

Charlotte County Public Schools

Murdock Middle School



2015-16 School Improvement Plan

Murdock Middle School

17325 MARINER WAY, Port Charlotte, FL 33948

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	68%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	31%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Charlotte 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a safe, orderly, and caring learning environment where students are inspired to achieve in all aspect of their lives.

Provide the school's vision statement

Our vision is that all Mariners are "Riding the Wave to Student Success" by being:

- Respectful
- Responsible
- Ready to Learn

School Environment

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

The Leadership Team, consisting of the Principal, Assistant Principals, Guidance Counselors, School Social Worker, School Psychologist, ESE Liaison, Instructional Coach, and our School's Resource Officer, meet twice a week to gather data and student information on:

- Student Attendance/Discipline trends
- Student Demographics and Free/Reduced lunch
- Annual Climate Surveys

Based on the above data sources, members of the Leadership Team meet with students individually to address attendance, academic, and behavioral needs.

Students were polled prior to the start of the school year as to what types of interest and academic clubs they would like to be involved in. Interested staff members have become sponsors for the following clubs/activities:

- Advanced Art Club
- Murdock Outreach Club
- MMS STEM Team
- Builder's Club
- Yearbook
- Murdock Honor Society
- Leadership Club
- Mariner Drumline
- Girls on the Run
- WMAR (TV News Production)
- PBS Club
- Intramurals and Interscholastic Sports (Boy's and Girl's Basketball, Girl's Volleyball, Boy's and Girl's Wrestling, Boy's and Girl's Track & Field)

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

Bully/Climate Survey - Conducted through Bully Training completed for all grade levels done by School Resource Officer (SRO).

Interscholastic Sports

Intramurals/Interest Clubs provide students an after school opportunity to meet with other staff and

students, which builds teamwork and a positive school culture.

After-School Dances provides students with opportunities to engage in positive social interactions with fellow students and staff.

PBIS (Positive Behavior Intervention System)-Rewarding students for good behavior. Various activities include: drawings for rewards with campus-wide recognition through announcements, quarterly reward incentive parties, and various positive behavior incentive opportunities throughout the year.

Grade-level classroom pods throughout the campus provides students with a sense of continuity and consistent place to meet on a daily basis

Open House before the school year begins allows students opportunity prior to the start of school to meet with teachers, obtain class schedule, and tour the campus with their families.

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

The school has established a "Step Process" in place where students may be refocused in the following manner:

- Teacher Verbal Warning to the student
- Teacher call to the child's parent.
- Guidance Counselors talk with the students
- Parent-Teacher-Student Conference with Guidance Counselors
- Temporary removal from the problem-area classroom (i.e. Detention, In-School Suspension, Out-of School Suspension)

This Step Plan system has been developed with clear and specific behavioral expectations. Teachers are expected to communicate with parents/students regarding behavioral expectations necessary so that all students can learn. Ongoing discussions occur with PPC in regards to the implementation and specifics of the Step Plan.

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

Through teacher and parent feedback to our school's social worker and guidance counselors, the leadership team meets (RTI-Response to Intervention protocol) to identify and then discuss areas of concern and possible strategies which may include:

- Student(s) meeting with guidance counselor(s) or social worker on a weekly basis
- Continued implementation of the "Check and Connect" program where school staff members mentor ESE students
- Student documentation, teacher-parent-student conferences
- Monthly District Guidance Counselor and ESE Liason Meetings which focus on addressing the social and emotional needs of students.
- Food Pantry Friday - distribution of food to needy families run through Social Worker.
- Shoe/Clothing Distribution
- Business partnerships with donations for holiday assistance for our most needy 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

School Social Worker meets twice a week with the leadership team to discuss students and attendance/discipline information. Students with:

1)Excessive absences:

-School period-by-period attendance that results in daily automated attendance calls home to parents whose students are absent.

-telephone calls are made home to parents by the social worker, followed by a 6, 9, and 10 day absence letters.

-Check and Connect - mentor program targeting ESE students. Students are assigned mentor who will check in and monitor attendance, grades, and discipline weekly.

2)One or more suspensions:

-Assistant Principals initiate telephone calls, establish parent/student/administrative conferences, suspension letters.

-Check and Connect - mentor program targeting ESE students. Students are assigned mentor who will check in and monitor attendance, grades, and discipline weekly.

3)Course failure in English Language Arts or Mathematics:

-Grade level computer labs where all students check their academic accounts and check academic progress daily/weekly

-Focus system where parent receives academic accounts to check on their child's academic grades/progress.

-Progress reports every four weeks to all parents/students along with quarterly report card grades.

-Check and Connect - mentor program targeting ESE students. Students are assigned mentor who will check in and monitor attendance, grades, and discipline weekly.

-Teacher phone calls to parents whose child has a 'D' or 'F' in any of their classes.

4)Level 1 students in statewide/standardized assessments in English Language Arts or Math

-Progress monitoring checks through data checkpoints (assessments three times a year). Data is provided to teachers to be used and discussed with students along with differentiated instruction in areas of students' needs.

-Intensive Math and Intensive Reading for all students

-Check and Connect - mentor program targeting ESE students. Students are assigned mentor who will check in and monitor attendance, grades, and discipline weekly.

5)Students' BOY (Beginning of Year) Progress Monitoring Data (i-Ready) was printed for each student for both ELA and Math.

-ELA/Math Teachers reviewed data with students

-Students completed i-Ready Goal Sheets for MOY (Middle of Year) and EOY (End of Year) Progress Monitoring Assessments.

-Teachers keep record of Goal Sheets in classroom for Data Chats

-Data Reports sent home to parents to review with student. All-Call was made to all parents indicating that reports would be sent home with students

-Students who scored low in i-Ready Math were personally invited to Math Tutoring which occurs Tuesday and Thursday each week and is run by Math Department

The data listed here represents data from 2014 - 2015 school year to September 2015

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	27	39	44	110
One or more suspensions	15	14	23	52
Course failure in ELA or Math	39	66	96	201
Level 1 on statewide assessment	73	86	108	267
	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

-Attendance/Behavioral Contracts with student incentives built in (i.e. school rewards, food/gift cards, movie tickets, discount tickets in to school dances/socials/athletic events).

***Academic Incentives for showing improvement on progress monitoring assessments throughout the year (examples: I-Ready Assessments and report card grades).

-Math Tutoring held each Tuesday and Thursday every week. Math Department runs tutoring program. Students who scored low on first Progress Monitoring Assessment were personally invited to attend. All-Call was made to parents informing them of Math Tutoring Program.

-Peer mentoring from the Murdock Honor Society at the school site every Wednesday, along with high school students meeting with students in classrooms to read and work with our struggling learners.

-Check and Connect - mentor program targeting ESE students. Students are assigned mentor who will check in and monitor attendance, grades, and discipline weekly.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183082>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The school's PTO (Parent Teacher Organization) and Achievement and Family Associate (Title I position) have been charged with soliciting and expanding relationships with local community members. Local business were approached regarding any assistance which they would be willing to offer students in forms of incentive programs.

-VFW representation who attends all social studies classes and present "civic and patriotic responsibilities " for our community and our country.

- Students from Port Charlotte High School (Direct Feeder School) come weekly to assist in Computer classrooms.

Some businesses include: Wings and Rings, RaceTrac, Panera, Kiwanis "Shoes for Kids," Papa John's, Beef O' Brady's, Outback Steakhouse, and Slack Orthodontics

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:

Name	Title
Revelas, Demetrius	Principal
McIntosh, Daniel	Assistant Principal
Raney, Michael	Assistant Principal

Duties

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

Demetrius Revelas (Principal) - Serves as the overall instructional leader of the entire school. Responsibilities include overseeing the curriculum delivery, student assessments/academic, attendance, and discipline data, Student Success Plan, budgetary/finances, and approval and implementation of academic programs, classroom observations/teacher evaluation. He serves as the PPC (Performing Partnership Council) co-chair with a group of teachers who work collaboratively with the Student Success Plan and other academic and school-related objectives at the school site. His role is also to oversee the functions, duties, and assignments of his assistant principals and guidance counselors.

Daniel McIntosh (Assistant Principal)- Serves as the primary person scheduling assessments, monitoring school data, and facilitating the state-wide assessment testing scheduling on campus. Also conducts classroom walkthroughs, observations, and evaluations of teachers and support staff. This person also serves as our business partnership liaison, and administers and regulates discipline as needed to our 8th grade and part of our 7th grade students.

Dr. Michael Raney serves as the 6th Grade Assistant Principal and oversees the implementation of the Step Discipline Plan as well as supervises the clubs, activities, and the emergency crisis plans at the school site. He also conducts classroom walkthroughs to ensure that instruction is taking place in the classroom and he also works collaboratively with our SSPC (School Support Partnership Council). Furthermore, he oversees the Parent Teacher Organization (PTO), the facility needs at the school site, the curriculum textbook inventory for our staff and students, and Murdock Middle School's Title I funding.

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

Daniel McIntosh (AP) oversees the computer hardware/software by collaboratively working with the school's technology committee to ensure that the proper funds and resources are equitably disseminated to various computer lab teachers/students. He oversees the testing/assessment scheduling that requires Computer Instructional Assessments (CIA) throughout the campus and ensures that data meetings are scheduled for our ELA/Math teachers after each required progress monitoring assessment. Provides periodic updates to school site PPC.

Dr. Michael Raney (AP) supervises our professional development activities either on or off our school site. He establishes an electronic log of the school and district-wide inservice activities and monitors the needs of the staff and required professional development activities. Dr. Raney also oversees

monthly Parent Teacher Organization (PTO), Support Staff PPC (SPPC) meetings, and co-chairs the Parental Involvement Partnership Team (PIPT) with Instructional Coach.

Demetrius Revelas (Principal) oversees the two above assistant principals as a "check/balance" method and provides support or feedback when it is needed. He oversees all funding sources, reviews student assessment data and shares with his assistant principals, program planners, PPC, and the collaborative partnership group. He present monthly at School Advisory Committee academic, discipline, and attendance trends that are developing at the school site. Oversees Department Meeting PLC which occur three times per month and focus around implementation of standards based instruction.

In addition, the school principal meets monthly with Program Planners to discuss, review, and update progress regarding curriculum standards. Furthermore, discussions revolve around technology components for assessments/testing and feedback from Program Planners discussing diagnostic data results (I-Ready). This process allows a snapshot of academic progress of all students and focuses in on areas of need.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lori Krause	Parent
Demetrius Revelas	Principal
Jon Embury	Parent
Rola Jarrah	Parent
Sharon Gibbs	Teacher
Denis Smith	Parent
Ana Vargas	Parent
Rebecca Senat	Parent
Heather Reid	Parent
Deven Seibert	Parent
Carey Garn	Parent
Jennifer Jurisko	Parent
Leslie Pereira	Parent
Tracy Holtrey	Parent
Susan Liss	Parent
Rosalyn Gauthier	Parent
Jeff Bergstrom	Parent
Laurie Leskanik	Parent

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 2015 - 2016 School Improvement Plan will be evaluated in the following manner:

1) Last year's state-wide assessment results (FSA) will be presented by the Principal once data is

available.

2) September SAC presentation was made by Principal and AP on BOY (Beginning of the Year) Progress Monitoring Data. This data includes i-Ready ELA and Math, Civics, Algebra, and 8th Grade Science Data.

3) In September the School Improvement Plan will be presented to PPC prior to being submitted to district for approval.

4) In October, the Principal and Assistant Principal will present this year's School Improvement Plan for SAC approval

Development of this school improvement plan

EOY (End of Year) Progress Monitoring Data from the 2014 - 2015 school year will be used as the baseline data and compared to the current 2015 - 2016 school year. Data includes student attendance and discipline as well as academic data from our statewide assessment and Progress Monitoring Assessments from the previous year. Initially, the administrative team, composed of the the Principal and Assistant Principal, provided basic school-wide information. It will be rolled out in the following manner:

1) School-Wide Diagnostic #1 (I-Ready) student data will be provided at the September SAC/PPC meetings and shared for feedback, suggestions or additional programs/interventions where needed. *Additional Diagnostic results will continue to be presented throughout the year during our SAC/PPC meetings.

2) In September, it will be shared to our PPC (Performing Partnership Council) group made up of teachers in each subject content area.

-They will be asked for suggestions and ideas on how the plan can be written, developed, and monitored throughout the year. Each representative will take the "working document" back to their respective departments to share and ask for input.

3) School Improvement Plan will be discussed at Program Planner's Meeting in October.

- Information gathered by the departments will be placed in this document for further review and discussions.

4) Information will then be presented at the October 5th School Advisory Council for suggestions, comments and feedback for ideas to be added or monitored in this plan.

Preparation of the school's annual budget and plan

Charlotte County Public School District is not a site-based budgeting district.

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

Charlotte County Public School is not a site-based budgeting district. School Improvement funds had not been allocated.

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

No

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

The following steps have been or will be used in an attempt to be in compliance with the establishment of a balanced school advisory council that is reflective to the overall composition of the school (Example: Demographics/Economic status of our school):

1) Monthly automated calls to our parents inviting them to attend and become members at our monthly SAC meetings.

2) Announcements and invitations will be sent out via the school's web page and twitter handle.

3) Assistance by current SAC members to set up a registration table at our school-wide events (i.e. interscholastic events, plays, award assemblies, etc...)

Literacy Leadership Team (LLT)

Membership:

Name	Title
Revelas, Demetrius	Principal
Helinski, Gary	Instructional Media
Foley, Dawn	Teacher, K-12
Fiuza, Melissa	Teacher, K-12
Stefanik, Cara	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

- Establishes a mid-year "Book Fair" that is open for all students, staff, and parents.
- Media Specialist invites all classrooms to the media center for research-based projects and reading for leisure.
- Opening up a morning reading lab for students to work on I-Ready "Reading Instructional Lessons."
- Media Center open for 25-30 minutes prior to start of school. Average student attendance is 40+

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

The school has monthly program planner meetings with the principal to discuss the process and progress of implementing the Florida Standards within the classrooms. Further discussions throughout the year will revolve around the needs, implementation, process, and monitoring of the Standards Based Instructional Model.

Department meetings are held weekly and are conducted in a PLC (Professional Learning Community) format. Discussions will center around FSA (Florida Standards Assessment) Standards, CMaps, Marazano strategies, and best-practices.

After BOY Assessment, Data days were held with all ELA and Math teachers present. Initial data was discussed and Action Plan was developed for each Grade Level based on areas of need

-Language Arts/Social Studies/Technology interdisciplinary projects for the district's writing competitions (Daughters' of American Revolution - DAR, and Patriot's Pen). Language Arts Teacher also facilitates discussions with both departments regarding Differentiated Instruction/Assessment.

Instructional Coach presented on Thinking Maps during Instructional Staff Meetings regarding Best Practices. Teachers were also asked to share Best Practices with respect to Thinking Maps.

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

For all openings prior to and during the 2015 - 2016 school year, appropriate certification, experience, and endorsements were and will continue to be criteria for selecting candidates for positions. Goal is to have 100% of teachers classified as Highly Qualified in their field as well as appropriate ESOL and Reading Endorsements by the end of the 2015 - 2016 school year. For the start of the 2015 - 2016 school year, a significant reduction in the number of teachers teaching Out Of Field or Not Highly

Qualified has been achieved.

This can be done with on-going discussions by the principal and current staff members who are not currently highly qualified or endorsed in areas in which they are teaching in. Professional Development opportunities will be announced and provided for teachers with the expectation that teachers will fulfill their requirement and attend those instructional opportunities.

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

All newly hired teachers to Charlotte County Schools are required to complete the NET (New Educator Training) program. Each NET program participant is assigned a current CCPS employee to serve as their mentor through the program. Each participant is required to submit a portfolio in which the participant is required to provide demonstration of the Florida Educator Accomplished Practices.

2015 - 2016 NET Mentees and Mentors

Sherry Ohl - Liza McDaniel

Samantha Gentrup - Frank Santa Maria

Jill Fernandez - Jeanette Herring

Dave Perrin - Frank Gutierrez

Kathleen Candales - Paolo Serrano (Port Charlotte High School Teacher)

Amy Williamson (Guidance Counselor) - Kim Ceballos

Lisa Scriba-Zahora - Sherri Cornish (Finishing NET portfolio from 2014 - 2015 school year)

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

Department meetings are conducted in PLC format and held weekly. Discussions will center largely around FSA Standards and Best Practice Shareouts. Teachers will begin to implement CMAPS, which were created for our teachers' classes by Charlotte County Public School (CCPS) teachers who are knowledgeable in that content area. CMAPS take all of the FSA Standards and map out the curriculum throughout the school year. These CMAPS will be the "blueprint" teachers will be asked to use for their instructional design. This process would be monitored and discussed with the principal, assistant principal as well as the district curriculum and instructional specialists. Thinking Maps Professional Development was completed for entire staff during Pre-School Week. Continued PLC for Thinking Maps will be on-going throughout the school year with interested participants. Best Practice "Shareouts" are conducted at each Staff Meeting with presentations from 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

Through the school's I-Ready Diagnostic program, teachers review the data and then proceed in the following manner:

- Personalized instructional programs
- Student profile reports that are printed for all students, teachers review data with students, and the reports are sent home for parent review and signatures.
- Issue technology to those teachers who have ELL students.
- Credit Recovery program offered to students during and after the school day.

- Use of Kagan strategies in some classes
 - Student group pairing based on ability/needs
 - Peer mentoring from high school students.
 - Collaboration with the high school's National Honor Society students to tutor middle students.
 - Morning computer lab for I-Ready program.
 - Thinking Maps PLC on-going throughout school year.
 - I-ready Instructional Program being used by Learning Stats and VE Teachers campus wide.
- Teachers are also encouraged to use available check-out labs for I-Ready instruction.

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: After School Program

Minutes added to school year: 1,680

Through the use of the computer program, "Edgenuity" and beginning with 8th grade students first, those who have failed a core academic class for the semester, are required to take the on-line credit course. Each semester course will require a minimum of 35-40 hours of "seat time to go through lessons, take quizzes, and exit exams with a passing grade.

Math Tutoring will be conducted each Tuesday and Thursday. Murdock Honor Society will be conducting tutoring every Wednesday run by students.

Strategy Rationale

It is proven that if students are able to understand and recognize the foundational elements and concepts of the subject material, that it will increase the likelihood that their achievement and understanding at the next grade level in that course-content area will improve.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Revelas, Demetrius, demetrius.revelas@yourcharlotteschools.net

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

Edgenuity will provide reports on course progress along with updates on quiz, test, and exam grades.

Grades in Math Classes (Course Failures) will be monitored for Math Tutoring program effectiveness.

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

- Murdock Middle School begins with "Riser Meeting" in April of the previous year for all 5th grade students who are planning on attending the middle school the following year.
- Students and parents of those elementary students are invited to attend an orientation/ presentation

by the staff and students at our middle school. The Leadership Team/teachers outlines academic and social expectations at the middle school level. Principal and Guidance Counselor make visits to all Elementary Feeder Schools prior to actual 5th Grade Riser Night.

-In addition, middle school student leaders present their viewpoints and outlook on clubs/activities and expectations from student perspective. Parents and students are allowed to take an informal tour of the campus and meet/greet with members of the Murdock Middle School Staff.

- In August, during preschool week, Murdock Middle once again presents an Open House event; whereby, student and parents attend to pick up their classroom schedules.

-Schedules are built/design for students based on their curricular/social performances and needs (i.e. test scores)

-Students have an opportunity sign up for school-related activities and parent groups, tour the campus and visit with their assigned teachers for the school year.

- Prior the opening of a new school year, our ESE Liaison meets with elementary personnel along with parents and students to review the Individual Educational Plans (IEP's) to provide support for those incoming students to the middle school (VE, EBD, and TAG Students).

-In the first month of the school year, our guidance counselors meet with all 504 students and their parents/teachers to ensure that accommodations are being made for the students.

In preparation for our 8th grade middle school students' transition to the high school level:

-February '16 students' 8th grade year: Presentation by high school officials to parents/students on expectations at the high school level.

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

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

Murdock Middle School has been designated as a Technology Academy. All 7th Grade students are enrolled into this Academy which provides students with opportunities to earn industry certifications in a Microsoft Bundle. All 8th Grade students are also enrolled into a computer class which allows students continued time to complete certifications. The IT Department also satisfies the State Mandated Career Component during the 2nd Semester of the school year.

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

Within the Technology Academy, the computer teachers are constantly seeking input from other departments for ways to integrate technology within the guidelines of their curriculum. As an example, students work on Science Fair research, papers, tables/graphs, keyboarding skills, and presentation materials within the time frames of their Technology Class.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Raise percentage of students who are on level in Math as based on End of Year View in i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: Diagnostic #1 Result * 6th Grade - 12% * 7th Grade - 10% * 8th Grade - 0% School Average: 7% and EOY goal is 37%
- G2.** Raise percentage of students who are on grade level in Reading as based on End of Year View for i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: Diagnostic #1 Results * 6th Grade - 22% * 7th Grade - 19% * 8th Grade - 19% School Average: 20% and EOY goal is 48%
- G3.** To improve professional practice of teachers and the academic achievement of their students, through strengthening teacher's implementation of the Marzano strategies and a deeper understanding of the Florida Standards.

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. Raise percentage of students who are on level in Math as based on End of Year View in i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: Diagnostic #1 Result * 6th Grade - 12% * 7th Grade - 10% * 8th Grade - 0% School Average: 7% and EOY goal is 37% **1a**

 G070977

Targets Supported **1b**

Indicator	Annual Target
Math Gains	37.0

Resources Available to Support the Goal **2**

- Data Days for ALL Math Teachers
- i-Ready Instructional piece
- I-Ready Teacher Tool kit
- Textbook representative for training

Targeted Barriers to Achieving the Goal **3**

- Knowledge of New Standards
- Use of I-Ready Instruction as resource as it applies to: 1) Availability of Computers and 2) Functionality of program (internet reliability)

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

Will conduct and analyze Diagnostic data from I-Ready at the beginning of the school year and review and compare data in mid and end-of year diagnostic tests.

Person Responsible

Demetrius Revelas

Schedule

Quarterly, from 8/17/2015 to 5/20/2016

Evidence of Completion

I-Ready data reports will be analyzed by school, teacher, and student.

G2. Raise percentage of students who are on grade level in Reading as based on End of Year View for i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: Diagnostic #1 Results * 6th Grade - 22% * 7th Grade - 19% * 8th Grade - 19% School Average: 20% and EOY goal is 48% **1a**

 G070978

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	48.0

Resources Available to Support the Goal **2**

- Data Days for ALL ELA/Reading Teachers
- i-Ready Instructional Resources available to all students
- FSA Writing Practice Test scheduled in November
- Ongoing writing PLC with C&I

Targeted Barriers to Achieving the Goal **3**

- Knowledge of new Standards for teachers as well as the students.
- Knowledge of new FSA Writing Test

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

Teachers will be encouraged to incorporate writing across the curriculum identifying areas of need based on Practice Writing Test Results

Person Responsible

Demetrius Revelas

Schedule

Weekly, from 11/10/2015 to 3/1/2016

Evidence of Completion

Student scores will assist in identifying areas of need approaching State Writing Assessment

G3. To improve professional practice of teachers and the academic achievement of their students, through strengthening teacher's implementation of the Marzano strategies and a deeper understanding of the Florida Standards. 1a

 G070979

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- CPALMS website
- CMAPS PLC in September/October facilitated by subject-area C&Is

Targeted Barriers to Achieving the Goal 3

- Full implementation of Florida Standards into Core Curriculum

Plan to Monitor Progress Toward G3. 8

Scoring on Domain #1 will be collected and compared as a school

Person Responsible

Demetrius Revelas

Schedule

Daily, from 9/12/2014 to 6/5/2015

Evidence of Completion

Data from PD360 of Formal Observations and overall scoring of Domain #1 will be used for monitoring of this goal

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. Raise percentage of students who are on level in Math as based on End of Year View in i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: Diagnostic #1 Result * 6th Grade - 12% * 7th Grade - 10% * 8th Grade - 0% School Average: 7% and EOY goal is 37% **1**

 **G070977**

G1.B1 Knowledge of New Standards **2**

 **B185078**

G1.B1.S1 Weekly Professional Learning Communities (PLC) meetings through Departments centered around unpacking, understanding, and implementing new FSA standards **4**

 **S196510**

Strategy Rationale

Program Planner meetings held monthly will center around the full implementation of the new FSA standards

Action Step 1 **5**

Meetings will have a paradigm shift from "nuts and bolts" to PLC format centered around FSA standards.

Person Responsible

Demetrius Revelas

Schedule

Weekly, from 8/17/2015 to 5/20/2016

Evidence of Completion

Agenda and minutes from PLC meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Meetings will be attended by leadership team and subject-area C&Is.

Person Responsible

Demetrius Revelas

Schedule

Weekly, from 8/17/2015 to 5/20/2016

Evidence of Completion

Continued discussion between leadership team and program planners about PLC implementation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Implementation of FSA standards in classroom instruction.

Person Responsible

Demetrius Revelas


Schedule

Monthly, from 8/17/2015 to 5/20/2016


Evidence of Completion

Classroom walkthroughs, observations, and instructional strategy feedback.

G1.B2 Use of I-Ready Instruction as resource as it applies to: 1) Availability of Computers and 2) Functionality of program (internet reliability) **2**

 B185079

G1.B2.S1 Progress Monitoring tool i-Ready also allows for continued instruction both assigned by teacher and lessons assigned by student's score. **4**

 S196512

Strategy Rationale

Use of instructional material through i-Ready program allows teachers to assign lessons based on content being covered in class. i-Ready also allows for students to work at level they scored at most recent Diagnostic (remediation if necessary)

Action Step 1 **5**

Use of i-Ready Mobile Cart for teacher checkout. Teachers will utilize mobile cart for i-Ready instruction

Person Responsible

Ashley Monier

Schedule

Daily, from 10/1/2015 to 5/20/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

i-Ready reports on teacher/student usage of i-Ready program

Person Responsible

Ashley Monier

Schedule

Daily, from 10/1/2015 to 5/20/2016

Evidence of Completion

Instructional Coach will monitor usage of both teachers and students. Instructional Coach will be available to teachers for mobile cart checkout and assistance with using i-Ready program

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student i-Ready Scores.

Person Responsible

Ashley Monier

Schedule

Quarterly, from 10/1/2015 to 5/20/2016

Evidence of Completion

Student i-Ready scores will be compared from BOY (Beginning of Year Diagnostic) to MOY (Middle of Year) and EOY (End of Year)

G2. Raise percentage of students who are on grade level in Reading as based on End of Year View for i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: Diagnostic #1 Results * 6th Grade - 22% * 7th Grade - 19% * 8th Grade - 19% School Average: 20% and EOY goal is 48% 1

 G070978

G2.B1 Knowledge of new Standards for teachers as well as the students. 2

 B185081

G2.B1.S1 Weekly PLC meetings through Departments centered around unpacking, understanding, and implementing new FSA standards. This will also include analyzing data. 4

 S196513

Strategy Rationale

Complete knowledge of new standards will be key for teachers as we move toward the new State Assessment. Data opportunities for teachers will create an understanding of how to analyze and differentiate instruction in areas of need.

Action Step 1 5

Meetings will have a paradigm shift from "nuts and bolts" to PLC format centered around FSA standards.

Person Responsible

Demetrius Revelas

Schedule

Weekly, from 8/17/2015 to 5/20/2016

Evidence of Completion

Agenda and minutes from PLC meetings.

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

Meetings will be attended by leadership team and subject-area C&Is.

Person Responsible

Demetrius Revelas

Schedule

Weekly, from 8/17/2015 to 5/20/2016

Evidence of Completion

Continued discussions between leadership team and program planners about PLC implementation.

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

Implementation of FSA standards in classroom instruction.

Person Responsible

Demetrius Revelas


Schedule

Monthly, from 8/17/2015 to 5/20/2016


Evidence of Completion

Classroom walkthroughs, observations, and instructional strategy feedback.

G2.B3 Knowledge of new FSA Writing Test 2

 B185083

G2.B3.S1 Implementation and understanding of FSA practice writing test. 4

 S196514

Strategy Rationale

FSA writing rubric and standards will be further analyzed by teachers and students.

Action Step 1 5

Practice writing test will be administered in November.

Person Responsible

Demetrius Revelas

Schedule

On 3/1/2016

Evidence of Completion

Results from practice writing test to drive instruction.

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

School will simulate FSA writing test environment during practice writing test.

Person Responsible

Daniel McIntosh

Schedule

On 3/1/2016

Evidence of Completion

Debrief session held with PPC, program planners and leadership team to determine effectiveness.

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

Student scores on Practice Writing Test will assist teachers in driving instruction

Person Responsible

Demetrius Revelas

Schedule

Weekly, from 11/10/2015 to 3/1/2016

Evidence of Completion

Student scores will be reviewed by teachers and shared with students. Student scores will identify areas of instruction needed approaching State Writing Assessment


G3. To improve professional practice of teachers and the academic achievement of their students, through strengthening teacher's implementation of the Marzano strategies and a deeper understanding of the Florida Standards. **1**

 G070979

G3.B1 Full implementation of Florida Standards into Core Curriculum **2**

 B185084

G3.B1.S1 CMAPs will be finished and utilized for all courses through CPALMS website. Murdock Middle will be sending representatives to all CMAP meetings to assist in finalizing. Representatives will come back to campus to provide their colleagues with insight of final product. **4**

 S196515

Strategy Rationale

CMAPs will provide teachers with a blue print of standards to be taught and suggested time frame for the 2015 - 2016 school year. MMS will have representatives from all CMAP completion committees on site and will serve as campus point person.

Action Step 1 **5**

C&I's (Curriculum Instructional Specialist) in district will gather the work done by teachers in the district to create CMAP for each course with representation from MMS at each CMAP creation committee.

Person Responsible

Demetrius Revelas

Schedule

Quarterly, from 9/14/2015 to 12/18/2015

Evidence of Completion

Creation of CMAPS for all core classes. Non-Core classes will also be worked on throughout the 2015 - 2016 school year.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

C&I's will be invited to Department meetings to discuss the implementation of these CMAPS once created for all classes

Person Responsible

Daniel McIntosh

Schedule

Quarterly, from 1/5/2016 to 5/20/2016

Evidence of Completion

Discussion during Department Meetings will be held on the use of CMAPS.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Throughout 2015 - 2016 school year, CMAPS will be monitored for their effectiveness and edited on an as needed basis by C&I's and subject-area PLCs.

Person Responsible

Daniel McIntosh

Schedule

Every 2 Months, from 1/5/2016 to 5/20/2016

Evidence of Completion

Feedback from teachers will be provided through Department Heads on practicality of CMAPS

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
G1.B1.S1.A1	Meetings will have a paradigm shift from "nuts and bolts" to PLC format centered around FSA standards.	Revelas, Demetrius	8/17/2015	Agenda and minutes from PLC meetings.	5/20/2016 weekly
G1.B2.S1.A1	Use of i-Ready Mobile Cart for teacher checkout. Teachers will utilize mobile cart for i-Ready instruction	Monier, Ashley	10/1/2015		5/20/2016 daily
G2.B1.S1.A1	Meetings will have a paradigm shift from "nuts and bolts" to PLC format centered around FSA standards.	Revelas, Demetrius	8/17/2015	Agenda and minutes from PLC meetings.	5/20/2016 weekly
G2.B3.S1.A1	Practice writing test will be administered in November.	Revelas, Demetrius	11/10/2015	Results from practice writing test to drive instruction.	3/1/2016 one-time
G3.B1.S1.A1	C&I's (Curriculum Instructional Specialist) in district will gather the work done by teachers in the district to create CMAP for each course with representation from MMS at each CMAP creation committee.	Revelas, Demetrius	9/14/2015	Creation of CMAPS for all core classes. Non-Core classes will also be worked on throughout the 2015 - 2016 school year.	12/18/2015 quarterly
G1.MA1	Will conduct and analyze Diagnostic data from I-Ready at the beginning of the school year and review and compare data in mid and end-of year diagnostic tests.	Revelas, Demetrius	8/17/2015	I-Ready data reports will be analyzed by school, teacher, and student.	5/20/2016 quarterly
G1.B1.S1.MA1	Implementation of FSA standards in classroom instruction.	Revelas, Demetrius	8/17/2015	Classroom walkthroughs, observations, and instructional strategy feedback.	5/20/2016 monthly
G1.B1.S1.MA1	Meetings will be attended by leadership team and subject-area C&Is.	Revelas, Demetrius	8/17/2015	Continued discussion between leadership team and program planners about PLC implementation.	5/20/2016 weekly
G1.B2.S1.MA1	Student i-Ready Scores.	Monier, Ashley	10/1/2015	Student i-Ready scores will be compared from BOY (Beginning of Year Diagnostic) to MOY (Middle of Year) and EOY (End of Year)	5/20/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	i-Ready reports on teacher/student usage of i-Ready program	Monier, Ashley	10/1/2015	Instructional Coach will monitor usage of both teachers and students. Instructional Coach will be available to teachers for mobile cart checkout and assistance with using i-Ready program	5/20/2016 daily
G2.MA1	Teachers will be encouraged to incorporate writing across the curriculum identifying areas of need based on Practice Writing Test Results	Revelas, Demetrius	11/10/2015	Student scores will assist in identifying areas of need approaching State Writing Assessment	3/1/2016 weekly
G2.B1.S1.MA1	Implementation of FSA standards in classroom instruction.	Revelas, Demetrius	8/17/2015	Classroom walkthroughs, observations, and instructional strategy feedback.	5/20/2016 monthly
G2.B1.S1.MA1	Meetings will be attended by leadership team and subject-area C&Is.	Revelas, Demetrius	8/17/2015	Continued discussions between leadership team and program planners about PLC implementation.	5/20/2016 weekly
G2.B3.S1.MA1	Student scores on Practice Writing Test will assist teachers in driving instruction	Revelas, Demetrius	11/10/2015	Student scores will be reviewed by teachers and shared with students. Student scores will identify areas of instruction needed approaching State Writing Assessment	3/1/2016 weekly
G2.B3.S1.MA1	School will simulate FSA writing test environment during practice writing test.	McIntosh, Daniel	11/10/2015	Debrief session held with PPC, program planners and leadership team to determine effectiveness.	3/1/2016 one-time
G3.MA1	Scoring on Domain #1 will be collected and compared as a school	Revelas, Demetrius	9/12/2014	Data from PD360 of Formal Observations and overall scoring of Domain #1 will be used for monitoring of this goal	6/5/2015 daily
G3.B1.S1.MA1	Throughout 2015 - 2016 school year, CMAPS will be monitored for their effectiveness and edited on an as needed basis by C&I's and subject-area PLCs.	McIntosh, Daniel	1/5/2016	Feedback from teachers will be provided through Department Heads on practicality of CMAPS	5/20/2016 every-2-months
G3.B1.S1.MA1	C&I's will be invited to Department meetings to discuss the implementation of these CMAPS once created for all classes	McIntosh, Daniel	1/5/2016	Discussion during Department Meetings will be held on the use of CMAPS.	5/20/2016 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. Raise percentage of students who are on level in Math as based on End of Year View in i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: Diagnostic #1 Result * 6th Grade - 12% * 7th Grade - 10% * 8th Grade - 0% School Average: 7% and EOY goal is 37%

G1.B1 Knowledge of New Standards

G1.B1.S1 Weekly Professional Learning Communities (PLC) meetings through Departments centered around unpacking, understanding, and implementing new FSA standards

PD Opportunity 1

Meetings will have a paradigm shift from "nuts and bolts" to PLC format centered around FSA standards.

Facilitator

Michael Raney and Ashley Monier

Participants

All teachers

Schedule

Weekly, from 8/17/2015 to 5/20/2016

G2. Raise percentage of students who are on grade level in Reading as based on End of Year View for i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: Diagnostic #1 Results * 6th Grade - 22% * 7th Grade - 19% * 8th Grade - 19% School Average: 20% and EOY goal is 48%

G2.B1 Knowledge of new Standards for teachers as well as the students.

G2.B1.S1 Weekly PLC meetings through Departments centered around unpacking, understanding, and implementing new FSA standards. This will also include analyzing data.

PD Opportunity 1

Meetings will have a paradigm shift from "nuts and bolts" to PLC format centered around FSA standards.

Facilitator

Michael Raney and Ashley Monier

Participants

All Teachers

Schedule

Weekly, from 8/17/2015 to 5/20/2016

Technical Assistance Items

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

G1. Raise percentage of students who are on level in Math as based on End of Year View in i-Ready Diagnostic #1 to i-Ready Diagnostic #3 to: Diagnostic #1 Result * 6th Grade - 12% * 7th Grade - 10% * 8th Grade - 0% School Average: 7% and EOY goal is 37%

G1.B2 Use of I-Ready Instruction as resource as it applies to: 1) Availability of Computers and 2) Functionality of program (internet reliability)

G1.B2.S1 Progress Monitoring tool i-Ready also allows for continued instruction both assigned by teacher and lessons assigned by student's score.

PD Opportunity 1

Use of i-Ready Mobile Cart for teacher checkout. Teachers will utilize mobile cart for i-Ready instruction

Facilitator

Ashley Monier

Participants

All Teachers

Schedule

Daily, from 10/1/2015 to 5/20/2016

G3. To improve professional practice of teachers and the academic achievement of their students, through strengthening teacher's implementation of the Marzano strategies and a deeper understanding of the Florida Standards.

G3.B1 Full implementation of Florida Standards into Core Curriculum

G3.B1.S1 CMAPs will be finished and utilized for all courses through CPALMS website. Murdock Middle will be sending representatives to all CMAP meetings to assist in finalizing. Representatives will come back to campus to provide their colleagues with insight of final product.

PD Opportunity 1

C&I's (Curriculum Instructional Specialist) in district will gather the work done by teachers in the district to create CMAP for each course with representation from MMS at each CMAP creation committee.

Facilitator

Dan McIntosh, Assistant Principal

Participants

All teachers.

Schedule

Quarterly, from 9/14/2015 to 12/18/2015

Budget

Budget Data

1	G1.B1.S1.A1	Meetings will have a paradigm shift from "nuts and bolts" to PLC format centered around FSA standards.				\$0.00
2	G1.B2.S1.A1	Use of i-Ready Mobile Cart for teacher checkout. Teachers will utilize mobile cart for i-Ready instruction				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	600-Capital Outlay	0211 - Murdock Middle School	Title I Part A		\$5,000.00
3	G2.B1.S1.A1	Meetings will have a paradigm shift from "nuts and bolts" to PLC format centered around FSA standards.				\$0.00
4	G2.B3.S1.A1	Practice writing test will be administered in November.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	0211 - Murdock Middle School	Title I Part A		\$600.00

Budget Data			
5	G3.B1.S1.A1	C&I's (Curriculum Instructional Specialist) in district will gather the work done by teachers in the district to create CMAP for each course with representation from MMS at each CMAP creation committee.	\$0.00
Total:			\$5,600.00