



## Merritt Brown Middle School

5044 MERRITT BROWN WAY, Panama City, FL 32404

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

65%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

16%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	27
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>30</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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

##### Provide the school's vision statement

The basis of Merritt Brown Middle School's mission statement focuses on creating the ideal learning environment for student achievement. This is accomplished only by creating a mutual respect by all the stakeholders. Student differences are accepted and appreciated. Individual learning styles are recognized and a variety of instructional practices are utilized to create a positive working environment. Student responsibility is encouraged and taught. We believe that the curriculum and instructional practices of Merritt Brown Middle School should be based on the needs and characteristics of middle school students and should focus and change to meet these needs. Respect and responsibility by the students, faculty, parents, and administration have to be shared equally to make our mission successful. These two attitudes must be in place to encourage positive relationships between the stakeholders. Teaching students accountability prepares them for life after middle school. We try to look for positive ways to handle problems and include the students in the process by having them evaluate the cause of the problem, the outcome, and the solution. These interactions are essential to boosting student self-esteem and positive attitude.

Students must also learn in a safe and physically comfortable environment. One of the ways this is achieved is through the School Discipline Plan. Students, parents, teachers, and administrators contribute to the discipline plan and are responsible for following it. The plan is located in the school planners, which must be carried every day by the students. Teachers go over the plan in class and then the students take the plan home for the parents to look over. All individuals must work together to follow the discipline plan.

Merritt Brown Middle School believes that students learn best when they have opportunities for success. We offer many forms of assessment, such as class grades, Ed Vision testing, portfolios, projects, and our CCC lab. This allows the students to have a variety of opportunities to demonstrate their skills. Each of these activities challenges the students' expectations and motivates them to a higher standard of performance because the assessment makes them aware of items they are struggling with. These are also helpful tools for the teacher, because she/he can gather information on individual classes and students to revise his/her curriculum according to student need.

It is our hope that students will embrace the ideals learned at Merritt Brown Middle School and continue to succeed throughout their future. We understand that we are an important building block between elementary and high school. We encourage the participation of parents because they are also an integral part of a student's development. We strongly believe that all stakeholders are responsible for every student's education, and that only by having a series of workable beliefs, can the mission succeed.

#### School Environment

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

Every teacher was encouraged to take time at the beginning of the year to get to know their students. Different departments came up with different ways to do this. Science did the "Puzzle Pieces of You" which students created using pictures of their interests, hobbies, etc., "Find Someone Who" so that they could get to know their classmates, an I-Map which was an I filled with descriptive words about



themselves, and a Bioglyph which displayed physical characteristics in a fun way. Language Arts teachers had students gather their learning styles information and synthesize that information into an expository text that explained his/her learning style(s) and what types of activities are the most helpful for them. It was attached in their "All About Me" writing project that was used to get to know the students and diagnostically assess their writing skills. Math Department did a Math all about me that students put on the front or in of their MSN. Also we did the VARK (V-visual, A-auditor, R-Read/Write, K-kinesthetic) with our students so the students and the teacher would know what type of learner his/her students were. Students were to answer a series of questions then score themselves to determine. Social studies did a multiple intelligence and name tents - where students drew cartoons about their likes/dislikes and learning strengths/weaknesses.

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

Merritt Brown leaders create clear criteria and expectations for maintaining a safe, healthy environment for everyone at MBMS. Administration trains faculty at least once a year on the safety plan and those plans are posted, available for review by stake holders. Emergency drills are routinely conducted such as fire drill, lockdowns, evacuation, and weather related drills. We incorporate 1. an Anti-Bullying program that educates the faculty and students on how to identify and deal with bullying. We have a full time Bay county sheriff's deputy (SRD) on campus each day and school nurse a few days a week.

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

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

For behavior, Merritt Brown utilizes a school-wide plan that details how to respond to all students (Tier 1) when behavior issues arise in the classroom setting, how to identify students who need some individualized help (Tier 2), and what to do for students who continue to need even more individualized behavior plans (Tier 3). The plan involves documentation of each step and even provides a list of specific Target Behaviors that are considered "minor" and how to handle them so that the discipline office is not inundated with unnecessary discipline referrals when other in-class consequences can be offered. The plan involves parents and the guidance counselors throughout the whole process to make sure that students' individual needs are being met.

### **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**

School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school.

School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs.

Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

### Early Warning Systems

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

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

- \* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- \* One or more suspensions, whether in school or out of school
- \* Course failure in English Language Arts or mathematics
- \* A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	26	36	34	96
One or more suspensions	5	10	6	21
Course failure in ELA or Math	4	7	6	17
Level 1 on statewide assessment	59	60	58	177

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	18	17	22	57

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

- \*Attendance- MBMS guidance counselors pull Focus reports at least bi-monthly to check students absence history. They view them individually to see which students have an excessive number of absences - 5 or more - and have a Child Study Team. At the CST, parents know student's must have doctor notes for each absence. If absences continue there is another CST. If absences continue after second CST, truancy is contacted.
- \* Once students are suspended for close to 10 days, a CST is formed. For ESE students, a manifestation is held once 10 days OSS occur.
- \* Students scoring a level one on the state assessment is placed in an intensive class for that course. If a level one is scored on both reading and math, the student is enrolled in Aspire classes.

### Family and Community Involvement

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

We here at Merritt Brown Middle School work diligently at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress. At MBMS we believe that parent involvement is crucial to a student's success. Our school mission and vision is stated on our school website, in the School Improvement Plan (SIP) and in the students' planners that each student is provided. We offer parents and other interested stakeholders the opportunity to become involved in a variety of ways. Parent conferences are scheduled as needed. Parents serve as volunteers on the School Advisory Council (SAC). Teachers often utilize a classroom website and Remind 101, a text message to communicate important information to parents/students. We also hold events such as: Open House, History Fair, Science Fair, sports events and an Aspire Parent Breakfast. Parents are encouraged to attend all of these events. We utilize technology as a form of communication with our website that informs parents of important dates and events along with teacher emails, our Monthly "Growl," created by the students, of upcoming events and our school app that can be downloaded to any device also includes pertinent information. An IRIS alert, automated message sent to students' contact numbers, is another we communicate important information to parents about upcoming events or reminders of school norms. Our most meaningful way that we keep parents informed of student's education including learning, attendance and discipline is Parent Portal/FOCUS.

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

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

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

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

**Duties**

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

The school leadership team is comprised of nine (9) members: One (1) School Principal, four (4) Department Heads and four (4) members of the School improvement team. Three (3) of the 9 members also serve on the MTSS Team. Principal serves as the chair. Each of the four department heads, representing core subjects, bring concerns of their individual departments and the four improvement team members, representing the core subjects, electives, Autism and Aspire programs, ensure that the school improvement plan (SIP) is being met. All members serve as instructional leaders in the school by providing the individual departments with information, trainings and mentoring. All members practice shared decision making by bringing the concerns of teachers and students to the table for discussion. Data from the MTSS meetings is presented and review. Decisions are made based on all information and concerns. Leaders and staff align their decisions and actions toward continuous improvement to achieve the school’s purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Clearly defined policies, processes, and procedures ensure that school leaders have access to hire, place and retain qualified professional and support staff. School leaders use formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund all positions necessary, including but limited to, regular education teachers, reading, autism, Aspire, ESE and speech pathologist(s) to achieve the purpose and direction of the school. Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources

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

**Title 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. Ttle 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 Provention Programs**

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

**Nutrition Programs**

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

**School Advisory Council (SAC)**

**Membership**

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

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

**Duties**

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

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

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

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

*Preparation of the school's annual budget and plan*

A budget is worked on by a committee, then presented to the faculty and staff. After the budget has been tweaked and modified based on teacher ideas, a copy of presented to the SAC for approval.

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

SAC received no funds for 2013-2014 school year.  
 SAC received \$3957.00 for the 2014-2015 school year. \$3492.72 of this amount was used to purchase planners for the student body.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Marshall, Charlotte	Principal
Clark, Irene	Teacher, K-12
Jones-Pringle, Angela	Teacher, K-12
Larsen, Jamie	Teacher, ESE
McNeil, Melanie	Teacher, ESE
Morgan, Kerri	Teacher, K-12
Treadway, Matt	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

- \*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)

**Public and Collaborative Teaching**

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

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

Merritt Brown Middle School's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction are through our school wide PLC's. All teachers participate in a PLC that meets both formally and informally. Collaboration per grade level to develop common assessments is the focus for this year. Staff members maintain and consistently discuss and use comprehensive assessment system that provides data from multiple assessment measures, including locally developed and standard assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, and peer coaching. School personnel express belief in the values of collaborative learning communities. School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measure of performance. Our new faculty members are introduced to our philosophy of high expectations during pre-planning in-service. Each new member is assigned a mentor teacher who helps them embrace our beliefs. We foster innovation, collaboration, and shared leadership through professional growth, collaborations with our PLCs, faculty meetings, team leader meetings, department meeting, and an overall sense of community that extends beyond just dealing with the students on a day to day basis.

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

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 2015
4. ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives. Principal May 2015
5. New teachers will participate in leadership team meetings to build their capacity for school improvement. Principal On-going
6. Five teachers are completing CAR-PD, five teachers have their reading endorsement, and two teachers are pursuing their reading endorsement.

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

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

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Merritt Brown ensures its core instructional programs and materials are aligned to Florida's standards by having all departments participate in common assessments that are created in their Professional Learning Communities (PLCs). These PLCs use the test item specifications from FLDOE to build assessments that align to what is tested for their course code (i.e. an End-of-Course Exam or Florida Standards Assessment). To make sure instruction is aligned to the assessment, teachers then co-create instruction and an instructional calendar to make sure all students learn the necessary skills in time for assessment. Teams then meet after the test to analyze the data, look for which skills to re-teach and which skills are mastered, and to make any changes to the test or instruction if necessary. School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance. Academic area chairs support new/beginning teachers within his/her department. Bay District Schools also has an Induction Program for new teachers. Teachers have access to a faculty handbook with procedures and expectations. We also have an MTSS Specialist and Technology TOSA that support the students and teachers.

#### **Instructional Strategies**

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

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

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



**Strategy:** Extended School Day

**Minutes added to school year:** 3,120

Two computer labs are opened every Tuesday and Friday for students to attend tutoring from 7:50-8:50. There's a total of 6 teachers providing the tutoring in all subject areas, as well as computers available for research, Civics website, and First in Math.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

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

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

Using Discovery Education, a class will be built of 6th, 7th, and 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 are beneficial. In addition, teachers will monitor student class grades to see if grades improve when students are actively attending the tutoring sessions.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

We have 5th grade orientation in May so that the incoming 5th graders can become acclimated to the middle school setting. They are able to walk around to the main 6th grade classes and get a glimpse of the classroom mechanics. They are able to meet many of the 6th graders teachers as well. For 8th graders, area high schools send representatives out to the school to help students pick classes and get started on the registration process. They offer open houses at the end of the year so that incoming 9th grade students can get a feel for high school. They offer shadowing days so that students are able walk around with an already established high school student and engage in a typical high school day.

**College and Career Readiness**

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

Describe Strategies:

Merritt Brown has courses that address the career needs of our students, All 8th graders participate in the career survey from the Florida CHOICES. Some teachers have invited individuals from the community to share in their classrooms.

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

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

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

Engineering

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

Business Keyboarding

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

Career Research and Decision Making

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

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

? Goal-setting and decision-making processes

? Exploring careers/career clusters and educational requirements

? Postsecondary education and training opportunities

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

? Career and education planning

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Schoolwide implementation of the Tuesday Topics writing program using a more rigorous rubric that aligns with Florida Standards.
  
- G2.** Design and implement common assessments through Professional Learning Communities using same course codes.

## Strategic Goals Detail

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

**G1.** Schoolwide implementation of the Tuesday Topics writing program using a more rigorous rubric that aligns with Florida Standards. 1a

G048495

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	30.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Teachers not scoring consistently school wide

**Plan to Monitor Progress Toward G1.** 8

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

**Person Responsible**

Nina Treadway

**Schedule**

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

**Evidence of Completion**

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

**G2. Design and implement common assessments through Professional Learning Communities using same course codes. 1a**

G035749

**Targets Supported 1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	41.0
FSA - English Language Arts - Proficiency Rate	51.0
FAA Science Proficiency	43.0

**Resources Available to Support the Goal 2**

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

**Targeted Barriers to Achieving the Goal 3**

- lack of training / time

**Plan to Monitor Progress Toward G2. 8**

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

**Person Responsible**

Charlotte Marshall

**Schedule**

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

**Evidence of Completion**

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

## Action Plan for Improvement


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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Schoolwide implementation of the Tuesday Topics writing program using a more rigorous rubric that aligns with Florida Standards. **1**

 G048495

**G1.B4** Teachers not scoring consistently school wide **2**

 B120965

**G1.B4.S1** Language arts teachers will train all teachers at each grade level how to score the writing - using the new rubric. Teachers will put the score on a spreadsheet shared with the school using google docs. **4**

 S132894

### Strategy Rationale

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

### Action Step 1 **5**

The Language Arts teachers have created a Writing Professional Learning Community. These teachers used the State rubric to create a powerpoint to present to teachers during a training session. After the baseline writing where all teachers - regardless of subject area - scored writings, the Writing PLC teachers met with grade levels to review the scoring process. Teachers are reading the book *The Confident Writing Teachers* within their PLCs.

### Person Responsible

Nina Treadway

### Schedule

Quarterly, from 8/21/2014 to 12/4/2014

### Evidence of Completion

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

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

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

**Person Responsible**

Nina Treadway

**Schedule**

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

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

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

**Person Responsible**

Charlotte Marshall

**Schedule**

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

***Evidence of Completion***

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

**G2.** Design and implement common assessments through Professional Learning Communities using same course codes. 1

G035749

**G2.B3** lack of training / time 2

B112411

**G2.B3.S1** Professional Learning Communities 4

S123832

### Strategy Rationale

All teachers are working together within their PLCs, breaking into grade levels at some points within the month.

### Action Step 1 5

Teachers will work on common assessments during their PLCs.

#### Person Responsible

Charlotte Marshall

#### Schedule

Biweekly, from 8/28/2014 to 5/28/2015

#### Evidence of Completion

Department chairs are collecting samples of the common assessments and attendance sign in sheets.

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

Administrators will attend some PLC meetings when common assessments are being created. Lesson plans and Focus gradebook will document when assessments are given.

#### Person Responsible

Charlotte Marshall

#### Schedule

Quarterly, from 8/28/2014 to 6/5/2015

#### Evidence of Completion

Administrators will meet with teachers and review common assessments and grades with teachers.



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

Lesson plans and Focus gradebook will document when assessments are given.

**Person Responsible**

Charlotte Marshall

**Schedule**

Quarterly, from 10/6/2014 to 5/29/2015

**Evidence of Completion**

Administrators will meet with teachers and review common assessments and grades with teachers.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Teachers will work on common assessments during their PLCs.	Marshall, Charlotte	8/28/2014	Department chairs are collecting samples of the common assessments and attendance sign in sheets.	5/28/2015 biweekly
G1.B4.S1.A1	The Language Arts teachers have created a Writing Professional Learning Community. These teachers used the State rubric to create a powerpoint to present to teachers during a training session. After the baseline writing where all teachers - regardless of subject area - scored writings, the Writing PLC teachers met with grade levels to review the scoring process. Teachers are reading the book <i>The Confident Writing Teachers</i> within their PLCs.	Treadway, Nina	8/21/2014	Every teacher in school is scoring the writings completed by their class during Tuesday Topics. The Writing PLC teachers are spot checking the students work to see if the scoring teacher is on target. Student scores are collected on a data sheet after each writing.	12/4/2014 quarterly
G1.MA1	Every other Tuesday the entire school participates in a writing in response to text.	Treadway, Nina	9/2/2014	A spreadsheet has been created to reflect that score given based on a rubric designed to reflect the rigor of the annual state assessment.	5/19/2015 biweekly
G1.B4.S1.MA1	During monthly team leaders meetings, the principal will discuss where we are in terms of progress and determine what additional PD is needed.	Marshall, Charlotte	8/12/2014	The Writing PLC is creating a spreadsheet reflecting students scores for each writing assessment.	5/26/2015 monthly
G1.B4.S1.MA1	The entire district is writing quarterly to monitor the writing progress within each school. The school scores writings and sends them to the district to be scored by the district writing team.	Treadway, Nina	9/2/2014	Our school receives a form comparing the scores given by the school compared to the scores given by the district.	3/24/2015 semiannually
G2.MA1	*Classroom walk throughs *Data chats (Administration and Teacher, Teacher and Teacher, Teacher and Student) *Collaboration between administration and instructional coaches	Marshall, Charlotte	9/1/2014	*Lesson plans and collaboration between administration and instructional coaches *Minutes from admin/instructional coach meetings *Minutes from LLT *Administration feedback of teacher observations	5/29/2015 biweekly

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G2.B3.S1.MA1	Lesson plans and Focus gradebook will document when assessments are given.	Marshall, Charlotte	10/6/2014	Administrators will meet with teachers and review common assessments and grades with teachers.	5/29/2015 quarterly
G2.B3.S1.MA1	Administrators will attend some PLC meetings when common assessments are being created. Lesson plans and Focus gradebook will document when assessments are given.	Marshall, Charlotte	8/28/2014	Administrators will meet with teachers and review common assessments and grades with teachers.	6/5/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Schoolwide implementation of the Tuesday Topics writing program using a more rigorous rubric that aligns with Florida Standards.

**G1.B4** Teachers not scoring consistently school wide

**G1.B4.S1** Language arts teachers will train all teachers at each grade level how to score the writing - using the new rubric. Teachers will put the score on a spreadsheet shared with the school using google docs.

### PD Opportunity 1

The Language Arts teachers have created a Writing Professional Learning Community. These teachers used the State rubric to create a powerpoint to present to teachers during a training session. After the baseline writing where all teachers - regardless of subject area - scored writings, the Writing PLC teachers met with grade levels to review the scoring process. Teachers are reading the book *The Confident Writing Teachers* within their PLCs.

#### Facilitator

Margo Anderson - offers PD to middle school for writing

#### Participants

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

#### Schedule

Quarterly, from 8/21/2014 to 12/4/2014

**G2.** Design and implement common assessments through Professional Learning Communities using same course codes.

**G2.B3** lack of training / time

**G2.B3.S1** Professional Learning Communities

**PD Opportunity 1**

Teachers will work on common assessments during their PLCs.

**Facilitator**

Charlotte Marshall

**Participants**

Team Leaders

**Schedule**

Biweekly, from 8/28/2014 to 5/28/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0