

Bay District Schools

Merritt Brown Middle School



2019-20 Schoolwide Improvement Plan

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Merritt Brown Middle School

5044 MERRITT BROWN WAY, Panama City, FL 32404

[no web address on file]

Demographics

Principal: Gelonda Martin

Start Date for this Principal: 7/1/2005

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (50%) 2016-17: C (50%) 2015-16: C (47%) 2014-15: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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5044 MERRITT BROWN WAY, Panama City, FL 32404

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<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	Job Duties and Responsibilities
Marshall, Charlotte	Principal	*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.
Treadway, Nina	Teacher, K-12	
Simmons, Anna	Teacher, K-12	
Hall, Judy	Assistant Principal	
Morgan, Kerri	Teacher, ESE	
Wilson, Danyell	Teacher, K-12	
Stafford, Kelly	Teacher, K-12	
Whitehurst, Chylon	Teacher, K-12	
Granberg, Susan	Teacher, K-12	
Spencer, Michelle	Assistant Principal	
Henderson, Wendi	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	226	207	198	0	0	0	0	631	
Attendance below 90 percent	0	0	0	0	0	0	51	58	54	0	0	0	0	163	
One or more suspensions	0	0	0	0	0	0	49	65	55	0	0	0	0	169	
Course failure in ELA or Math	0	0	0	0	0	0	7	5	6	0	0	0	0	18	
Level 1 on statewide assessment	0	0	0	0	0	0	73	63	66	0	0	0	0	202	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	48	54	50	0	0	0	0	152	

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	1	1	3	0	0	0	0	5	
Students retained two or more times	0	0	0	0	0	0	14	11	7	0	0	0	0	32	

FTE units allocated to school (total number of teacher units)

48

Date this data was collected or last updated

Wednesday 9/18/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	49	64	63	0	0	0	0	176	

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	49	64	63	0	0	0	0	176

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	56%	54%	44%	53%	52%
ELA Learning Gains	51%	59%	54%	51%	56%	54%
ELA Lowest 25th Percentile	43%	55%	47%	55%	49%	44%
Math Achievement	45%	60%	58%	50%	59%	56%
Math Learning Gains	42%	55%	57%	56%	60%	57%
Math Lowest 25th Percentile	53%	55%	51%	57%	59%	50%
Science Achievement	39%	50%	51%	33%	48%	50%
Social Studies Achievement	68%	72%	72%	67%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	226 (0)	207 (0)	198 (0)	631 (0)
Attendance below 90 percent	51 (65)	58 (66)	54 (56)	163 (187)
One or more suspensions	49 (32)	65 (71)	55 (65)	169 (168)
Course failure in ELA or Math	7 (17)	5 (12)	6 (26)	18 (55)
Level 1 on statewide assessment	73 (82)	63 (86)	66 (79)	202 (247)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	46%	56%	-10%	54%	-8%
	2018	44%	51%	-7%	52%	-8%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	44%	54%	-10%	52%	-8%
	2018	42%	51%	-9%	51%	-9%
Same Grade Comparison		2%				
Cohort Comparison		0%				
08	2019	46%	59%	-13%	56%	-10%
	2018	55%	58%	-3%	58%	-3%
Same Grade Comparison		-9%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	38%	53%	-15%	55%	-17%
	2018	45%	52%	-7%	52%	-7%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	36%	59%	-23%	54%	-18%
	2018	52%	59%	-7%	54%	-2%
Same Grade Comparison		-16%				
Cohort Comparison		-9%				
08	2019	46%	48%	-2%	46%	0%
	2018	43%	48%	-5%	45%	-2%
Same Grade Comparison		3%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	39%	51%	-12%	48%	-9%
	2018	40%	49%	-9%	50%	-10%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	74%	-2%	71%	1%
2018	69%	76%	-7%	71%	-2%
Compare		3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	89%	64%	25%	61%	28%
2018	87%	64%	23%	62%	25%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	62%	38%	57%	43%
2018	0%	62%	-62%	56%	-56%
Compare		100%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	22	38	39	29	45	48	24	38			
ASN	67	75		73	45						
BLK	25	42		42	42			62			
HSP	52	58		56	42						
MUL	53	56		50	60						
WHT	45	50	45	44	41	54	41	68	41		
FRL	41	48	41	42	40	51	34	67	41		

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						
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	429
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science Achievement received 41% and Math Learning Gains received a 42%.

Math Learning Gains was down from 47% in 2019. And, Science was down from 41% in 2018.

*2019 "ELA Lowest 25th Percentile" score for state/district was 55%, MB's score was lower.

*2018, MB's "Math Lowest 25th Percentile" performed at 53% whereas state and district performed at 51% and 55% respectively. In 2019, we out scored the state.

*2018, MB's "Science" score was 41%. The district was 51% and state was 52%. MB scored approximately 10% lower.

* 2019, MB "Science" score was 39%. The district was 50% and state was 51%. MB scored 11% lower. MB's score dropped from 2018.

"Science" scores trend is inconsistent: 2016-45%, 2017-33%, 2018-41% and 2019-39%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In review of MBMS data from 2019, there were 4 areas that declined from the year before. "Math Achievement" decreased by 5% from 2018, going from 50% to 45%. This was the largest decline in our reported data. The district and the state also showed decreases of 1% and 0% respectively. The next largest decline was in "Math Learning Gains", there was a 5% decrease in this component. BDS decreased over all by 6% and the state maintained the same percentage (57%) as the previous year. The last areas that recorded a decline was "Math Lowest Percentile" and "Science Achievement." For "Math Lowest Percentile," our numbers dropped by 2% from 55% (2018) to 53% (2019). The district recorded a 3% decline from 58%(2017) to 55%(2019), while the state recorded a consistent average of 51%(2018) and(2019). "Science Achievement" decreased by 2% from 2018, going from 41% to 39%. This component also declined at the district and state level by 1% from 2018.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In reflection of Merritt Brown Middle School's 2018 data, our findings indicate "Math learning gains" is the constituent with the largest gap at -15%% below average when compared to the state, followed by "Math and Science Achievement" at -13%%.

Which data component showed the most improvement? What new actions did your school take in this area?

In reviewing Merritt Brown's data from 2019, one data component showed improvement. ELA Lowest 25th Percentile increased 2% from 2018 going from 41% to 43%. The state level remained the same

for this data component, but the district level increased 8%. In the district, ELA Achievement increased 2% and ELA Learning Gains increased 5%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In looking at the learning gains for the 2018-2019 year, it was not a surprise that there were fewer areas of learning gains during this year. Hurricane Michael drastically affected our school, families, and communities. Students were out of school for over a month and then had limited hours of school for two months. We kept the same percentage of gains for ELA learning gains and Social Studies Achievement and just had small decreases in the other areas. With the learning gains showing up for the lowest 25th percentile is a testament that we were persevering and trying to get the students where they should be. We also provided an intervention class for students who we thought were struggling in different areas. If a teacher noticed a student may have needed extra help, then they were sent to this intervention class temporarily.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Lowest 25% Math
2. Lowest 25% Reading

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	MBMS will increase the number of instructional days by decreasing use of ISS/OSS by 20%. Using month to month comparison 2019-2020 school year by implementing Low Level Referral /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.
State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	Michelle Spencer (spencmj@bay.k12.fl.us)
Evidence-based Strategy	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.
Rationale for Evidence-based Strategy	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.
Action Step	
Description	<ol style="list-style-type: none"> 1. student goes to Reflection room for mentoring, student returns to class for instruction 2. 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 <p>3.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.</p>
Person Responsible	Michelle Spencer (spencmj@bay.k12.fl.us)

#2	
Title	MBMS will increase achievement level by 7% across all subjects.
Rationale	We believe that through enrichment and intervention classes, and the use of programs such as Math 180, Achieve 3000, Study Island, Exact Path, and cross curricular data based instruction we will increase achievement levels in all subject areas. These programs are in addition to core instruction using EL and Go Math.
State the measurable outcome the school plans to achieve	Through these these programs and cross curricular instruction, students will gain a deeper understanding of subjects as they relate to the real world and current events. Intervention classes will reteach learning targets and standards that student's may have trouble grasping in their core subjects. Students will make improvements in close reading, writing, and vocabulary as well as critical and logical thinking to strengthen foundational math skills for middle school.
Person responsible for monitoring outcome	Charlotte Marshall (marshcy@bay.k12.fl.us)
Evidence-based Strategy	The LA Department utilizes the EL Education Curriculum, providing students "real-world content" through literary and informational text. A3K is provided to students who scored a level 1/2 on FSA Reading, which teaches background knowledge and close reading skills with informational text. Core and Intervention classes for LA/Reading uses the EL Curriculum's supplemental resources to close skill gaps. Math classes use Go Math as core instruction, supplementing with Math Nation and Study Island. Intensive classes use Math180 and Exact Path. Science and Social Studies are using district approved curriculum. Learning needs and accommodations are met by assigning students to short term intervention classes, ensuring students meet with their speech teacher, and recommending students to attend tutoring. In addition to the instructional and paraprofessional support available in classes, this allots time for more practice on skills to meet proficiency on Assessments. MTSS assigns students to intervention using teacher recommendations and D/F report.
Rationale for Evidence-based Strategy	ELA and Math teachers are updating their D/F sheet bi-weekly to discuss students during PLC. Social Studies PLC uses a spreadsheet to track struggling students. They can refer students to before school tutoring and MTSS meetings for intervention. We will be rewarding students who have no missing work through PBIS the intent is reduce D and F because of work not turned in that leads to low summative assessment grades
Action Step	
Description	<ol style="list-style-type: none"> 1. Departments are meeting together within their grade level to find cross curricular content 2. Before school tutoring 2 days a week 3. Paraprofessionals and instructional support are appointed to classes to aid in meeting students' needs to excel academically 4. The Language Arts Department utilizes the EL Education Curriculum, providing students "real-world content" through literary and informational text. Achieve 3000 is provided to students who scored a level 1 or 2 on the FSA Reading. Through this program students build background knowledge and close reading skills with informational text. Math 180 for most students who scored a level 1 or 2 on FSA math, Exact Path is also being used in core math instruction. 5. Students are assigned short term intervention classes to receive additional practice on skills. This offers more one-on-one instruction as well as a smaller classroom setting for students to relearn and focus on specific skill sets for achievement. 6. Administration will use CWTs to progress monitor curriculum being used

Person Responsible Charlotte Marshall (marshcy@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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, Donuts 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, and feel confident that they have selected the high school 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. Instructional time, material, and fiscal resources are focused on supporting the purpose and direction of MBMS. Efforts toward continuous improvement of instruction and operations include achieving the school's mission and purpose. Administration sets clear expectations for maintaining a safe and healthy learning environment.

Title I:Part A

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.

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.

Title III

Services are provided through the district for educational materials and support services to improve the education of immigrant and ELLs.

Title X:Homeless

Bay District Homeless program personnel are provided through Title X funds and offer homeless families contact to services and 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, free/reduced lunch program is offered at MBMS.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: MBMS will increase the number of instructional days by decreasing use of ISS/OSS by 20%. Using month to month comparison 2019-2020 school year by implementing Low Level Referral /Behavior goals developed by MTSS team.	\$0.00
2	III.A.	Areas of Focus: MBMS will increase achievement level by 7% across all subjects.	\$0.00
Total:			\$0.00