

Bay District Schools

Merritt Brown Middle School



2017-18 Schoolwide Improvement Plan

Merritt Brown Middle School

5044 MERRITT BROWN WAY, Panama City, FL 32404

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Merritt Brown Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Merritt Brown Middle School (MBMS) creates a safe and nurturing environment that fosters student achievement.

b. Provide the school's vision statement.

Merritt Brown Middle School (MBMS) 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.

2. School Environment

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

Every teacher takes time at the beginning of the year to learn about his or her students by developing "get to know you" activities. They also familiarize themselves with student obstacles and barriers to success by reviewing individual data and records such as IEPs and FOCUS data. This provides teachers with information necessary to meet students' needs and make education accessible to them. Last year, MBMS implemented a new Intervention and Enrichment course. The course will be continued this school year with modifications based on student and teacher input and the educational needs of students. The class is a regular 45 minute class period in the 7 period day. The period rotates with the rest of the schedule so that it gathers the benefits offered in a rotating schedule such as improved student focus and teacher acuity. This class provides struggling students with the benefit of authentic reading intervention in Tier 2 Intensive Reading courses, Tier 2 intensive math instruction, and enrichment for all students. We will switch out Enrichment classes at the semester. Class numbers will be reasonably small-less than the average academic core class because every teacher on campus will have students at that time. No academic core classes will be scheduled and no teacher will have planning. Enrichment emphasis is on coursework not normally available in middle school due to scheduling limitations. Students who need help in core subjects may request to go to intervention classes for a period of time, even if they are scheduled into enrichment classes. Students may also request time to work on schoolwork and projects if they need extra time. Enrichment teachers may also assist with course work from core classes as the need arises. This year, MBMS will extend intervention to Civics by creating a fluid enrollment in an intensive civics remediation course. As students progress, they will be moved back to enrichment and leave intervention while others who are struggling with concepts will be moved in to the course. Credit recovery options will also be continued this year, but implemented during the first semester. Last year, many students were able to catch up during credit recovery time, but for some, waiting until second semester allowed them to get too far behind. Through this structure, teachers will have smaller groups and opportunity to connect with students, helping them on many levels and building valuable relationships. Enrollment in Intervention classes can be re-evaluated by the MTSS Team quarterly to adjust enrollment.

In addition to the Intervention and Enrichment coursed, MBMS implements the problem-solving process within a Multi-Tiered System of Supports (MTSS) in order to meet the individual needs of all of our students. The problem-solving process is used while working within the three tiers of instruction. Tier 1 refers to the high-quality instruction and school support for positive behavior that all

students receive. Tier 2 describes the additional interventions that smaller groups of students receive as a supplement to core instruction. Intensive Reading and Intensive Math classes provide students with Tier 2 levels of support. Tier 3 pertains to interventions that are designed to help individual students who need even more support on specific skills. Tier 3 interventions are provided in designated 1st period Intervention and Enrichment classes by teachers who are part of the MTSS team. Any student in the school may at some point need Tier 2 or Tier 3 help in order to learn all the necessary skills of their grade level. Our MTSS is structured to provide supports in a manner that is not restricted due to scheduling. Students may move in or out of MTSS as needed to meet educational and behavioral goals.

The problem solving process for Tiers 1 and 2 occurs within subject-area Professional Learning Communities (PLCs), where student data is discussed, documented, and monitored monthly. Students who are not meeting grade level or behavioral expectations are referred to the MTSS Leadership Team which meets for a half day monthly. The MTSS Leadership Team analyzes school-wide data as well as individual student data and strives to support students' needs.

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

MBMS leaders create clear criteria and expectations for maintaining a safe, healthy environment for everyone. Administration trains faculty at least once a year on the safety plan, and those plans are posted and available for review by stakeholders. Emergency drills are routinely conducted such as fire drills, lockdowns, evacuations, and weather-related drills. Administrators and the Parent Liaison incorporate an Anti-Bullying program that educates the faculty and students on how to identify and deal with bullying. A full time Bay county Sheriff's Deputy (SRD) is on campus each day. Additionally, a health technician is available daily to administer medication and handle medical problems, while a school nurse checks in regularly to check the fidelity of medical services.

Further, our guidance department is engaged with students regularly for academic and personal issues including basic counseling services to help new students adjust to the school. Anchorage Children's Home provides MBMS students with more in-depth counseling. As a result of an increase in the number of cases resulting in outside counseling referrals, MBMS will continue to contract with Florida Therapy to provide a Master's level counselor for students. This counselor also has the ability to connect families in need with a social work team at Florida Therapy. In addition, MBMS has access to a MFLAC Military counselor to insure the well-being of our growing military population. The primary purpose of this counselor is to mentor and counsel military students to help make the transition to middle school and the transition to a new school more seamless. MBMS also has available to our students a variety of clubs and organizations. The following clubs are active at MBMS: Builders Club, S.W.A.T., National Junior Honor Society, Fellowship of Christian Student and Athletes, Art, and Student Government(SGA). SGA has a representative from each Intervention and Enrichment classroom. Additionally, MBMS has a variety of sports programs and academic teams that cover a variety of interests. Several mornings each week, there is tutoring available to any student who needs extra help with a core subject. MBMS holds regular reward days called Bears Play to encourage good behavior and good grades. The principal also hosts a positive behavior program where she encourages faculty and staff to recognize students caught behaving positively. She recognizes these students on the announcements each week. All of these opportunities promote respect and a safe environment for students at MBMS.

c. 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.

MBMS utilizes a MTSS school-wide behavior plan that details how to respond to all students (Tier 1) when behavior issues arise school-wide, 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 in FOCUS of each step and provides a list of specific target behaviors that are considered "minor" and how these behaviors should be handled, so that the discipline office is available to offer more preventative efforts rather than dealing with constant minor infractions. The behavior plan involves parents, using our Bear Parent Communicator, and guidance counselors throughout the process to make sure that students' individual needs are being met. This process requires that MBMS faculty documents in-class modifications that were provided, teachers' reflection of which procedures are in place to prevent behaviors, Bear Parent Communicator or parent phone call has been taken place and if behavior continues a DR. When students receive discipline referrals, a district approved discipline matrix is used to provide consistent and appropriate discipline. Administrators and a team of personnel are trained in Crisis Prevention Intervention (CPI) and are versed in the latest techniques for handling and diffusing tense situations to maintain maximum safety. Guidance tracks how often a student has been referred for behaviors in order to note patterns/trends. Each year, teachers are updated in behavioral expectations and protocols during In-service training. Administrators also meet preventatively with students to discuss expectations for behavior. Teachers review the same expectations in the classroom and outline clear corresponding consequences for violating behaviors. Consistent enforcement of expected behavior reduces formal referrals and ensures students understand what is expected of them. We have fully implemented our ROAR program that recognizes expected behaviors in a positive way. This program uses the ROAR acronym to help students identify expected behavior: R-Respectful, O-Open Minded, A-Accountable and R-Ready to learn. Students collaborate with classmates and teacher during I & E to determine and create posters (periodically displayed in the classroom) of what behaviors would be expected of each letter. Students have a ROAR sheet in their planners that teachers sign when expected behavior is exhibited. Students are rewarded with candy, ROAR t-shirts and/or out of dress code day depending on the amount of signatures. Merritt Brown is also using the statewide monthly character traits to promote school wide positive behavior. Our B-TV airs videos with students and faculty demonstrating the behavior. Our ELA and Social Studies' departments are using articles that correlate with their curriculum and the traits.

d. 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.

MBMS's school personnel implement a clearly defined process to determine the social and emotional needs of each student. For example, MBMS offers a Friends of Autism class/club to create peer mentors for autistic students to help them develop social skills, such as appropriate social language, and emotional regulation through modeling and interactions. MBMS 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 Behavior Plan, are paired with mentors on campus to "check in" with them on a daily basis concerning school and social needs. Further, our guidance department is engaged with students regularly for academic and personal issues including basic counseling services to help new students adjust to the school. Anchorage Children's Home provides MBMS students with more in-depth counseling. Continuing this year, as a result of an increase in the number of cases resulting in outside referrals, MBMS has a contract with Florida Therapy to provide a Masters level counselor for students. This counselor also has the ability to connect families in need with a social worker team at Florida Therapy. In additions, MBMS has access to a MFLAC Military counselor to insure the well-being of our growing military population. The primary purpose of this counselor is to mentor and counsel military students to help make the transition more seamless.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	40	56	44	0	0	0	0	140
One or more suspensions	0	0	0	0	0	0	23	38	29	0	0	0	0	90
Course failure in ELA or Math	0	0	0	0	0	0	6	8	3	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	0	0	0	84	46	30	0	0	0	0	160
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	32	46	30	0	0	0	0	108

c. 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 student's attendance history to see if there are multiple absences or a pattern of absences. She then contacts the parents of any student she notices with an excessive number of absences - 5 or more - and she sets up a Child Study Team (CST) meeting. At the CST meeting, parents are reminded that students must have a doctor's note for each absence. If absences continue, there is another CST meeting. If absences continue after second CST meeting, the truancy office is contacted. Our parent liaison also has a list of students on the Early Warning System (EWS) due to attendance. She works diligently to make repeated parental contact if/when she notices an emerging pattern of absences.

One or more suspensions, whether in school or out of school-- Once students are suspended for 5 or more days, a CST is formed. The CST meets to discuss strategies and to create behavior plans and or contracts for students. They also look for underlying issues that might need counseling or attention. If behavior continues, a referral to the MTSS team might be appropriate to provide behavioral interventions. For ESE students, a manifestation meeting is held after 10 days OSS occur.

Course failure in ELA or Math--Teachers, guidance staff, administration, parents and the student work together to meet the needs of the student to help him or her be successful. The team determines the

root cause of the failure (not handing in work, poor attendance, area of deficiency). Intervention is provided to try to target areas of need for these students if appropriate. If necessary, they are placed in MTSS* for monitoring. Teachers use strategies as needed to provide support in the classroom such as reteaching, remediation, and curriculum supports like graphic organizers, guided notes, and alternative formats.

Students scoring a level one on both the math and reading state assessment are placed in the ASPIRE program. Students are progress monitored throughout the school year by the MTSS* team and classroom teachers.

*Merritt Brown Middle School implements the problem-solving process within a Multi-Tiered System of Supports (MTSS) in order to meet the needs of all of our students. The problem-solving process is used while working within the three tiers of instruction. Tier 1 refers to the high-quality instruction and school support for positive behavior that all students receive. Tier 2 describes the additional interventions that smaller groups of students receive as a supplement to core instruction. Intensive Reading and Intensive Math classes provide students with Tier 2 levels of support. Students in Tier 2 Intensive Reading courses now have access to Achieve3000 as an instructional support. This program works on a student's independent level and covers all state tested ELA Standards for Informational text. Progress toward standards in Achieve3000 is monitored by the classroom teacher, the school, and BDS reading faculty to check for fidelity and to monitor progress toward goals. Dreambox and Eureka Math are being introduced in Intensive math classes as a Tier 2 intervention. Eureka Math is aligned with the new college- and career-ready standards, which emphasize deeper learning, critical thinking, and conceptual understanding of math. Math 180 is used on 6th and 7th grade Aspire. Dreambox is also being implemented for tier 3 students. Dream box is an adaptive, online K-8 math program designed to raise student achievement while supporting informed decision making. Tier 3 pertains to interventions that are designed to help individual students who need even more support on specific skills. Tier 3 interventions are provided in designated 1st period Intervention and Enrichment classes by teachers who are part of the MTSS team. Any student in the school may at some point need Tier 2 or Tier 3 help in order to learn all the necessary skills of their grade level. The problem solving process for Tiers 1 and 2 occurs within subject-area Professional Learning Communities (PLCs), where student data is discussed, documented, and monitored monthly. Students who are not meeting grade level or behavioral expectations are referred to the MTSS Leadership Team which meets for a half day monthly. The MTSS Leadership Team will analyze school-wide data as well as individual student data in order to ensure all students' needs are met.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

MBMS administrators, faculty, and staff 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 service, to communicate important information to parents/students. We hold events such as the following: Orientation, Open House, History Fair, Science Fair, sports events, awards ceremonies, 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 provide 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, MBMS has implemented a new Intervention and Enrichment course. The class is a regular 45 minute class period in the 7 period day. The period rotates with the rest of the schedule so that it gathers the benefits offered in a rotating schedule such as improved student focus, teacher acuity, etc. This amount of time provides the benefit of being able to offer authentic reading intervention, intensive math instruction to students who are struggling, and enrichment for all students. This class time will include Tier III intervention time. We will switch out Enrichment classes at the semester. Enrollment in Intervention classes can be re-evaluated by the MTSS Team quarterly to determine need. Class numbers will be reasonably small-less than your average academic core class because every teacher on campus will have students at that time. No academic core classes will be scheduled. Enrichment emphasis is on coursework not normally available in the middle school due to scheduling limitations. Students who need help in core subjects may request to go to intervention classes for a period of time, even if they are scheduled into enrichment classes. Through this structure, teachers will have smaller groups and opportunity to connect with students, helping them on many levels and building valuable relationships. Teachers of these courses will check in with students concerning grades in other classes and their overall middle school experience. They will communicate with parents as they see a need to inform them of grades and strategies that will benefit students. 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. Students are able to login 24 hours a day to check on student progress, Teachers update grades weekly so parents can stay up-to-date.

2. 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.

MBMS Academic Departments, clubs and organizations have developed individual processes that have encouraged the community to support MBMS. The science department has invited individuals to assist in the classroom such as Jerry Tabatt, a meteorologist from WMBB news, Freedom 180 from Health Department and volunteers from the Naval Support Activity in Panama City. The Social Studies department has an ongoing relationship with Gulf Coast State College Library, the Archives at Florida State University, and the Museum of Florida History. Both Science and Social Studies departments rely on the local high schools' advanced programs like the International Baccalaureate (IB) Programme and the Cambridge Advanced International Education (AICE) Program to provide mentors and judges for History and Science Fair. The Language Arts department invites authors and other guests for

presentations and talks on varied subjects. Our elective programs have benefited from their relationship with Bay Arts Alliance who displays student artwork on a regular basis. Our varied clubs are sponsored by local service clubs like Kiwanis who sponsors the Builders Club. and S.W.A.T., the math department works with the local STEM program to enhance student learning.

The Take Stock In Children (TSIC) program at MBMS is a state level non-profit organization that is funded by the Florida Legislature and funded through private donations. TSIC partners with educational foundations in most school districts to provide scholarships and mentoring to students. The TSIC agency in Bay district is the Bay Education Foundation. Eligible students must be a 6th grade student from 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 years of college, assigns an adult Mentor who regularly meets with their student at school during their lunch period. Students accepted into the program must 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 such as saying thank you to the adults in their lives. At these events, they are congratulated for attendance, grades, accomplishments, and community service. 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. This year, TSIC has 5 new students and 5 returning students.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Marshall, Charlotte	Principal
Owens, Tanette	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
Johnson, Anne	Teacher, K-12
Kennedy, Bart	Teacher, K-12
Hall, Judy	Assistant Principal

b. Duties

1. 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 ten (10) members: One (1) School Principal, one (1) Administrative Assistant, four (4) Department Heads and four (4) members of the School improvement team. Three (3) of the 10 members also serve on the MTSS Team. The principal serves as the chair. Each of the four department heads, representing core subjects, bring the concerns of their individual departments to the team. The four school improvement team members, representing the core subjects, Autism and Aspire programs, ensure that the school improvement plan (SIP) is being followed. All members serve as instructional leaders in the school by providing the individual

departments with information, training and mentoring. All members practice shared decision making by bringing the concerns of teachers and students to the table for discussion. Data from MTSS meetings is presented and reviewed. 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.

2. 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 a 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 efforts. Sustained fiscal resources are available to fund all positions necessary, including but not limited to, regular education teachers, reading, autism, Aspire teachers, support teachers for inclusion classrooms and ESE, 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 mission and purpose. School leadership consists of one (1) principal, one (1) assistant principal and one (1) administrative assistant who meet every Tuesday to debrief and plan. Administration sets 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 64% 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 postsecondary 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lakiela Barnes	Parent
Susan Granberg	Teacher
Charlotte Marshall	Principal
Bart Kennedy	Teacher
Derrick Williams	Parent
Tanika Williams	Parent
Allison Parker	Parent
Amanda Carter	Education Support Employee
Anne Johnson	Teacher
Tanette Owens	Teacher
Tina Kemper	Parent
Chrystal Phillips	Business/Community
Jake Lynch	Parent
Aidan Lynch	Student
Patricia Poarch	Parent
Rev. Lamar Farr	Business/Community
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Improvement Team (SIT) attends SAC meetings. As the team completes sections of the school improvement plan, ideas are presented during SAC meetings. Data from FSA testing is shared at SAC meetings and pre-school inservices showing where our students performed. The SIT explains where we expect students to perform for the next state test based on attainable goals and the strategies teams have designed to reach them. Strategies are based on PLC work and are meant to help reach school improvement goals as a whole and within each department. The School Improvement plan is presented to the SAC by the School Improvement Team and voted on and approved by the SAC members. All stakeholders have input into the final plan.

b. Development of this school improvement plan

The School Advisory Council (SAC) is a resource for the school--teachers, parents, students and administrators. 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, identification of barriers, development of priorities, and the identification and use of resources based on an analysis of multiple sources of available school data.

c. Preparation of the school's annual budget and plan

MBMS's budget is worked on by a committee. The budget is then presented to the faculty and staff who are given the opportunity to make suggestions. Once the faculty has provided input on the budget, a copy is presented to the School Advisory Council for approval.

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

Student planners \$1200.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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	School Counselor
Westlake, Shannon	Teacher, K-12
Wilson, Danyell	Teacher, K-12
Webb, Kristine	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT reviews school-wide data from state, district, and school-based assessments as the data becomes available. The team also uses data from assessments to determine whether or not strategies included in the School Improvement Plan (SIP) are working or need to be modified. They work with grade levels to ensure that they are using reading and writing strategies with fidelity. District reading coaches are also used to help new teachers appropriately implement literacy programs. Further, the team identifies the literacy issues and needs of all Language Arts students. Professional development needs in the area of literacy are determined and planned for content area faculty. The LLT makes sure that the SIP is implemented with fidelity, and they monitor, evaluate, and modify plans as needed based on feedback, observations, and data from school wide samples.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

MBMS 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, and common 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.

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

New teachers are assigned to the principal, assistant principal or assistant administrator 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 new teachers further, they 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.

3. 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 who support the students and teachers. MBMS is fortunate to have an environment that nurtures new teachers and strives to help them get through their first year without too much stress and hopefully no isolation.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

MBMS ensures its core instructional programs and materials are aligned to current Florida standards. During PLCs, teachers create pacing calendars using standards covered by EOCs and FSAs. They then design instruction using data from the previous year and any current assessment data. Further, PLCs create common assessments to measure progress toward the mastery of standards and design follow-up instruction to fill in any perceived gaps. Teachers also use data to determine remediation and intervention needs and to plan for extra support. Curriculum resources such as textbooks, print and online, and other curriculum materials are aligned with standards and used accordingly. BDS has made available curriculum guides and common assessments for core subject areas based on all Florida Standards. These resources will be followed and utilized in all regular classes. BDS has also made available based on Florida Standards for all core subjects and these will be used to help gather data on student progression toward standards. In addition, the district has made available Achieve3000 for all low-level readers. This program works on a student's independent level and covers all state tested ELA Standards for Informational text. Progress toward standards in Achieve3000 is monitored by the classroom teacher, the school, and BDS reading faculty to check for fidelity and to monitor progress toward goals. Dreambox and Eureka Math are being introduced in Intensive math classes as a Tier 2 intervention. Eureka Math is aligned with the new college- and career-ready standards, which emphasize deeper learning, critical thinking, and conceptual understanding of math. Math 180 is used on 6th and 7th grade Aspire. Dreambox is also being implemented for tier 3 students. Dream box is an adaptive, online K-8 math program designed to raise student achievement while supporting informed decision making.

b. Instructional Strategies

1. 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.

All instructional decisions are made after analyzing state, BDS, NWEA MAP, and school assessment data. PLCs analyze data every few weeks to design, modify, and enhance instruction. Teachers use high impact strategies such as QFT (Question Formulation Technique), Kagan and CRISS regularly to promote critical thinking and higher order thinking skills. PLCs refer to district curriculum guides for power standards and pacing guidelines. MBMS implements the problem-solving process within a Multi-Tiered System of Supports (MTSS) in order to meet the needs of all of our students. The problem-solving process is used while working within the three tiers of instruction. Tier 1 refers to the high-quality instruction and school support for positive behavior that all students receive. Tier 2 describes the additional interventions that smaller groups of students receive as a supplement to core instruction. Intensive Reading and Intensive Math classes provide students with Tier 2 levels of support. Students in Tier 2 Intensive Reading courses now have access to Achieve3000 as an instructional support. This program works on a student's independent level and covers all state tested ELA Standards for Informational text. Progress toward standards in Achieve3000 is monitored by the classroom teacher, the school, and BDS reading faculty to check for fidelity and to monitor progress toward goals. Tier 3 pertains to interventions that are designed to help individual students who need even more support on specific skills. Tier 3 interventions are provided in designated Intervention and Enrichment classes by teachers designated by the MTSS team as needed. Any student in the school may at some point need Tier 2 or Tier 3 help in order to learn all the necessary skills of their grade level. Dreambox and Eureka Math are being introduced in Intensive math classes as a Tier 2 intervention. Eureka Math is aligned with the new college- and career-ready standards, which

emphasize deeper learning, critical thinking, and conceptual understanding of math. Math 180 is used on 6th and 7th grade Aspire. Dreambox is also being implemented for tier 3 students. Dream box is an adaptive, online K-8 math program designed to raise student achievement while supporting informed decision making. This year, MBMS will extend intervention to Civics by creating a fluid enrollment in an intensive civics remediation course. As students progress, they will be moved back to enrichment and leave intervention while others who are struggling with concepts will be moved in to the course. Credit recovery options will also be continued this year, but implemented during the first semester. Last year, many students were able to catch up during credit recovery time, but for some, waiting until second semester allowed them to get too far behind. Through this structure, teachers will have smaller groups and opportunity to connect with students, helping them on many levels and building valuable relationships. Enrollment in Intervention classes can be re-evaluated by the MTSS Team quarterly to adjust enrollment.

The problem solving process for Tiers 1 and 2 occurs within subject-area Professional Learning Communities (PLCs), where student data is discussed, documented, and monitored monthly. Students who are not meeting grade level or behavioral expectations are referred to the MTSS Leadership Team which meets for a half day monthly. The MTSS Leadership Team will analyze school-wide data as well as individual student data in order to ensure all students' needs are met.

ESE programs are designed according to current ESE students' needs. Support is provided to inclusion teachers to implement strategies and meet student needs. PLCs include ESE teachers so they can receive and provide input in working with this population with the goal of maximum inclusion.

2. 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: 3,540

Before school tutoring is available in the Bear computer lab twice a week from September through April. Two teachers are available to help students with homework, study for tests, and complete projects.

Strategy Rationale

By having teachers available to provide assistance as needed, students will be more successful academically.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hall, Judy, hallja@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 when they enter the lab. NWEA 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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, MBMS hosts a 5th-grade orientation every May for students from our feeder elementary schools. We also provide an opportunity for 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. Students are able to ask questions to help ease their concerns about the transition to middle school. Merritt Brown hosts several fun, educational summer camps that all students including rising 6th graders are able to attend. 6th grade teachers meet with our sister school, Tommy Smith, to discuss transitioning and what they would like to see rising 6th graders know both educationally and socially before entering. This year our 6th grader teachers will be giving Tommy Smith a ready for middle school "Boot camp." This will include but not limited to walking to class without supervision, sharpening a pencil, and sitting without your class in the cafeteria. If this proves to help with the transition then it will be given to all our feeder schools.

For 8th graders, area high schools send representatives to the school to help students pick classes and get started on the registration process. MBMS also passes along information from high schools about open houses for incoming 9th grade students to visit 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.

b. College and Career Readiness

1. 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 once a semester.

MBMS offers a Digital Technology course to 8th grade. This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. This course directly prepares students for the demands of high school technology and supports their transition to technology rich college programs and careers..

6th/7th grade students may take technology courses that offer a broad overview of the Information Technology career cluster. Students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Information Technology career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

The school as a whole recognizes and celebrates college and career goals with special emphasis days at various times during the school year. 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.

MBMS actively supports participation in Take Stock in Children by students whose families might not otherwise be able to help their children learn about or finance a college education. MBMS also facilitates 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. MBMS works with local advanced high school programs to prepare students to transition to advanced, college preparatory programs in high school.

MBMS actively seeks presentations from high school career magnets for all eighth grade students. Gulf Coast State College provides a College Navigator. She is housed at Mosley High School and will provide presentations for Merritt Brown 8th grade students throughout the year. Her goal is to provide information on how she and her counterparts at surrounding high schools can help students that are interested in attending college navigate the procedures for attending college in their future. Any students requiring individual academic counseling, explore/discuss college and career goals and readiness as part of that service.

2. 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 advanced students to achieve academic success through the Springboard Pre-AP program. 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.

MBMS offers a Digital Technology course to 8th grade. This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. This course directly prepares students for the demands of high school technology and supports their transition to technology rich college programs and careers.

6th/7th grade students may take technology courses that offer a broad overview of the Information Technology career cluster. Students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Information Technology career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

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

MBMS offers a Digital Technology course to 8th grade. This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. This course directly prepares students for the demands of high school technology and supports their transition to technology rich college programs and careers..

6th/7th grade students may take technology courses that offer a broad overview of the Information Technology career cluster. Students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Information Technology career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

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 help students increase self-awareness and develop the skills needed to successfully plan for post-secondary education and the workplace. Career assessments include interest inventories, aptitude tests, and basic skills assessments. 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 work site.

4. 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.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Merritt Brown Middle School will increase proficiency and learning gains through the use of data driven instruction by utilizing research based strategies and materials in PLCs.

- G2.** If inclusive educational practices are improved, the academic performance of ESE students in the lowest quartile will increase.

Strategic Goals Detail

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

G1. Merritt Brown Middle School will increase proficiency and learning gains through the use of data driven instruction by utilizing research based strategies and materials in PLCs. 1a

G097435

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Lowest 25% Gains	50.0
Algebra I EOC Pass Rate	80.0
Math Lowest 25% Gains	50.0
FSA Mathematics Achievement	60.0
Statewide Science Assessment Achievement	50.0
Civics EOC Pass	68.0

Targeted Barriers to Achieving the Goal 3

- Lack of options and opportunity for remediation and enrichment

Resources Available to Help Reduce or Eliminate the Barriers 2

- Book study Make Just One Change - Teach Students to Ask Their Own Questions by Dan Rothstein
- Parent Liaison
- Intervention and Enrichment Courses
- PLC time
- Model Schools Conference
- Chromebooks

Plan to Monitor Progress Toward G1. 8

Assessments scores, attendance data and grades will be used to determine effectiveness of program and progress monitoring, google classroom survey data, attendance, grades.

Person Responsible

Charlotte Marshall

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

FOCUS reports, FSA and EOC results, progress monitoring, google classroom survey data, attendance, grades

G2. If inclusive educational practices are improved, the academic performance of ESE students in the lowest quartile will increase. 1a

G097436

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	25.0

Targeted Barriers to Achieving the Goal 3

- Lack of training for teachers and ESE personnel in inclusive practices

Resources Available to Help Reduce or Eliminate the Barriers 2

- Inclusion: A Fresh Look

Plan to Monitor Progress Toward G2. 8

MAPs assessment data, classroom grades, FSA data, IEPs

Person Responsible

Judy Hall

Schedule

Triannually, from 9/21/2017 to 6/1/2018

Evidence of Completion

Assessment data from a variety of sources as it becomes available.

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. Merritt Brown Middle School will increase proficiency and learning gains through the use of data driven instruction by utilizing research based strategies and materials in PLCs. **1**

 G097435

G1.B3 Lack of options and opportunity for remediation and enrichment **2**

 B261918

G1.B3.S1 Create an intervention and enrichment course to assist students who are struggling. **4**

 S277397

Strategy Rationale

MBMS implemented a new Intervention and Enrichment course. The class is a regular 45 minute class period in the 7 period day. The period rotates with the rest of the schedule so that it gathers the benefits offered in a rotating schedule such as improved student focus, teacher acuity, etc. This amount of time provides the benefit of being able to offer authentic reading intervention, intensive math, and civics instruction to students who are struggling, and enrichment for all students. This class time will include Tier III intervention time.

Action Step 1 **5**

Create a master schedule and develop ideas for Intervention and enrichment classes and credit recovery options.

Person Responsible

Charlotte Marshall

Schedule

On 8/16/2017

Evidence of Completion

Sign-in sheet from curriculum development meeting

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

MTSS team evaluates students monthly, civics is fluid based on how students are performing in those classes,

Person Responsible

Michelle Spencer

Schedule

Quarterly, from 10/20/2017 to 6/1/2018

Evidence of Completion

MTSS will use grades and MAP to determine if students need additional support. Using report cards, failures in core classes will result in students' schedule being changed to receive credit recovery.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Assessment scores, grade reports, teacher observation, progress monitoring for Tier II and Tier III

Person Responsible

Michelle Spencer

Schedule

Monthly, from 9/27/2017 to 6/27/2018

Evidence of Completion

Focus, FSA, EOC and progress monitoring, attendance

G1.B3.S2 Host summer camps for students. 4

S277398

Strategy Rationale

This is an opportunity for enrichment for students and provides a safe and secure environment for students during the summer.

Action Step 1 5

Faculty, staff and volunteers create summer workshops for students that are fun and enriching.

Person Responsible

Charlotte Marshall

Schedule

Annually, from 6/11/2018 to 7/26/2018

Evidence of Completion

Flyers, schedules, sign-in sheets, advertising on social media

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Teachers will meet and discuss curricular alignments.

Person Responsible

Charlotte Marshall

Schedule

On 7/26/2018

Evidence of Completion

Student sign in sheets and teachers meet to collaborate.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Setting up a google classroom for student feedback on camp effectiveness.

Person Responsible

Charlotte Marshall

Schedule

On 7/26/2018

Evidence of Completion

Google classroom survey results.

G2. If inclusive educational practices are improved, the academic performance of ESE students in the lowest quartile will increase. 1

G097436

G2.B1 Lack of training for teachers and ESE personnel in inclusive practices 2

B261919

G2.B1.S1 Training will be offered during PLCs and faculty meetings in improving inclusive practices. 4

S277399

Strategy Rationale

As the number of students transitioning to inclusion classes increases, teachers and ESE personnel need to understand best practices in inclusive education.

Action Step 1 5

Provide training using the book Inclusion: A Fresh Look

Person Responsible

Judy Hall

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Lesson plans, Agendas, meeting notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lesson plans will be monitored for implementation

Person Responsible

Charlotte Marshall

Schedule

Weekly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Students grades and assessment data will be analyzed regularly.

Person Responsible

Judy Hall

Schedule

Quarterly, from 8/16/2017 to 6/1/2018

Evidence of Completion

FOCUS gradebook reports, NWEA MAP data, teacher observation

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B3.S1.A1  A373778	Create a master schedule and develop ideas for Intervention and enrichment classes and credit...	Marshall, Charlotte	7/24/2017	Sign-in sheet from curriculum development meeting	8/16/2017 one-time
G2.B1.S1.A1  A373780	Provide training using the book Inclusion: A Fresh Look	Hall, Judy	9/6/2017	Lesson plans, Agendas, meeting notes	5/23/2018 monthly
G1.MA1  M402794	Assessments scores, attendance data and grades will be used to determine effectiveness of program...	Marshall, Charlotte	8/17/2017	FOCUS reports, FSA and EOC results, progress monitoring, google classroom survey data, attendance, grades	6/1/2018 monthly
G2.MA1  M402797	MAPs assessment data, classroom grades, FSA data, IEPs	Hall, Judy	9/21/2017	Assessment data from a variety of sources as it becomes available.	6/1/2018 triannually
G1.B3.S1.MA1  M402791	MTSS team evaluates students monthly, civics is fluid based on how students are performing in those...	Spencer, Michelle	10/20/2017	MTSS will use grades and MAP to determine if students need additional support. Using report cards, failures in core classes will result in students' schedule being changed to receive credit recovery.	6/1/2018 quarterly
G2.B1.S1.MA1  M402795	Students grades and assessment data will be analyzed regularly.	Hall, Judy	8/16/2017	FOCUS gradebook reports, NWEA MAP data, teacher observation	6/1/2018 quarterly
G2.B1.S1.MA1  M402796	Lesson plans will be monitored for implementation	Marshall, Charlotte	8/16/2017	Lesson plans	6/1/2018 weekly
G1.B3.S1.MA1  M402790	Assessment scores, grade reports, teacher observation, progress monitoring for Tier II and Tier III	Spencer, Michelle	9/27/2017	Focus, FSA, EOC and progress monitoring, attendance	6/27/2018 monthly
G1.B3.S2.MA1  M402792	Setting up a google classroom for student feedback on camp effectiveness.	Marshall, Charlotte	6/11/2018	Google classroom survey results.	7/26/2018 one-time
G1.B3.S2.MA1  M402793	Teachers will meet and discuss curricular alignments.	Marshall, Charlotte	6/11/2018	Student sign in sheets and teachers meet to collaborate.	7/26/2018 one-time
G1.B3.S2.A1  A373779	Faculty, staff and volunteers create summer workshops for students that are fun and enriching.	Marshall, Charlotte	6/11/2018	Flyers, schedules, sign-in sheets, advertising on social media	7/26/2018 annually

V. Professional Development Opportunities

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

G2. If inclusive educational practices are improved, the academic performance of ESE students in the lowest quartile will increase.

G2.B1 Lack of training for teachers and ESE personnel in inclusive practices

G2.B1.S1 Training will be offered during PLCs and faculty meetings in improving inclusive practices.

PD Opportunity 1

Provide training using the book Inclusion: A Fresh Look

Facilitator

ESE administrator

Participants

Teachers with Inclusion classrooms

Schedule

Monthly, from 9/6/2017 to 5/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Create a master schedule and develop ideas for Intervention and enrichment classes and credit recovery options.				\$84,921.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	100-Salaries	0071 - Merritt Brown Middle School	Title I, Part A		\$13,040.00
			<i>Notes: Parent Liaison</i>			
	2110	120-Classroom Teachers	0071 - Merritt Brown Middle School	Title, I Part A		\$3,856.00
			<i>Notes: Tutoring</i>			
	1150	590-Other Materials and Supplies	0071 - Merritt Brown Middle School			\$5,221.00
			<i>Notes: Instructional materials / ink</i>			
	2110	150-Aides	0071 - Merritt Brown Middle School			\$51,289.00
			<i>Notes: Paraprofessionals</i>			
	3376	310-Professional and Technical Services	0071 - Merritt Brown Middle School			\$10,000.00
			<i>Notes: Travel for conference</i>			
	2110	110-Administrators	0071 - Merritt Brown Middle School			\$1,389.00
			<i>Notes: AA Summer Planning</i>			
	2110	100-Salaries	0071 - Merritt Brown Middle School			\$126.00
			<i>Notes: Summer training</i>			
2	G1.B3.S2.A1	Faculty, staff and volunteers create summer workshops for students that are fun and enriching.				\$0.00
3	G2.B1.S1.A1	Provide training using the book Inclusion: A Fresh Look				\$0.00
					Total:	\$84,921.00