

2013-2014 SCHOOL IMPROVEMENT PLAN

Merritt Brown Middle School
5044 MERRITT BROWN WAY
Panama City, FL 32404
850-767-3976

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 65%
Alternative/ESE Center No	Charter School No	Minority Rate 16%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A	2009-10 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	1	Sam Foerster

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Merritt Brown Middle School

Principal

Charlotte Marshall

School Advisory Council chair

Kevin Padot

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Nina Treadway	Language Arts Department
Wendy Henderson	Science Department
Christine Sermons	History Department
Anna Simmons	Math Department

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Section 1: Chairperson.-- The chairperson [and co-chairperson] shall preside at all meetings of the Council and shall be a de facto member of all committees. (Kevin Padot is Chair and Theo Patronis is Co-Chair)

Section 2: Vice-Chairperson.-- The vice-chairperson shall act as an aide to the chairperson and preside in the absence of the chairperson. In the case of a vacancy in the office of chairperson, the vice-chairperson shall become the chairperson for the remainder of the unexpired term.

Section 3: Secretary.-- The secretary shall keep minutes of the meetings and shall be responsible for such correspondence as is delegated to him/her by the chairperson. The secretary shall also document activities, decisions, and attendance of the Council and its committees for accountability. The School Board will maintain a record of minutes of all SAC meetings, as required by Fla. Stat. (Michael Richards) Treasurer (Susan Granberg)

Involvement of the SAC in the development of the SIP

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

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

Activities of the SAC for the upcoming school year

The School Advisory Council will meet on a quarterly basis. The agenda will include a report on school activities.

Projected use of school improvement funds, including the amount allocated to each project

Support purchase of student planners. Amount pending

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Charlotte Marshall

Principal

Years as Administrator: 12

Years at Current School: 10

Credentials

B.S. Early Childhood/Ele. Ed
 M.S. Reading/Language Arts
 Ed.S. Educational Leadership School Principalship

Performance Record

2013 Grade C Reading - 56% proficient, Math 50% proficient; Writing 50%; Science 43;
 2012 Grade B Reading-56% proficient, Math 48% proficient; Writing 79%; Science 41%
 2011 Grade; A Reading- proficient 58%, Math 54% proficient; Writing 86%; Science 44%
 2010 Grade: A Reading – 74% proficient, 61% learning gains, 62% lowest quartile gains; Math – 71% proficient, 70% learning gains, 67% lowest quartile gains; Writing 86%; Science 44%
 2009 Grade: A Reading – 77% proficient, 61% learning gains, 54% low quartile gains; Math – 71% proficient, 70% learning gains, 68% lowest quartile gains; Writing 88%; Science 50%
 2008 Grade: A Reading – 79% proficient, 66% learning gains, 62% low quartile gains; Math – 68% proficient, 63% learning gains, 50% lowest quartile gains; Writing 93%; Science 52%
 2007 Grade: A Reading – 74% proficient, 64% learning gains, 62% lowest quartile gains; Math – 74% proficient, 73% learning gains, 75% lowest quartile gains; Writing 94%; Science 55%
 2006 Grade: A Reading 72% proficient, 60% learning gains, 65% lowest quartile gains; Math – 69% proficient, 68% learning gains, 68% lowest quartile; Writing 93%; Science 43%
 2005 Grade: A Reading 71% proficient, 62% learning gains, 72% lowest quartile; Math – 69% proficient, 69% learning gains; Writing 92%

Harold Weaver

Asst Principal

Years as Administrator: 16

Years at Current School: 8

Credentials

BSBA – Business
 BSTE – Business
 Ed. Specialist – Educational Ld/Admin

Performance Record

2013 Grade C Reading - 56% proficient, Math 50% proficient; Writing 50%; Science 43;
 2012 Grade B Reading-56% proficient, Math 48% proficient; Writing 79%; Science 41%
 2011 Grade; A Reading- proficient 58%, Math 54% proficient; Writing 86%; Science 44%
 2010 Grade: A Reading – 74% proficient, 61% learning gains, 62% lowest quartile gains; Math – 71% proficient, 70% learning gains, 67% lowest quartile gains; Writing 86%; Science 44%
 2009 Grade: A Reading – 77% proficient, 61% learning gains, 54% low quartile gains; Math – 71% proficient, 70% learning gains, 68% lowest quartile gains; Writing 88%; Science 50%
 2008 Grade: A Reading – 79% proficient, 66% learning gains, 62% low quartile gains; Math – 68% proficient, 63% learning gains, 50% lowest quartile gains; Writing 93%; Science 52%
 2007 Grade: A Reading – 74% proficient, 64% learning gains, 62% lowest quartile gains; Math – 74% proficient, 73% learning gains, 75% lowest quartile gains; Writing 94%; Science 55%
 2006 Grade: A Reading 72% proficient, 60% learning gains, 65% lowest quartile gains; Math – 69% proficient, 68% learning gains, 68% lowest quartile; Writing 93%; Science 43%
 2005 Grade: A Reading 71% proficient, 62% learning gains, 72% lowest quartile; Math – 69% proficient, 69% learning gains; Writing 92%

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lora M. McCalister-Cruel		
Part-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	BS Journalism; Master of Public Administration English 5-9 ESE K-12 Reading Endorsement K-12 ESOL Endorsement K-12	
Performance Record	12-13: Merritt Brown Middle School C 56% Level 3 & above Reading 50% Meeting Writing Standard 60% Making Learning Gains 62% Lowest 25% Making Gains 11-12: B Mosley High 64% Level 3 & above Reading 89 % Meeting Writing Standard % Making Learning Gains 59 % Lowest 25% Making Gains 570 Points Earned (FCAT) 10-11: A Mosley High 66% Level 3 & above 90% Meeting Writing Standard 63% Making Learning Gains 50% Lowest 25% Making Gains 09-10: B Mosley High 63% Level 3 & above 88% Meeting Writing Standard 57% Making Learning Gains 43% Lowest 25% Making Gains 567 Points Earned (FCAT) 572 Points Earned (FCAT)	

Lisa Gibson		
Part-time / District-based	Years as Coach: 6	Years at Current School: 1
Areas	Rtl/MTSS	
Credentials	B.A. in English Literature from Florida State University Certifications: MG Math 5-9, MG English 5-9, English 6-12 Endorsements: ESOL, Reading	
Performance Record	Highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.	

Margo Anderson		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Other	
Credentials	M.A. Language and Literature B.A. English Reading Endorsement (last component to be completed Oct 2013) 6-12 Secondary English certification	
Performance Record	I am highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement.	

Classroom Teachers

# of classroom teachers	51
# receiving effective rating or higher	50, 98%
# Highly Qualified Teachers	90%
# certified in-field	6, 12%
# ESOL endorsed	3, 6%
# reading endorsed	7, 14%
# with advanced degrees	16, 31%
# National Board Certified	1, 2%
# first-year teachers	4, 8%
# with 1-5 years of experience	11, 22%
# with 6-14 years of experience	17, 33%
# with 15 or more years of experience	19, 37%

Education Paraprofessionals

of paraprofessionals

12

Highly Qualified

9, 75%

Other Instructional Personnel

of instructional personnel not captured in the sections above

8

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Principal will meet regularly with new teachers. Principal On-going
2. New teachers will be partnered with veteran staff. Principal/Assistant Principal On-going
3. New teachers will participate in Bay District's New Teacher Induction Program. Principal/Assistant Principal May 2014
4. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives. Literacy Coach/Assistant Principal May 2014
5. New teachers will participate in leadership team meetings to build their capacity for school improvement. Literacy Coach/Principal On-going
6. Eight teachers are pursuing CAR-PD.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Merritt Brown Teacher Mentoring Plan includes pairings of all new teachers with a veteran teacher within their content area that supports the new/beginning teacher with curriculum. All new/beginning teachers receive support targeted support from the part-time Literacy Coach.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

MTSS/Rtl team will meet regularly. MTSS/Rtl team may meet more often at beginning of the school year. The MTSS/Rtl team functions to conduct on-going AYP, FCAT data, and other Universal Screening data to match interventions to student needs and stakeholder accountability. The MTSS/Rtl team ensures MTSS/Rtl professional development is provided to staff. The MTSS/Rtl team is responsible for school-wide implementation. The MTSS/Rtl team provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS/Rtl

structures needed to best meet the needs of their students. The MTSS/RtI process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Mtss/RtI team will collaborate with the School Improvement Team and School Advisory Council to help in the development of the School Improvement Plan. The team will provide data on: Tier 1(school-wide data) and use the problem solving process to implement changes in reading math, science, writing, and behavior and help set clear expectations for instruction (Rigor, Relevance, and Relationship). The MTSS/RtI Team contributed to the Professional Development areas of plan by outlining how MTSS/RtI Professional Development will be delivered to faculty and staff.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Tier II Reading Teachers meet weekly for data disaggregation and monitoring of students' progress in Tier II and Tier III for Reading based on interventions. MTSS/LLT meet monthly for data disaggregation and monitoring of interventions for students in applicable Tiers.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Easy CBM
DIBELS
FOCUS

Tier I - FCAT and Discovery Education

Tier II Reading Classes are implementing read 180 program and FCIM Common Assessments and for math Classworks which utilize an online progress monitoring component. Bears Write

Tier III Reading Classes are utilizing SRA Corrective Reading which also provides a progress monitoring component. Reports from both programs are used to monitor individual and overall program progress.

Number Worlds a math one on one program

DEA, an online assessment program for Reading, Math and Science will be used three times a year. Results from these assessments will be used to monitor core instruction.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Teachers representing each content area will meet monthly for half day planning sessions on the data-based problem solving process. Information will be shared to receive input and feedback from School Advisory Council.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,320

The Math Department provides before school tutoring for any and all students that wish to participate. The math teachers volunteer for service on Tuesday and Friday mornings from 8-8:30 in the Bear Lab via a Google document sign-up sheet. Students may receive assistance with their current math lessons and/or math concepts in which they have deficiencies. We use a sign in sheet for both students and teachers participating on each day we provide services. We keep all grade level textbooks in the lab as well as workbooks for "Mastering the NGSSS."

This year we are using Math Team students to assist us with peer tutoring during these same times to help with the number of students we have visit us at any given time. Since these students have progressed to higher levels of math they will be able to strengthen their basic skills while helping other students become more proficient in math.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Using Discovery Education, a class will be built of 6th, 7th, ad 8th grade students regularly attending the morning tutoring session. The mid-year assessment and end of the year assessment will be used as one indicator that the tutoring sessions as beneficial. In addition, teachers will monitor student class grades to see if grades improve when students are actively attending the tutoring sessions.

Who is responsible for monitoring implementation of this strategy?

All members of the Bears Math Team are responsible for monitoring the implantation of this strategy. Members of the team include Teri Crump, John Fant, Sue Garl, Reggie Gilbert, Bart Kennedy, Marie Lombardi, Cedric McClain, Tanette Owens, Jeff Stanford, Wes Carlisle, Martha Simmons, Chris Williams, and department chair Anna Simmons.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Charlotte Marshall	Principal
Lora McCalister	Literacy Coach
Sandra Grouev	Media Specialist
Kim Williams	Reading/Language Arts Teacher
Irene Clark	Reading/Language Arts , ASPIRE, Social Studies Teacher
Jamie Larsen	Reading/Language Arts Teacher/ESE
Bridget Edwards	Reading/Language Arts Teacher
Amy Byrne	Science/ESE Teacher
Kerri Morgan	Reading/Language Arts Teacher
Nina Treadway	Language Arts Teacher
Chris Williams	ESE/Reading, Math, Science, SS Teacher

Name	Title
Melanie McNeil	Autism Teacher
Anna Simmons	Math Teacher
Tanette Owens	Math/Social Studies Teacher

How the school-based LLT functions

Principal and or Literacy Coach facilitate the meeting

Meet frequently and regularly to analyze data

- Set common goals
- Collaborate on instructional planning
- Discuss the results of implementing the lesson
- Reflect on success or challenges
- Continue the cycle

The purpose of the team is to ensure reading fidelity across the curriculum and provide tools and resources to promote reading school-wide. LLT is responsible for implementing the CRP, with fidelity.

Major initiatives of the LLT

- *Review data, particularly that of the subgroups that did not make AYP.
- *Use data from assessments to determine whether or not strategies included in the School Improvement Plan are working and are the best course of action.
- *Work with grade levels to ensure that they are using interventions with fidelity.
- *Provide support, model teaching strategies, and assist with Professional Development of the faculty and staff.
- *Identify the literacy issues, needs, and resources
- *Develop a consensus on the need for change that incorporates • training, curriculum, and instructional modifications
- *Build the capacity to address literacy issues using school staff
- *Design and implement SIP strategies
- *Monitor, evaluate, and modify plans as needed (based on data)

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers will receive monthly professional development in research-based literacy strategies to include text marking, highlighting, citing evidence and summarizing.

Administrators will conduct informal classroom walk-throughs and weekly monitoring of lesson plans to monitor the use of research-based literacy strategies in planning and delivering lessons.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

NA

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students are encouraged to share input in elective selection. They are also encouraged to select courses of rigor based on their success in high stakes testing. Every schedule is based on individual student data.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	56%	No	70%
American Indian				
Asian				
Black/African American	56%		Yes	60%
Hispanic	78%		Yes	81%
White	67%		Yes	70%
English language learners				
Students with disabilities	43%		Yes	48%
Economically disadvantaged	60%		Yes	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	238	32%	35%
Students scoring at or above Achievement Level 4	203	27%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	13	87%	88%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		60%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		62%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		59%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	59%	No	66%
American Indian				
Asian				
Black/African American	54%	31%	No	59%
Hispanic	73%	52%	No	75%
White	63%	51%	No	66%
English language learners				
Students with disabilities	40%	18%	No	46%
Economically disadvantaged	56%	42%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	715	47%	50%
Students scoring at or above Achievement Level 4	715	14%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	11	73%	74%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	68%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	52		
Middle school performance on high school EOC and industry certifications	52		

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		17%
Students scoring at or above Achievement Level 4	33	80%	83%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	12	100%	100%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	241	44%	47%
Students scoring at or above Achievement Level 4	41	17%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	10	77%	78%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		12
Participation in STEM-related experiences provided for students	856	95%	97%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	5	0%	0%
Students who fail a mathematics course	34	4%	3%
Students who fail an English Language Arts course	35	4%	3%
Students who fail two or more courses in any subject	56	6%	5%
Students who receive two or more behavior referrals	208	23%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	180	20%	17%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

- *After school events including: sport events, dances, math counts, band, Open House
- *Participation in meetings: teacher conferences, ESE, ESOL, 504, medical plans, Aspie (provided a breakfast)
- *Parents coming in for help with: clothes, school supplies, food, schedule changes
- *Ways we reach out to parents: IRIS, Remind 101 app, Twitter, news letters, website - school and teachers,

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Active volunteers	221	26%	30%

Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase student proficiency of all student subgroups through targeted instruction based on continuous data disaggregation.

Goals Detail

G1. Increase student proficiency of all student subgroups through targeted instruction based on continuous data disaggregation.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal

- *Professional Learning Communities *Professional Development *Instructional coaches
- *Discovery Education benchmark assessments *MTSS structures *Model lessons *Common planning *Standards based lesson planning *10 Literacy Commandments *Instructional Frameworks *Differentiated instruction *Springboard *Writing workshops (6 traits and evidence based)

Targeted Barriers to Achieving the Goal

- Teachers' lack of knowledge and comfort with data disaggregation to inform instruction.

Plan to Monitor Progress Toward the Goal

*Classroom walk throughs *Data chats (Administration and Teacher, Teacher and Teacher, Teacher and Student) *Collaboration between administration and instructional coaches

Person or Persons Responsible

*Administration *Teachers *Instructional coaches

Target Dates or Schedule:

*Weekly

Evidence of Completion:

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

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student proficiency of all student subgroups through targeted instruction based on continuous data disaggregation.

G1.B1 Teachers' lack of knowledge and comfort with data disaggregation to inform instruction.

G1.B1.S1 Provide professional development in using data analysis of content area benchmark assessments for targeted instruction.

Action Step 1

Professional Development: *on data disaggregation using benchmark assessments *with content area departments to disaggregate data and discuss instructional framework using flexible grouping

Person or Persons Responsible

*whole faculty *small group (content area departments) *one-on-one

Target Dates or Schedule

*before school *during planning

Evidence of Completion

*agenda *teacher reflection statements *lesson plans

Facilitator:

*Administrators * Instructional Coaches

Participants:

*All teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

*Lessons

Person or Persons Responsible

*Administration

Target Dates or Schedule

*Weekly *LLT meetings *Math PLC

Evidence of Completion

*Lesson plans *Classroom walk throughs

Plan to Monitor Effectiveness of G1.B1.S1

*Lessons

Person or Persons Responsible

*Administration

Target Dates or Schedule

*Weekly

Evidence of Completion

*Lesson plans *Observations

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student proficiency of all student subgroups through targeted instruction based on continuous data disaggregation.

G1.B1 Teachers' lack of knowledge and comfort with data disaggregation to inform instruction.

G1.B1.S1 Provide professional development in using data analysis of content area benchmark assessments for targeted instruction.

PD Opportunity 1

Professional Development: *on data disaggregation using benchmark assessments *with content area departments to disaggregate data and discuss instructional framework using flexible grouping

Facilitator

*Administrators * Instructional Coaches

Participants

*All teachers

Target Dates or Schedule

*before school *during planning

Evidence of Completion

*agenda *teacher reflection statements *lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student proficiency of all student subgroups through targeted instruction based on continuous data disaggregation.	\$675
Total		\$675

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
General fund		\$675
Total		\$675

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student proficiency of all student subgroups through targeted instruction based on continuous data disaggregation.

G1.B1 Teachers' lack of knowledge and comfort with data disaggregation to inform instruction.

G1.B1.S1 Provide professional development in using data analysis of content area benchmark assessments for targeted instruction.

Action Step 1

Professional Development: *on data disaggregation using benchmark assessments *with content area departments to disaggregate data and discuss instructional framework using flexible grouping

Resource Type

Evidence-Based Program

Resource

27 books for a book study for reading/language arts teachers and administrators

Funding Source

General fund

Amount Needed

\$675