization that is funded by the legislature and by private donations. The TSIC partners with educational foundations in most school districts to provide scholarships and mentoring to students. The TSIC agency in our district is the Bay Education Foundation. Eligible students must be a 6th grade student in any Bay County public school, eligible for the free/reduced lunch program, complete an application and return it to the school's Student Advocate. The program pays for two year of college, assigns an adult Mentor who meets with their student at school during their lunch period. Students accepted in the program will have to maintain a 2.5 GPA with all grades C or better and a good attendance record. Students are required to attend 4 TSIC events where they are schooled in good manners, saying thank you to adults in their life, must maintain community hours, are congratulated for attendance, grades, and other accomplishments. Students are taught the importance to give back to the community because the community has invested in these students. In return, students, with the consent of their parents, promise to remain drug free and crime free, to perform to best of their abilities, and to seek help when it is needed.

Merritt Brown is fortunate to have 6 new TSIC students and 2 returning this school year for a total of 8!

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Marshall, Charlotte	Principal
Frye, Judy	Other
Owens, Tanette	Teacher, K-12
McNeil, Melanie	Teacher, K-12
Granberg, Susan	Teacher, K-12
Treadway, Nina	Teacher, K-12
Simmons, Anna	Teacher, K-12
Samples, Kristen	Teacher, K-12
Sermons, Christine	Teacher, K-12
Woodruff, Mary Sue	

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school leadership team is comprised of nine (9) members: One (1) School Principal, four (4) Department Heads and four (4) members of the School improvement team. Four (4) of the 9 members also serve on the MTSS Team. Principal serves as the chair. Each of the four department heads, representing core subjects, bring concerns of their individual departments and the four improvement team members, representing the core subjects, Autism and Aspire programs, ensure that the school improvement plan (SIP) is being met. All members serve as instructional leaders in the school by providing the individual departments with information, trainings and mentoring. All members practice shared decision making by bringing the concerns of teachers and students to the table for discussion. Data from the MTSS meetings is presented and review. Decisions are made based on all information and concerns. Leaders and staff align their decisions and actions toward continuous improvement to achieve the school’s purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.

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 and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Clearly defined policies, processes, and procedures ensure that school leaders have access to hire, place and retain qualified professional and support staff. School leaders use formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund all positions necessary, including but not limited to, regular education teachers, reading, autism, Aspire, support teachers for inclusion classrooms, ESE and speech pathologist(s) to achieve the purpose and direction of the school. Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable

opportunities to attain challenging learning experiences. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and directions. School leadership consist of one (1) principal, one (1) assistant principal and two (2) administrative assistants that meet every Tuesday. Our school leaders create clear criteria and expectations for maintaining a safe and healthy learning environment for everyone at MBMS.

Title I, Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to Bay - 0141 - Everitt Middle School - 2014-15 SIP Everitt Middle School Last Modified: 9/1/2015 Page 11 <https://www.floridacims.org> assist migrant children and their families. Funds are used for the following purposes: • Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services. • Support for schools serving migrant students • Family literacy programs, including such programs that use models developed under Even Start • The integration of information technology into educational and related programs and • Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I, Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

Title II

Bay District receives supplemental funds for professional development and stipends to teachers. Services are provided to schools through professional development opportunities and various forms of technology as desired to enhance the instructional platform of the district. The district's instructional specialists provide training as needed in the form of mentoring, coaching, and training. These funds provide full time reading coaches housed at Merritt Brown.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds provide staff development opportunities for instructional staff to attend conferences, district trainings, and participate in ESOL endorsement activities.

Title X - Homeless

Bay District's Homeless program personnel are provided through Title X funds and offer homeless families contact to services, agencies, and resources. Several parents in the school provide supplies and clothing to help these families. Merritt Brown's Guidance Counselors serve as a vital link to these families and community resources.

Violence Prevention Programs

The Bay District School Board has an approved policy on "Bullying, Harassment, or Cyberstalking" (Policy 7.2.7). This policy is reviewed annually by the administrative and instructional staff at each

school.

Nutrition Programs

In accordance with federal guidelines, a free and reduced lunch program is offered at Merritt Brown Middle School. Applications are sent home on the first day of school and when a new student registers. The forms are also available on the school website and district website. The school website and district website also provides lunch menus and nutrition information to parents.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Theo Patronis	Business/Community
Kevin Padot	Parent
Susan Granberg	Teacher
Charlotte Marshall	Principal
Judy Frye	Teacher
Michael Richards	Business/Community
Dawn Branning	Parent
Sandra Grouev	Parent
Tanette Owens	Teacher
Melanie McNeil	Teacher
Michael Branning	Student
Madison Crump	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Improvement Team attends SAC meetings. As the team completes sections of the school improvement plan, ideas are presented during the SAC meetings. A visual graph is displayed showing where our students performed on the state test and we explain where we visualize our students' performance for the next state test. Strategies are discussed to help us reach our goal. This is voted on and approved by the SAC members.

Development of this school improvement plan

The School Advisory Council (SAC) is a resource for the school, its teachers, parents and principal. Its function is to develop and oversee the implementation of a School Improvement Plan (SIP) that will serve as a framework for school improvement.

The primary function of the SAC is to provide all of the stakeholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources based on an analysis of multiple sources of available school data.

Preparation of the school's annual budget and plan

First, Merritt Brown's budget is worked on by a committee. Then it's presented to the faculty and staff who are given the opportunity to make suggestions. Once the budget has finally been settled on by faculty and staff members, a copy is presented to the School Advisory Council for approval.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Student planners - \$2030.40

\$100.00 was set aside for Summer Camps, but was not needed since all supplies were donated.

SAC funds rolled over from last year (2014-2016 into 2015-2016) - \$464.28

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Marshall, Charlotte	Principal
Clark, Irene	Teacher, K-12
Larsen, Jamie	Teacher, ESE
McNeil, Melanie	Teacher, ESE
Treadway, Matt	Teacher, ESE
Treadway, Nina	Teacher, K-12
Williams, Kimberly	Teacher, K-12
Edwards, Bridget	Teacher, K-12
Johnson, Anne	Teacher, K-12
Leebrick, Candace	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

*Review school-wide data from the state, district assessments (DEA/MAP and Writing), and school-based assessments like the Tuesday's Topics writing initiative that's completed every other Tuesday throughout the school year.

*Use data from assessments to determine whether or not strategies included in the School Improvement Plan are working and are the best course of action.

*Work with grade levels to ensure that they are using reading and writing strategies with fidelity.

*Identify the literacy issues, needs, and resources of all Language Arts students

*Develop a consensus on the need for change that incorporates reading/writing professional development for Merritt Brown's faculty and staff

*Implement SIP strategies

*Monitor, evaluate, and modify plans as needed (based on aforementioned data points)

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Merritt Brown Middle School encourages positive working relationships between teachers through professional learning communities (PLC). All teachers participate in PLC's that meet both formally and informally. This year the PLC's are focused on the next step, such as common goals, instruction, or assessments. Each PLC will evaluate where the group stands and move forward from that point. Staff members will use a system of standardized and locally developed assessments to gather and analyze data. This data will be used to develop and differentiate instruction in all subject areas. The system ensures consistent measurement across all classrooms and courses. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. Staff members evaluate learning through action research, examination of student work, reflection and peer coaching. School personnel express belief in the values of collaborative learning communities. They are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measure of performance. Our new faculty members are introduced to our philosophy of high expectations during pre-planning in-service. Each new member is assigned a mentor teacher who helps them embrace our beliefs. We foster innovation, collaboration, and shared leadership through professional growth, collaborations with our PLCs, faculty meetings, team leader meetings, department meeting, and an overall sense of community that extends beyond just dealing with the students on a day to day basis.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

New teachers are assigned the principal as their administrator and meet with her regularly. New teachers are partnered with a veteran teacher to help mentor them into the expected norms of Merritt Brown and teaching in general. To assist with teaching, new teachers also participate in Bay District's New Teacher Induction Program. Professional Development is offered to all staff members via Bay District initiatives, to include but not limited to, ESOL Endorsement, Reading Endorsement and CAR-PD. All teachers participate in Professional Learning Communities(PLC) that allow teachers to work together for the common good of our students. This allows for teachers to know that we here at Merritt Brown are a family that work together, no one is alone in this. The PLCs allow teachers to collaborate and learn how to create a student centered classroom based on individual student needs, helping to make them highly effective. This sense of family and support of each other, through mentoring and collaboration, are the strategies Merritt Brown has to recruit, develop and retain, highly qualified, certified-in-field, effective teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance. New teachers are assigned the principal as their administrator and meet with her regularly to discuss progress. Academic area chairs support new/beginning teachers within his/her department and through their PLCs. Bay District Schools also has an Induction Program for new teachers. Teachers have access to a faculty handbook with procedures and expectations. We also have an MTSS Specialist, Reading Coach, Math Coach and Technology TOSA that support the students and teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Merritt Brown ensures its core instructional programs and materials are aligned to Florida's standards by having all departments participate in common assessments that are created, or reviewed and adapted from textbook resources, in their Professional Learning Communities (PLCs). These PLCs use the test item specifications from FLDOE to build assessments that align to what is tested for their course code (i.e. an End-of-Course Exam or Florida Standards Assessment). To make sure instruction is aligned to the assessment, teachers then co-create instruction and an instructional calendar to make sure all students learn the necessary skills in time for the assessment. Grade-level teams then meet after the test to analyze the data, look for which skills to re-teach and which skills are mastered, and to make any changes to the test or instruction if necessary. Teachers also use the results to determine enrichment and remediation activities.

Instructional Strategies**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

The Math and Reading departments follow the Florida Continuous Improvement Model (FCIM), a plan originally developed for under-performing schools. It follows a 5- to 7-day cycle (the gradual release model): Day One is to teach the expected vocabulary and to provide examples of what the skill will look like. Day Two is for students to watch and listen to the teacher Think Aloud through applying the skill to subject-area problems ("I do"). Day Three is for guiding students through applying the skill ("We do"). Day Four is for students to practice independently and have the teacher reteach as needed. Day Five is a mini-assessment for the teacher to determine how well students have mastered the skill. Most assessments are 4-6 problems. Day Six is for reviewing the mini-assessment with students, analyzing the class's data together, and determining which skills need to be retaught or which students need extra practice in Guided Math/Guided Reading. On this cycle, students see the same skills multiple times a year--as often as determined by DE data and mini-assessment data.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,355

For 25 Fridays - September through April - a computer lab is open before school from 8:05-8:50. Two teachers are there to assist with homework completion and computers are available to work on projects and First In Math (FIM). After school tutoring is available on Tuesdays and Thursday from 3:30-5:00 - September through February, then Tuesdays only continue through April. Three teachers and IB students from Rutherford are available to help students with homework, to study for tests, complete projects, and FIM. Parents sign students up for this - transportation is available.

Strategy Rationale

By having teachers available to provide assistance as needed, students will be more successful during the regular class day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Frye, Judy, fryeja@bay.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students will sign in on a google doc when they enter the lab. MAP results will be pulled for those attending regularly and teachers will be consulted to see how students performed on assessments/projects after attending tutoring.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the 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

In order for incoming students to become acclimated to the middle school setting, Merritt Brown hosts a 5th-grade orientation every May for students within our zoned elementary schools. We also allow the incoming Autism students to come at this time so that they can visit their Autism Program teachers. All students peruse the campus to become familiar with the gymnasium, the cafeteria, the media center, and our computer labs.

For 8th graders, area high schools send representatives out to the school to help students pick classes and get started on the registration process. Merritt Brown also passes along information from high schools about open houses at the end of the year so that incoming 9th grade students can go to the high schools with their parents. Another support offered to outgoing 8th grade students are shadowing days where they're able to walk around with a responsible high school student and engage in a typical high school day with them. These are excused absences that allow students to reach a greater comfort level with the impending move from one school to another.

College and Career Readiness

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

College and Career:

Based on requirements from the state of Florida, every student who leaves for high school completes a credit of a class that includes a college and career component. That class (8th grade US History) receives whole class guidance visits quarterly.

Electives such as Orientation to Career and Technical Operations with Career Planning also allow students to experience college and career applications of classroom projects and tasks.

Selected electives, including Critical Thinking and Career Research and Decision Making are available to students. Those classes include guest speakers from the community in their own areas of expertise.

Research of Science, Technology, and Engineering Topics, offered at all three grade levels, allows students to explore underlying math and science principles involved in solving complex problems using robotics, aerodynamics, and physical sciences. By opening doors to continued education in STEM fields, students are more able to consider those choices for college and career. We are also able to utilize community contacts in this class.

We actively support participation in Take Stock in Children by students whose families might not otherwise be able to help them learn about or finance a college education. We also facilitate the mentor/mentee time that is the backbone of this program by setting aside areas and times for students to see their mentors.

For high performing students, our school participates in the Duke TIP (Talent Identification Program) search for students who may benefit from online classes, summer learning on college campuses with college staff, and exposure to college admissions testing.

Our school actively seeks presentations from high school career magnets for all eighth grade students.

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

We provide a powerful opportunity for all students to achieve academic success through the Springboard Pre-AP program. Like Springboard, we believe that every student deserves access to rigorous minds on hands on coursework that leads to success in high school and college. Our advanced curriculum includes a Language Arts and History partnership that enhances research and critical thinking skills. All of our classes integrate reading, math and language arts as part of their curriculum focus. In addition, we offer a Pre-Engineering elective as well as an award winning math team geared towards students who are interested in technology and math in high school and beyond.

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

Engineering

This course provides students with an introduction to the knowledge, human relations, and technological skills found today in technical professions. The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of the applications of engineering and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

Business Keyboarding

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster. The content includes but is not limited to instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory Internet, and soft skills for business applications. We also offer students an Introduction to Microsoft certification.

Career Research and Decision Making

The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessments include interests, aptitudes, and basic skills. Work-based learning strategies appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite.

Self-awareness to include interests, values, skills, learning styles, etc.

Goal-setting and decision-making processes

Exploring careers/career clusters and educational requirements

Postsecondary education and training opportunities

Workplace skills such as communication, teamwork, problem-solving, time management, computer, etc.

Career and education planning

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Merritt Brown implements the Florida State Standards and the core subject areas have some career and/or technical standards they must meet. Merritt Brown utilizes three computer labs that student can use to assist in meeting these standards and simulate workplace skills. In addition, many classes require project and problem based learning in a real world type setting. Community members assist with the implementation and evaluation of these projects.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase understanding of student engagement with regards to our changing population.
- G2.** Continuation of schoolwide Tuesday Topics writing program using Florida Standards rubric and more rigorous stimuli.
- G3.** Continue to design and implement common assessments through Professional Learning Communities using same course codes.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase understanding of student engagement with regards to our changing population. 1a

G071577

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	200.0

Resources Available to Support the Goal 2

- Parent Liaison, DEN teachers
- Family nights, meetings in the community

Targeted Barriers to Achieving the Goal 3

- Contact information

Plan to Monitor Progress Toward G1. 8

Student attendance

Person Responsible

Judy Frye

Schedule

Daily, from 8/31/2015 to 6/1/2016

Evidence of Completion

Parent liaison will maintain a notebook of students' parents contacted. DEN teachers will also have notebooks documenting parent contact and student progress.

G2. Continuation of schoolwide Tuesday Topics writing program using Florida Standards rubric and more rigorous stimuli. 1a

G071578

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Writing Proficiency	30.0

Resources Available to Support the Goal 2

- Information from all students
- Pearson Ancillary Text
- New rubric

Targeted Barriers to Achieving the Goal 3

- Teachers not scoring consistently school wide

Plan to Monitor Progress Toward G2. 8

Every other Tuesday the entire school participates in a writing in response to text.

Person Responsible

Nina Treadway

Schedule

Biweekly, from 9/2/2014 to 5/19/2015

Evidence of Completion

A spreadsheet has been created to reflect that score given based on a rubric designed to reflect the rigor of the annual state assessment.

G3. Continue to design and implement common assessments through Professional Learning Communities using same course codes. 1a

G071579

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	41.0
FSA English Language Arts - Achievement	51.0
FCAT 2.0 Science Proficiency	43.0

Resources Available to Support the Goal 2

- Professional Learning Communities
- CPALMS
- SMART Exchange
- on-line textbook
- Common assessments/notebook/workbook

Targeted Barriers to Achieving the Goal 3

- all teachers are not buying into the common assessments - says they will, but does not follow through in their classroom

Plan to Monitor Progress Toward G3. 8

*Classroom walk throughs

*Data chats (Administration and Teacher, Teacher and Teacher, Teacher and Student)

*Collaboration between administration and instructional coaches

Person Responsible

Charlotte Marshall

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion


*Lesson plans and collaboration between administration and instructional coaches *Minutes from admin/instructional coach meetings *Minutes from LLT *Administration feedback of teacher observations

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase understanding of student engagement with regards to our changing population. **1**

 G071577

G1.B1 Contact information **2**

 B186561

G1.B1.S1 When teachers/administrators try to contact students and are unsuccessful, the parent liaison will be utilized to help find this information. Also, the DEN teacher will be trying to reach parents of every student at least once a quarter. **4**

 S197963

Strategy Rationale

Teachers/administrators need up to date information on parent contact information to inform parents of student progress.

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

G2. Continuation of schoolwide Tuesday Topics writing program using Florida Standards rubric and more rigorous stimuli. 1

G071578

G2.B3 Teachers not scoring consistently school wide 2

B186566

G2.B3.S1 Language arts teachers will train all teachers at each grade level how to score the writing - using the new rubric. Teachers will put the score on a spreadsheet shared with the school using google docs. 4

S197964

Strategy Rationale

Teachers will grade writings consistently. Each department will be able to target a different part of the writing rubric to teach.

Action Step 1 5

The Language Arts teacher receiving student writings with inconsistent scoring will individually meet with the teacher scoring writings inconsistently.

Person Responsible

Nina Treadway

Schedule

Quarterly, from 9/2/2014 to 5/23/2016

Evidence of Completion

Every teacher in school is scoring the writings completed by their class during Tuesday Topics. The Writing PLC teachers are spot checking the students work to see if the scoring teacher is on target. Student scores are collected on a data sheet after each writing.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The entire district is writing quarterly to monitor the writing progress within each school. The school scores writings and sends them to the district to be scored by the district writing team.

Person Responsible

Nina Treadway

Schedule

Semiannually, from 9/2/2014 to 3/24/2015

Evidence of Completion

Our school receives a form comparing the scores given by the school compared to the scores given by the district.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

During monthly team leaders meetings, the principal will discuss where we are in terms of progress and determine what additional PD is needed.

Person Responsible

Charlotte Marshall

Schedule

Monthly, from 8/12/2014 to 5/26/2015


Evidence of Completion

The Writing PLC is creating a spreadsheet reflecting students scores for each writing assessment.

G3. Continue to design and implement common assessments through Professional Learning Communities using same course codes. 1

 G071579

G3.B4 all teachers are not buying into the common assessments - says they will, but does not follow through in their classroom 2

 B186571

G3.B4.S1 Teachers are all participating in the PLC. Administration will hold all teachers accountable to do the in class piece of the PLC. 4

 S197966

Strategy Rationale

DPs are scored based on participation in PLC. Administrators are joining PLCs so know the expectations of the PLC, and will notice compliance through walk throughs.

Action Step 1 5

Teachers will participate and implement PLC initiatives.

Person Responsible

Charlotte Marshall

Schedule

Weekly, from 8/27/2015 to 5/26/2016

Evidence of Completion

Administrator walk throughs, common assessment data, and PLC minutes.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administrators will receive weekly minutes and will attend no less than one PLC meeting per department each month.

Person Responsible

Charlotte Marshall

Schedule

Monthly, from 8/27/2015 to 5/26/2016

Evidence of Completion

Weekly minutes - discussed during admins PLC.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Administrators will review PLCs minutes and agendas during the admin PLC.

Person Responsible

Charlotte Marshall

Schedule

Monthly, from 10/6/2015 to 5/3/2016

Evidence of Completion

Administrators will view and discuss lesson plans, student gradebook entries and students' grades.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	[no content entered]			one-time	
G2.B3.S1.A1	The Language Arts teacher receiving student writings with inconsistent scoring will individually meet with the teacher scoring writings inconsistently.	Treadway, Nina	9/2/2014	Every teacher in school is scoring the writings completed by their class during Tuesday Topics. The Writing PLC teachers are spot checking the students work to see if the scoring teacher is on target. Student scores are collected on a data sheet after each writing.	5/23/2016 quarterly
G3.B4.S1.A1	Teachers will participate and implement PLC initiatives.	Marshall, Charlotte	8/27/2015	Administrator walk throughs, common assessment data, and PLC minutes.	5/26/2016 weekly
G1.MA1	Student attendance	Frye, Judy	8/31/2015	Parent liaison will maintain a notebook of students' parents contacted. DEN teachers will also have notebooks	6/1/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				documenting parent contact and student progress.	
G2.MA1	Every other Tuesday the entire school participates in a writing in response to text.	Treadway, Nina	9/2/2014	A spreadsheet has been created to reflect that score given based on a rubric designed to reflect the rigor of the annual state assessment.	5/19/2015 biweekly
G2.B3.S1.MA1	During monthly team leaders meetings, the principal will discuss where we are in terms of progress and determine what additional PD is needed.	Marshall, Charlotte	8/12/2014	The Writing PLC is creating a spreadsheet reflecting students scores for each writing assessment.	5/26/2015 monthly
G2.B3.S1.MA1	The entire district is writing quarterly to monitor the writing progress within each school. The school scores writings and sends them to the district to be scored by the district writing team.	Treadway, Nina	9/2/2014	Our school receives a form comparing the scores given by the school compared to the scores given by the district.	3/24/2015 semiannually
G3.MA1	*Classroom walk throughs *Data chats (Administration and Teacher, Teacher and Teacher, Teacher and Student) *Collaboration between administration and instructional coaches	Marshall, Charlotte	9/1/2014	*Lesson plans and collaboration between administration and instructional coaches *Minutes from admin/instructional coach meetings *Minutes from LLT *Administration feedback of teacher observations	5/29/2015 biweekly
G3.B4.S1.MA1	Administrators will review PLCs minutes and agendas during the admin PLC.	Marshall, Charlotte	10/6/2015	Administrators will view and discuss lesson plans, student gradebook entries and students' grades.	5/3/2016 monthly
G3.B4.S1.MA1	Administrators will receive weekly minutes and will attend no less than one PLC meeting per department each month.	Marshall, Charlotte	8/27/2015	Weekly minutes - discussed during admins PLC.	5/26/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Continuation of schoolwide Tuesday Topics writing program using Florida Standards rubric and more rigorous stimuli.

G2.B3 Teachers not scoring consistently school wide

G2.B3.S1 Language arts teachers will train all teachers at each grade level how to score the writing - using the new rubric. Teachers will put the score on a spreadsheet shared with the school using google docs.

PD Opportunity 1

The Language Arts teacher receiving student writings with inconsistent scoring will individually meet with the teacher scoring writings inconsistently.

Facilitator

Margo Anderson - offers PD to middle school for writing

Participants

Writing PLC - who in turn shares the information with remaining faculty

Schedule

Quarterly, from 9/2/2014 to 5/23/2016

G3. Continue to design and implement common assessments through Professional Learning Communities using same course codes.

G3.B4 all teachers are not buying into the common assessments - says they will, but does not follow through in their classroom

G3.B4.S1 Teachers are all participating in the PLC. Administration will hold all teachers accountable to do the in class piece of the PLC.

PD Opportunity 1

Teachers will participate and implement PLC initiatives.

Facilitator

Department chairs

Participants

teachers

Schedule

Weekly, from 8/27/2015 to 5/26/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B1.S1.A1					\$108,170.94
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	0071 - Merritt Brown Middle School	Title I Part A		\$23,971.12
<i>Notes: Tutoring</i>						
	5100	150-Aides	0071 - Merritt Brown Middle School	Title I Part A		\$68,520.66
<i>Notes: Classroom paraprofessionals</i>						
	6150	120-Classroom Teachers	0071 - Merritt Brown Middle School	Title I Part A		\$3,666.92
<i>Notes: Parent nights</i>						
	7300	110-Administrators	0071 - Merritt Brown Middle School	Title I Part A		\$4,460.64
<i>Notes: Assistant Administrators</i>						
	5100	510-Supplies	0071 - Merritt Brown Middle School	Title I Part A		\$551.60
<i>Notes: supplies for home visits</i>						
	6150	510-Supplies	0071 - Merritt Brown Middle School	Title I Part A		\$1,000.00
<i>Notes: bags of supplies and cook outs</i>						
	6400	330-Travel	0071 - Merritt Brown Middle School	Title I Part A		\$6,000.00
<i>Notes: 3 administrators and 6 teachers training at ASCD</i>						
2	G2.B3.S1.A1	The Language Arts teacher receiving student writings with inconsistent scoring will individually meet with the teacher scoring writings inconsistently.				\$1,235.40
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	510-Supplies	0071 - Merritt Brown Middle School	Title I Part A		\$1,235.40
3	G3.B4.S1.A1	Teachers will participate and implement PLC initiatives.				\$6,802.64
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	750-Other Personal Services	0071 - Merritt Brown Middle School	Title I Part A		\$637.00

Budget Data						
			<i>Notes: substitutes</i>			
	6400	120-Classroom Teachers	0071 - Merritt Brown Middle School	Title I Part A		\$4,161.66
			<i>Notes: PD stipends</i>			
	6400	750-Other Personal Services	0071 - Merritt Brown Middle School	Title I Part A		\$773.98
			<i>Notes: Department meetings</i>			
	6400	310-Professional and Technical Services	0071 - Merritt Brown Middle School	Title I Part A		\$1,230.00
			<i>Notes: 6 teacher facilitators</i>			
					Total:	\$116,208.98