Merritt Brown Middle School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.Students will have success for today and be prepared for tomorrow.

School Leadership Team

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

Name	Title
Marshall, Charlotte	Principal
Treadway, Nina	Teacher, K-12
Simmons, Anna	Teacher, K-12
Sermons, Christine	Teacher, K-12
Hall, Judy	Assistant Principal
Boyce, Lisa	Teacher, K-12
Morgan, Kerri	Teacher, ESE
Wilson, Danyell	Teacher, K-12
Stafford, Kelly	Teacher, K-12
Whitehurst, Chylon	Teacher, K-12

Duties

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

*Assist the Principal of the school campus in developing, reviewing, and revising the campus improvement plan for the purpose of improving student performance for all student populations with respect to the student achievement indicators and any other appropriate performance measures.
*Align the campus plan addressing campus staff development needs.

Early Warning Systems

Year 2017-18

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	65	66	56	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	32	71	65	0	0	0	0	168
Course failure in ELA or Math	0	0	0	0	0	0	17	12	26	0	0	0	0	55
Level 1 on statewide assessment	0	0	0	0	0	0	82	86	79	0	0	0	0	247

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	49	64	63	0	0	0	0	176

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	14	7	11	0	0	0	0	32
Retained Students: Previous Year(s)	0	0	0	0	0	0	15	11	12	0	0	0	0	38

Date this data was collected

Monday 9/10/2018

Year 2016-17 - As Reported

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	

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

Year 2016-17 - Updated

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	

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

"ELA Lowest 25th Percentile" and "Science" both received 41%.
"ELA Lowest 25th Percentile" was down from 55% previous year. Conversely, "Science" was up from 33% in 2017.
*2018 "ELA Lowest 25th Percentile" score for state/district was 47%, MB's score was lower.
*2017, MB's "ELA Lowest 25th Percentile" performed at 55% whereas state and district performed at 44% and 49% respectively. In 2017, we out scored state and district.
*2016, MB's score was 33%. We went from 33%, to 55% and back down to 41%. The trend is inconsistency.
*2017, MB's "Science" score was 33%, district scored 48% and state scored 50%. MB scored approximately 16% lower than state and district.
*2018, MB's "Science" score was 41%. The district was 51% and state was 52%. MB scored approximately 10% lower. MB's score improved from 2017 and reduced the gap.
"Science" scores were similar; MB 2016-45%, 2017-33%, 2018-41%. The trend is inconsistency.

Which data component showed the greatest decline from prior year?

In review of MBMS data from 2018, there were 3 areas that declined from the year before. "ELA Lowest 25th Percentile" decreased by 14% from 2017, going from 55% to 41%. This was the largest decline in our reported data. The district and the state also showed decreases of 2% and 3% respectively. The next largest decline was in "Math Learning Gains", there was a 8% decrease in this component. BDS decreased over all by 1% and the state maintained the same percentage(57%) as the previous year. The last area that recorded a decline was "Math Lowest Percentile", our numbers dropped by 2% from 57%(2017) to 55%(2018). The district recorded a 1% decline from 59%(2017) to 58%(2018), while the state recorded a 1% increase from 50%(2017) to 51%(2018).

Which data component had the biggest gap when compared to the state average?

In reflection of Merritt Brown Middle School's 2018 data, our findings indicate "Science Achievement" is the constituent with the largest gap at 11% below average when compared to the state, followed by "Math Learning Gains" at 10%.

Which data component showed the most improvement? Is this a trend?

In reviewing Merritt Brown's data from 2018, there were three categories that showed improvement. ELA Achievement increased 2% from 2017 going from 44% to 46%. The district and state levels each increased by 1%. Social Studies Achievement increased 1% from 2017 going from 67% to 68%. The district and state levels increased by 2% each. However, the data component which showed the most improvement from 2017 was the Science Achievement. It increased 8% going from 33% in 2017 to 41% in 2018. This was a higher increase than the district and state level increases. They increased 3% and 2%, respectively.

Describe the actions or changes that led to the improvement in this area.

Civics identified and targeted our lowest performing students and worked on our remediation plan for these students as well as general remediation techniques. We worked with the Civics District Liaison and held a Saturday bootcamp before the Civics EOCA with incentives for students to showup and participate. This led to a decrease in our Level 2s which in turn, trended upwards to more level 3, 4, and 5s.

The actions that led to the improvement in the subject area of ELA Achievement is partially due to the collaborations and consistency of instruction between the 8th grade English Language Arts and History teachers. The two subject areas supported each other by successfully mirroring academic writing styles and terminology for assignments, encouraging a positive learning environment that created an opportunity for learning gains.

Science noticed two things - but really similar in nature, thanks to the ELA department: The ELA teachers reinforced science vocabulary throughout the school year, but specifically at the beginning when we were teaching Nature of Science (and these terms really do cross over into other areas of life) as well as incorporating science prompts for Bears Writes several times throughout the year.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	46%	54%	53%	49%	53%	52%
ELA Learning Gains	51%	54%	54%	45%	51%	53%
ELA Lowest 25th Percentile	41%	47%	47%	33%	45%	45%
Math Achievement	50%	61%	58%	52%	60%	55%
Math Learning Gains	47%	61%	57%	47%	60%	55%
Math Lowest 25th Percentile	55%	58%	51%	53%	56%	47%
Science Achievement	41%	51%	52%	45%	49%	50%
Social Studies Achievement	68%	76%	72%	68%	71%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	65 (40)	66 (56)	56 (44)	187 (140)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
One or more suspensions	32 (23)	71 (38)	65 (29)	168 (90)
Course failure in ELA or Math	17 (6)	12 (8)	26 (3)	55 (17)
Level 1 on statewide assessment	82 (84)	86 (46)	79 (30)	247 (160)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	44%	51%	-7%	52%	-8%
	2017	41%	52%	-11%	52%	-11%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	42%	51%	-9%	51%	-9%
	2017	42%	50%	-8%	52%	-10%
Same Grade Comparison		0%				
Cohort Comparison		1%				
08	2018	55%	58%	-3%	58%	-3%
	2017	50%	56%	-6%	55%	-5%
Same Grade Comparison		5%				
Cohort Comparison		13%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	45%	52%	-7%	52%	-7%
	2017	42%	49%	-7%	51%	-9%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	52%	59%	-7%	54%	-2%
	2017	48%	58%	-10%	53%	-5%
Same Grade Comparison		4%				
Cohort Comparison		10%				
08	2018	43%	48%	-5%	45%	-2%
	2017	54%	46%	8%	46%	8%
Same Grade Comparison		-11%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	40%	49%	-9%	50%	-10%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	69%	76%	-7%	71%	-2%
2017	66%	72%	-6%	69%	-3%
Compare		3%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	87%	64%	23%	62%	25%
2017	90%	62%	28%	60%	30%
Compare		-3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	62%	-62%	56%	-56%
2017	0%	60%	-60%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	38	33	28	43	43	26	46			
ASN	53	41		71	59						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	50	55	64	36	38	46	24				
HSP	42	63		63	46			55			
MUL	63	55		59	37		36		50		
WHT	46	50	39	49	47	55	43	68	45		
FRL	41	50	42	47	46	56	37	64	35		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	41	45	18	40	43	21	40			
ASN	73	55		55	73						
BLK	31	58	73	31	43	53	27	55			
HSP	47	47		47	47						
MUL	52	73	70	67	67		42	79	58		
WHT	43	48	54	50	55	56	32	66	33		
FRL	36	46	53	42	50	54	29	64	30		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	MBMS will increase the number of instructional days by decreasing use of ISS/OSS by 20%. Using month to month comparison 2018-2019 school year by implementing LLR/Behavior goals developed by MTSS team.
Rationale	We believe that if we increase the amount of time students spend in the classroom, their content knowledge will increase as well. We are having students spend short amount of times in the Reflection room when they are upset or disrupting other students. This short amount of time is opposed to spending the entire period in the AP's office or the entire day in ISS/OSS. Our behavior mentor is there to discuss with them appropriate behavioral options - rather than acting out.
Intended Outcome	Increased instructional time = increased content area performance. It will also increase remediation time and theoretically decrease the amount of classroom disruptions - since students will leave the classroom for reflection then return for instruction.
Point Person	Judy Hall (hallja@bay.k12.fl.us)
Action Step	
Description	MBMS will increase the number of instructional days by decreasing use of ISS/OSS by 20%. Using month to month comparison 2018-2019 school year by implementing LLR/Behavior goals developed by MTSS team. *student goes to Reflection room for mentoring *student returns to class for instruction *LLR - step 1, teacher speaks with student *LLR - step 2, teacher contacts student's parent *LLR - step 3, student is assigned lunch detention with Reflection room mentor *LLR - step 4, student receives a discipline referral *MTSS will discuss this student to see if a behavior intervention would be beneficial. Students are assigned to the Reflection room during Bear time (enrichment/intervention) to receive small group instruction on what behaviors (both academic and social) should look like. *Guidance and special area teachers are creating behavior videos, including lesson plans for Bear time teachers to follow. There will be a pre-lesson survey and a survey upon completion for all students to complete. This will include discussion questions relating to the video.
Person Responsible	Judy Hall (hallja@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	MTSS administrator pulls LLR spreadsheet daily. She pulls students to speak with them - and assign lunch detention. For MTSS monthly meetings ISS/OSS numbers are pulled and compared to last year's data. Reflection room mentor is using the behavior program provided by the district when working with students during Bear time.
Person Responsible	Judy Hall (hallja@bay.k12.fl.us)

Activity #2	
Title	MBMS will increase achievement level by 5% across all subjects.
Rationale	We believe that through enrichment and intervention classes, and the use of programs such as Math 180, Achieve 3000, and cross curricular data based instruction we will increase achievement levels in all subject areas.

Intended Outcome	Through these programs and cross curricular instruction, students will gain a deeper understanding of subjects as they relate to the real world and current events. The will begin to understand that each subject is not an island.
Point Person	Judy Hall (hallja@bay.k12.fl.us)

Action Step	
Description	*departments are meeting together within their grade level to find cross curricular content *before school tutoring *para support pushed into classes *Achieve 3000 for students who scored a level 1 or 2 on FSA reading *Math 180 for most 6th and 7th grade students who scored a level 1 or 2 on FSA math *Eureka math
Person Responsible	Judy Hall (hallja@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	*MAP testing *student grades *A3K reports *Math 180 reports
Person Responsible	Judy Hall (hallja@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

MBMS faculty diligently work to build positive relationships with families by increasing involvement and efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Parental involvement is crucial to a student's success. We offer parents and other interested stakeholders involvement through the following:
Parent/teacher conferences as needed.
An invitation for parents and members of the community to partner as volunteers on the School Advisory Council (SAC).
Events- such as Orientation, ChromeBook Handout, Open House, Title I Annual Meeting, Donunts for Dads, Parent Homework Night, Language Arts/Reading Parent Meeting, History Fair Night, Science Fair

Night, sports events, awards ceremonies, and an ASPIRE Parent Breakfast, ASPIRE Parent Follow-Up Meeting, and Grade Transition Meeting.

Teachers utilize a classroom website, Focus/Parent Portal, Canvas, Google Classroom, Email, and/or Remind 101 to communicate information or assignments to students and parents.

An IRIS alert communicates important alerts.

The school website and Facebook Page and the school wide Remind 101 inform parents of school activities and events.

The Parent Liaison maximizes involvement in each child's education by informing parents' of their child's educational strategies. MBMS implemented a new Intervention and Enrichment course.

The class is a stagnant regular 45 minute class period in the 7 period day. This amount of time provides the benefit of being able to offer authentic remediation to students who are struggling in a core subject area, and enrichment for all students. We have a rotating priority week so students have the opportunity to receive remediation in all core subjects. This class time will include Tier III intervention time. Students 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 establish good rapport with students.

PFEP Link

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

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 personnel implement a clearly defined process to determine the social and emotional needs of each student.

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 offers an ESE social skills class where students work on their social/emotional/behavioral IEP goals in a structured setting.

Students are able to meet with their guidance counselor to discuss issues.

Teachers refer students to their guidance counselor for immediate needs and/or concerns.

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.

MBMS guidance department is engaged with students regularly for academic/personal issues including basic counseling services. There is an open door policy for all students. Students are assigned a guidance counselor so they can build a safe relationship with them.

New students are introduced to students who can show them around the school.

A Reflection Room is provided for students who need a cool down area. The instructor offers assistance and strategies to stay focused and work through any struggles they are having. Teachers can send students to this room as an alternative to discipline actions.

Character development is provided to students through our ROAR initiative (Respectful, Open-Minded, Accountable, Ready-to-Learn). Teachers use different techniques to teach students proper behaviors that they may never have been exposed to before.

A MFLAC Military counselor is available to insure the well-being of our military population. This counselor is to mentors and counsels military students, making transitions more seamless.

Students are able to report anonymously if they do not feel safe, including bullying. The School Resource Officer also has an open door policy with students.

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

In order to support the incoming cohort of elementary students from various feeder schools, MBMS hosts a 5th-grade orientation every May. We also provide an opportunity for incoming Autism students to tour the campus , and meet their Autism Program teachers. All students explore the campus to familiarize themselves with the gymnasium, cafeteria, media center, and computer labs. After touring the campus students are given the opportunity to ask questions to 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. Also throughout the year MBMS and TSE hold several events to foster a relationship between the schools. One event that both schools have found successful is the Halloween Vocabulary Parade. While this event is for the whole school and not just the upcoming 6th grade cohort, it does create a camaraderie between the schools that helps to ease the transition.

For the outgoing 8th grade cohort , area high schools send representatives to MBMS 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. Additionally outgoing 8th grade students have the opportunity to participate in 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 transition from middle to high school, r and feel confident that they have selected the highschool that best fits their educational needs.

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.

Policies ensure that school leaders have access to hire and retain qualified professional and support staff. A process is used to determine needed personal. Sustained fiscal resources are available to fund all positions necessary. Instructional time, material, and fiscal resources are focused on supporting the purpose and direction of MBMS. School leaders work to secure resources needed to meet the needs of all students. School leaders demonstrate that these resources are allocated so that all students have equitable opportunities. Efforts toward continuous improvement of instruction and operations include achieving the school's mission and purpose. School leadership consists of one principal, assistant principal and administrative assistant who meet once a week. Administration sets clear expectations for maintaining a safe and healthy learning environment.

Title I:Part A
Funds are coordinated(federal, state, local) and services are provided for educationally disadvantaged students at qualifying schools.The purpose of Title I funding is to implement programs and services that ensure that all children have an opportunity to obtain a high-quality education and reach proficiency on state academic assessments.

Title I:Part C
A student qualifies as a Migrant Student if the student or family has moved at any time in the last three years to work in agriculture, packing, fishing, dairy, livestock, or forestry and is between two or twenty-two years old. BDS is part of a consortium through PAEC that provides assistance for migrant students and their families. Programs provide funds to assist migrant children; they're used as follows: • Advocacy and outreach activities • Support for schools • Family literacy programs• Integration of information technology • Programs to facilitate transition of secondary school students to postsecondary education/ 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 in in state operated institutions or community day programs. The program also provides financial assistance to programs, which focus on the transition and academic needs of students returning from correctional facilities.

Title II
BDS receive supplemental funds for professional development and stipends. Services are provided to schools through in person and online professional development opportunities.

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

Title X:Homeless
Bay District Homeless program personnel are provided through Title X funds and offer homeless families contact to services and resources. Several parents at MBMS provide supplies and clothing to help these families. MBMS Guidance Counselors serve as a vital link to these families and community resources.

Violence Prevention Programs:BDS policy on "Bullying, Harassment, or Cyberstalking"- 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 MBMS. Applications are sent home or available online. School and district website provide lunch menus and nutrition information.

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

All 8th graders receive whole-class guidance visits related to secondary and post-secondary readiness and goals. 8th grade enrichment sections have a series of college and career lessons for teacher presentation.

MBMS offers a Digital Technology course to 8th grade. This course is designed to provide an overview of current business and information systems , 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. 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.

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, Career Research and Decision Making are available to students.

MBMS participates in Take Stock in Children. MBMS facilitates the mentor/mentee time that is the backbone of this program.

For high performing students, our school participates in the Duke TIP 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. GCSC provides a College Navigator. Her goal is to provide information on how she and her counterparts at surrounding high schools can help students interested in attending college navigate the procedures for attending college in their future.

Part V: Budget	
Total:	**$98,556.00**