Murray Middle School

2015-16 School Improvement Plan

Murray Middle School

4400 SE MURRAY ST, Stuart, FL 34997

mms.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	50%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	36%

School Grades History

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

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 Martin 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

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	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Murray Middle School is a community accountable to all stakeholders for the personal growth and academic success of all students through collaboration, respect and a safe environment for all.

Provide the school's vision statement

Murray is a community of successful life-long learners.

School Environment

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

In an effort to provide a meaningful learning environment for all our students, Murray Middle School attempts to create a school climate that is aware of the diversity of our student population. Within this climate, we try to foster a multi-cultural education that is responsive to all our student's needs. We additionally understand the needs to generate a climate for building the necessary teacher and student relationship that forms a connection to learning. Also included in this approach is the philosophy to maintain open lines of communication with our parents to assist us in the education of their children. Another approach to connecting with our students is to assure that all of our teachers are ELL certified and that they use the appropriate strategies to communicate with our students. We have also trained the majority of our faculty to incorporate small group instruction, In order to meet individualized needs. This allows for more personal dialogue between teacher and students. Teachers are continually formatively assessing the students so they are aware of their individual needs. Monthly, we recognize grade level achievements for several students with our "Student of the Month" and "Literacy Leaders" awards. In conjunction with the district's Character Counts program, we regularly recognize the character Counts "Student of the Week" and the "Joe Kordick" award winners. Our current on-campus PBIS Program encourages positive behavior which helps to develop the student and teacher relationships by having teachers award incentives to the students for exhibiting quality behavior. To determine what motivates students, several of our teachers conduct student learning profile surveys. Along with these surveys, we encourage our students to be involved in class decision making on rules and procedures to enhance their ownership in the process.

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

One of our strengths at Murray Middle School is the ability to facilitate an environment that promotes a safe atmosphere for our students. We feel it is important to communicate with our parents and students on a regular basis and share our overall vision and focus. Our goal is not just teach students but to create a safe environment to assure that students learn.
We feel it is important to develop classroom and campus routines that allow students to feel comfortable and to understand our expectations for improving student achievement. We feel it is essential for students to have ownership in their school. All teachers are encouraged to post their students work within the classroom and in the hallways so students know their work is appreciated. We encourage students to create their own informational posters about specific clubs, sports, upcoming dances, and after school tutoring to foster this ownership. In an effort to be consistent with the communications of these expectations, we make it clear that certain behaviors are non-negotiable. Students feel safer when they know specific behaviors will not be tolerated. Our student

body understands that behaviors like bullying, physical altercations, name calling, improper use of social media and disrespect will not be allowed. Students additionally understand and appreciate that our campus is well supervised in the classroom, hallways and courtyard, as well as during our after school activities. Our guidance counselors work diligently to always be available for student concerns and questions and facilitate confidential student conflict mediation sessions when necessary. Our Positive Behavior Intervention Support Program (PBIS) encourages students to represent the R.O.A.R acronym: Respect, Outstanding citizen, Always Trustworthy and Responsible. This program continues to reward positive behavior and recognizes this behavior by providing student incentives. By providing these recognitions with incentives, students feel appreciated and in turn feel better about the educational process.

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

Murray Middle School in Stuart, Florida has proven that Positive Behavioral Interventions and Supports (PBIS) works! Murray Middle began implementing PBIS in the 2011-2012 school year. The positive impact of PBIS continues to flourish. Each year we continue to strive for Gold status and are recognized by University of South Florida.

Murray Middle provides a clear and consistent system of expected behaviors for the entire school. It recognizes the positive contributions of students in order to facilitate each child in developing the self-discipline to make good choices.

Through the PBIS process Murray Middle focuses on appropriate behaviors, common routines, and uniform language throughout the school. As a result, instructional time is used more effectively for teaching, and the overall school environment is calm, pleasant, and conducive to learning.

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

Murray Middle School currently has the full-time services of two guidance counselors. They are available to counsel with individual or small groups of students about personal, social, or academic problems. They will also work with parents in this capacity or provide them with information about outside counseling services if desired. They will arrange parent conferences with teachers, and can assist in developing modification programs for students with academic problems if appropriate. Counselors serve each student through a developmental comprehensive school counseling program. They work with large groups in the areas of bully prevention and high school planning. Small groups are then used for students who need a smaller counseling setting and individual counseling for those with individual needs.
SERVICES PROVIDED
Response to Intervention- MTSS
Crisis Response Team
Individual Counseling
Psycho-Educational Assessment
Behavioral Management/Modification
Grief Counseling
Peer Mediation and Conflict Resolution
Social Skills Training
Consultation with Staff and Parents

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 a students 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	3	4	3	10
One or more suspensions	49	24	33	106
Course failure in ELA or Math	1	0	2	3
Level 1 on statewide assessment	0	0	0	
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	13	9	12	34

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

May have included several or all of the listed below:
* Parent Contact (phone , email, conferences)
* MTSS process
* PBIS incentives for positive behavior and attendance
* Truancy letters mailed to parent
* Truancy officer visits to home
* Pull outs for academic interventions
* Students placed in Critical Thinking Skill to work on academics in replacement of electives
* Paw Power Program for level one readers
* Double block ELA classes for all student - Level 1 student double block reading classes with an additional ELA class
* Anti bullying and Cyber safe presentation presented throughout the year to students
* Guidance mediation and counseling
* Intensive Math courses
*Math Tutoring after school

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

100% of the parents will participate in at least one event at Murray for the year 2015-2016. Areas parents may participate in may include: conferences, fundraisers, parent clubs, volunteering, meetings (PTA, SAC) open house, parent night, sporting events, concerts, PBIS night etc.

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

Murray Middle is very fortunate to have partnered with SeaCoast National Bank as our educational partner. They are very accommodating and support our needs and wishes during the academic year. Not only do they sponsor our teacher and non-instructional Employee of the Month but they have partnered with our math department to promote financial education, providing banking materials to teach budgeting and checking account management. They have partnered with us to promote our Money Maker program where they offer students the first dollar to start a savings account. Students are able to make payments to their savings at school. They provide food for our staff prior to professional development activities and have a bank employee as one of our members of SAC.

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
Chasse, Stephanie	Teacher, K-12
Campbell, Charlene	Instructional Coach
Jerrells, Michele	Teacher, K-12
McAdoo, Tabitha	Guidance Counselor
Morris, Patty	Instructional Coach
Sequeira, Christine	Guidance Counselor
Shaffer, David	Teacher, K-12
DeJames, Tami	Assistant Principal
Laws, Amy	Principal
Axton, David	Assistant Principal
Wiseberg, Emily	Teacher, K-12
Lynch, Leslie	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 function and responsibility of each school based leadership team member is as follow:
Intervention Problem Solving Coach along with the MTSS team and PBIS team analyzes attendance and behavioral data for both monitoring and initiating referrals as well as recommending appropriate classroom strategies and monitoring the fidelity of the implementation of the strategies.
The Literacy Coach analyzes academic data for both monitoring and initiating referrals as well as recommending appropriate strategies and monitoring the fidelity of the implementation of the strategies.
Principal/AP provides the team with profiles and narratives of students' academic and behavior successes and feedback from student and family and also serves as the parent point of contact.
Guidance Counselors serve as the teacher point of contact to gather data for evaluation purposes and monitoring ongoing interventions. They also serve as the parent liaison to facilitate feedback from student and family.
The school MTSS uses all of the data to make recommendations for student dismissal or placement.

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

Implementation of our MTSS and SIP structures involve the use of RtIB data (ODR's, OSB's) and the analysis of district progress monitoring benchmark, state FCAT/ FSA and EOC scores, as well as teacher created assessments to perform a gap analysis using a wide variety of leading and lagging data. Teacher and grade level teams meet regularly to evaluate student success and then initiate MTSS referrals process when needed.
To monitor the effectiveness of core instruction, resource allocation, teacher support systems, and Tier II and Tier III interventions the following data is used and analyzed weekly by the MTSS team:
CICO data, reading, language arts, math, and behavior intervention logs, academic intervention fidelity worksheet,attendance records, teacher narratives, and interval classroom observations.
Murray Middle School coordinates and integrates all federal, state and local programs which impact our school:
* Implements researched-based resources funded both publicly and privately- locally, state and federally.
* Student academic needs as well as staff development based on Title III programs.
* School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
*Partnerships are established with such groups as FDLRS
* Implementation of parent programs. ie bullying and PBIS
* Brochures and referrals for parent and student support from the guidance department, school nurse, cafeteria management and other personnel.
* Parent and student information on our CTE Finance Program through brochures, open house, CTE Showcase and various other ways of communication.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Shalini Jakhete	Parent
Emily Wiseberg	Teacher
Angela Gordon	Teacher
Amy Laws	Principal
Danielle Carney	Parent
Jennifer Glen	Parent
Cathy Vokoun	Parent
June Martin-Kornilov	Parent
Risha Das	Student
Aurelia Moore	Teacher
Pat Lawson	Teacher
Patty Morris	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

Through out the year review of the SIP plan is discussed in monthly SAC meeting. At the beginning of the school year the draft form of the SIP is presented to the SAC members for input and discussion. Further discussion may involved data driven decisions once progress monitoring data is released. All input is of value and is gathered for the next modification of the SIP .

Development of this school improvement plan

The purpose of the SAC is to assist in the preparation and the evaluation (developing and evaluating) of the results of the SIP and to assist the principal with budgetary items.
PLCs/CLTs helps to formulate action plans.
The leadership team provide valuable insight to the PLC/CLT leaders discussing vital information (data) and focus of the school goals.

Preparation of the school's annual budget and plan

Schools annual budget is allocated from the district based off of FTE.

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

Some of the past school improvement funds have included: After school tutoring funds to support school wide science fair, payment for teacher collaboration for Blended Technology lesson design. This year's first SAC meeting is not planned until September 17th when the 2015-20156 budget will be discussed.
The projected allocation of funds:
Educational Support/enrichment activities for students $5,000
* iReady Program for math tutoring
* Tutoring salaries
Staff Development/Conferences $1,000
Educational tools/Awards $1,000

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:

Name	Title
Chasse, Stephanie	Teacher, K-12
Cairnes, Deborah	Teacher, K-12
Cottle, Truly	Teacher, K-12
Dixon, Shameeka	Teacher, K-12
Fisher, Mark	Teacher, K-12
Forbes, Carol	Teacher, K-12
Gordon, Angela	Teacher, K-12
Lawson, Patricia	Teacher, K-12
McAdoo, Tabitha	Instructional Coach
Scheid, Jennifer	Teacher, K-12
Voelker, Carol	Teacher, K-12
Wiseberg, Emily	Teacher, K-12
Wright, Valerie	Teacher, ESE
Creber, Susan	Teacher, K-12
Flanagan, Aileen	Teacher, ESE
Morris, Patty	Instructional Coach
Axton, David	Assistant Principal
Laws, Amy	Principal

Duties

Describe how the LLT promotes literacy within the school

The team provides leadership for the implementation of the reading strategies on the SIP. The principal is the LLT chairperson and the reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and the principal collaborate with the team to ensure that data driven instruction support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengthens and weaknesses, and creates a a professional development plan to support identified instructional needs in conjunction with the MTSS teams' support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all stakeholders including other administrators, teachers, staff members, parents and students.

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

Murray Middle school is in the third year of implementing Professional Learning Communities (PLC) with fidelity. Each PLC group,whose commonality is their subject matter, met during Pre-School days and meet formally four days per month. ELA teachers share a common planning where they can collaborate daily. The MTSS team and the PBIS team meet bi-monthly to review student data (EWS) and curriculum strategies. On going collaborative professional development is offered either by the school or by the district on our monthly early release day along with one PD training day built in the PLC for each department, which makes 5 total days of collaboration. The professional development team offers suggestions for professional development and follow up training.

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

* Determine job opening
* Work with the district to post openings
* Review application and resume of applicants who are highly qualified. Interview applicants.
* Notify district of hiring selection, proceed with district policies
* Provide new teachers with a mentor
* Offer ongoing opportunities for professional growth through professional development as a school and district PLC
* Monthly meetings with the district's New Teacher Mentor Program

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

Experienced Murray teachers work with new hires to our school informing and guiding them through school and district policies. They work together within their Professional Learning Community on personal growth and student achievement. Pairings are based on Curriculum and the role of our experienced teachers.
New teachers will meet once a month, under the district's New Teacher Mentor Program, to discuss any information from the district, answer any questions teachers may have, to schedule peer observations and to give any other support needed at that time.
They will be required to participate in classroom observations and provide reflective feedback on what they have learned through the collaborative team.

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

The district, through summer workshops and teachers participation, have developed Frameworks and Guides based on the Florida Standards in ELA, Math and Science. Each teacher was informed, via district produced videos, of where they are located on the district website. The Coordinator over Social Studies is meeting with the Social Studies CLT, throughout the year, to review standards and help formulate common assessment through school led professional development, to discuss the value of CPalms and the expectation of the district to follow frameworks while producing common formative assessments and how to progress monitor all students learning. Action plans written by each CLT group reflects how they are ensuring that their instructional classroom is aligned to the Florida Standards.

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 basic focus of our academic teams is to be able to answer the following four questions based on data:
"What do you want the students to learn?" Answered by the Florida Standards
" How will the teachers know if students have learned it?" Answered by the common formative assessment CLT groups are working on.
"How they will respond if students have not learned it?" Differentiate instruction with a variety of learning strategies
"How they will respond if students have already learned it ?". Increase the rigor and the depth of the learning goal though differentiated instruction and a variety of learning strategies.

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: 3,240

Students are allowed to come to the after school program where teachers of each curriculum category are available to teach, re-teach and monitor students completing work. Students are also allowed to use computers for research and for educational programs. (15% of our students do not have access to the internet at home.)

Strategy Rationale

Many students do not have parental guidance or resources necessary at home to assist them with academic assignments needed to be successful in the classroom.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Creber, Susan, crebers@martin.k12.fl.us

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

Students attendance, grade and promotion rates along with formative assessments (progress monitoring, FSA, EOY exams, EOC) are used to monitor students progress.

Strategy: After School Program

Minutes added to school year: 5,760

Tiger Woods Learning Center enables students to study STEM curriculum two days a week after school. Two sessions are held a year and students attend either Monday, Wednesday or Tuesday, Thursday. Students explore STEM activities using the 5 Es.

Strategy Rationale

The concept of STEM is provided in a hands on, exciting and challenging curriculum. Students are enabled to take on long term projects , make hypothesis, test these concepts and form conclusions over a several month program.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Jerrells, Michele, jerrelm@martin.k12.fl.us

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

Tiger Woods Learning Center has a progress monitoring tool which the teachers use. The teachers then correlate it with school data and report out to administration. Administration then reports out to staff.

Strategy: After School Program

Minutes added to school year: 2,160

Students in level 2 and 3 have been selected to participate in after school intensive math class. Students will have access to the iReady program during and after school and at home. Though guidlines from the PBIS program, rewards will be given for individual students milestones. 60 students are selected (20 at each grade level).

Strategy Rationale

Learning gains in the lowest 25% of math students are slowly increasing. By targeting these students we hope to increase their math proficiency, elevating to the next FSA level.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data will be collected and analyzed though iReady reports. Through the math PLC and MTSS, students data will be monitored.

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

Our guidance department does a tremendous job informing both students and parents of academic choices and tracks. Students take interest surveys and go through the" Choice" process to help guide them to find an academic/ career track as they prepare for their high school career. Student and parents are invited yearly to our academic/ career path workshop which showcases all the academies Martin County offers students. High school guidance counselors come into our school near the end of the academic year to counsel our 8th grade students to prepare them for their high school career and classes.

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

Our Algebra teachers work with the Education Foundation and the students to participate in an engineering workshop annually. Teachers also integrate PBL lessons into their curriculum to teach students to be real world problem solvers.
High school guidance counselors come into our school near the end of the academic year to counsel our 8th grade students to prepare them for their high school career and classes.

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

At Murray Middle school we focus on the relationship of education as it prepares students for college and /or career-readiness. We offer students a chance to earn certification through our Business Computer classes. Murray Middle School will offer a technology club second semester for students interested in earning certificates but could not take the class.

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

School promotes and attend the district CTE Showcase annually. Our counselors and administration can answer questions about what is offered at Murray Middle School and the feeder high schools.

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:

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To raise school proficient rate by 5% on ELA FSA test.

G2.   To raise school proficiency rate by 5% on Math FSA test.

G3.   Increase the infusion of STEM into all areas of curriculum to have 61% or higher score at satisfactory or higher in the area of science

G4.   The highest quartile in Math will increase by 5% on the 2016 FSA.

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. To raise school proficient rate by 5% on ELA FSA test. `1a`

🔍 G073258

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal `2`

- New HMH ELA textbook based on the Florida Standards

- The Literacy Coach is available to model lessons and provide resources for instructional staff. To model lessons and facilitate discussions to deepen knowledge of writing across the curriculum training by the literacy coach will include text complexity, LAFS/MAFS, Marzano high yield strategies, small group instruction, lesson designs and model lessons . Data on the FSA assessment will be used to focus on improvement as information is provided by the state.

Targeted Barriers to Achieving the Goal `3`

- Instructional staff needs more support in evidenced based analysis, text complexity and project based learning.

- Teachers need a deeper understanding and experience with the implementation of the Florida Standards with fidelity.

- Teachers need more information how the Florida Standards will be assessed.

- Teachers need training on how to use the FSA data when it becomes available from the state.

- Many of our lower performing students lack homework and support from home.

- Lack of alignment of assessment data and progress monitoring tools

- Teachers need support integrating the rigor of the Florida Standards in writing across the curriculum in all grade levels.

- Students do not effectively use pre-writing strategies for planning.

- Entering 8th grade students do not have the technology experience for the FSA Writing portion of the test.

Plan to Monitor Progress Toward G1. `8`

CLT and common planning meetings

Person Responsible
David Axton

Schedule
Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion
Student progress, Classroom Observation, CLT Notes, Professional Development ERO will be turned in.

G2. To raise school proficiency rate by 5% on Math FSA test. `1a`

G073259

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	77.0

Resources Available to Support the Goal `2`

- District website, teachers

- Explore different free sites that provide diagnostic data and utilize in the classroom

Targeted Barriers to Achieving the Goal `3`

- Providing only Summative assessments.

- Tracking data to show growth

Plan to Monitor Progress Toward G2. `8`

Formative and informal assessments scores

Person Responsible

Michele Jerrells

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Monitor absenteeism and student's grades during core math classes and tutoring. On-going dialog documented between core math teacher and after school instructor discussing formative and informal assessments.

G3. Increase the infusion of STEM into all areas of curriculum to have 61% or higher score at satisfactory or higher in the area of science `1a`

🔑 G073260

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	2.0

Resources Available to Support the Goal `2`

- Professional development with STEMscopes provided by the district,Happy Scientist - Standards Based Videos to enhance lessons, guest speakers.

Targeted Barriers to Achieving the Goal `3`

- Fusion of Florida standards in non science curriculum versus NGSS standards and assessments.

- Female students not having an interest in STEM.

Plan to Monitor Progress Toward G3. `8`

Lesson Plans

Person Responsible
Amy Laws

Schedule
Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion
Collaboration of data between math, science and technology teachers with documented dialog. Individual members sharing out, implementing and reflecting of professional development as members attend "Train the Trainer" models.Over seen by Coordinator of Science, Valerie Gaynor. Data collected from bi-annual STEM writing assignments throughout the Language Arts Department. Literacy Coach, Patty Morris, provides a coaching log. Monthly data review meeting with administration and CLT groups and/ or leaders to discuss trend seen off of common formative assessments.

G4. The highest quartile in Math will increase by 5% on the 2016 FSA. `1a`

G073261

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics - Achievement	5.0

Resources Available to Support the Goal `2`

- Through the math PLC teachers will collectively share best practices to teachers who are teaching the highest quartile. Students in the Pre-Algebra 6th grade class will be using iReady program to fill in curriculum gaps due to accelerated learning.

Targeted Barriers to Achieving the Goal `3`

- Where reading has a coach, math does not have a math coach.

- Student connecting to real world application.

Plan to Monitor Progress Toward G4. `8`

Student assessments

Person Responsible

Amy Laws

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Progress monitoring score Score on teacher formative assessment Minutes from PLC meetings based on their action plan

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. To raise school proficient rate by 5% on ELA FSA test. [1]

🔑 G073258

G1.B1 Instructional staff needs more support in evidenced based analysis, text complexity and project based learning. [2]

🔑 B191393

G1.B1.S1 Literacy coach will provide professional development in evidence based analysis of texts, text complexity and projected based learning through out the year. [4]

🔑 S202857

Strategy Rationale

Students need to be able to be able to address counter claims, pull informational sources from text as it applies to writing and be able to compare and contrast main ideas with in the text and not from their past knowledge.

Action Step 1 [5]

CLT meeting and Literacy meetings

Person Responsible

Patty Morris

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Student Data, PLC minutes

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

Review Data, monitor PLC Action Plan, walk through by administration in classrooms with effective feedback given

Person Responsible

Amy Laws

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PLC minutes, Student data, reflective feedback in lesson plans, monitor students grades and attendance

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

PLC meetings, Common Planning

Person Responsible

Amy Laws

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student progress, classroom observation and attendance at the professional development presetnations.

G1.B1.S2 Students need to be able to be able to read, decode and produce viable answers with documentation from the text while using technology `4`

🔑 S202858

Strategy Rationale

While students are very familiar with technology at a social level, students need more instruction on using technology at an educational level used for instruction and assessment.

Action Step 1 `5`

Teachers will learn more about blended learning and how to implement it in the classroom

Person Responsible

Susan Creber

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Teachers will produce lesson plans where technology is infused into the curriculum to enhance learning

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Lesson plans will be monitored, Walk though in classes by administration will provided effective feedback.

Person Responsible

Amy Laws

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Lesson plans, Professional Development handout or evidence on the "G" drive. Artifacts gathered by CLT groups. Minutes and agendas.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Lesson Plans to be monitored, School grades and testing results analyzed in PLC meetings, discussed and directed to focus instruction

Person Responsible

David Axton

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Lesson plans, PLC artifacts, minutes and agendas will be turned in.

G1.B2 Teachers need a deeper understanding and experience with the implementation of the Florida Standards with fidelity. `2`

🔑 B191394

G1.B2.S1 Discuss Florida Standard lessons, ELA Framework and Guideline and work on lesson designs with reflective feed back afterwards. `4`

🔑 S202859

Strategy Rationale

This summer updated ELA Framework and Guideline were developed to correlate with the Florida State Standards and the new HMH textbooks.

Action Step 1 `5`

Review Florida Standards, ELA Frameworks and Guidelines as a CLT and discuss to gain further understanding. Plan instruction lessons, common assessments and reflect on results

Person Responsible

Patty Morris

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lesson Plans

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

CLT meetings, formative assessments, data discussions

Person Responsible

Patty Morris

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

SMART Goal and CLT action plan will be developed and meeting agendas and assessment data will be implemented and turned in.

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

CLT and common planning meetings

Person Responsible

David Axton

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Student progress, Classroom Observation

G1.B3 Teachers need more information how the Florida Standards will be assessed. 2

B191395

G1.B3.S1 Provide professional development on how to use the data from the FSA as it becomes available from the state. 4

S202860

Strategy Rationale

As information is released from the state all stakeholders must be notified.

Action Step 1 5

As information is release from the state, professional development will be planned and implemented

Person Responsible

Amy Laws

Schedule

Quarterly, from 8/10/2015 to 2/26/2016

Evidence of Completion

Computer logs of teachers taking students in the lab to practice, common assessments, PLC artifacts, CLT agendas and notes. Links on school web site

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Computer logs of teachers taking students in the lab to practice, PLC artifacts, PLC agendas and notes. Links on school web site

Person Responsible

David Axton

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Computer logs of teachers taking students in the lab to practice, PLC artifacts, PLC agendas and notes. Links on school web site

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

PLC notes. Professional Development on FSA, ERO sign in sheets

Person Responsible

David Axton

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Results on actual FSA results and successful student data showing the comprehension of the Florida Standards

G1.B4 Teachers need training on how to use the FSA data when it becomes available from the state. `2`

🔍 B191396

G1.B4.S1 Through the CLT the teachers will decipher the data and collaborate on learning strategies for standards that need addressed. `4`

🔍 S202861

Strategy Rationale

When information is available all stakeholders will be informed.

Action Step 1 `5`

Teachers will collaborate in their CLT using data to come up with best practices to use to improve student achievement for power standards.

Person Responsible

David Axton

Schedule

Biweekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

CLT minutes and notes, data sheets and results.

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

Notes from the CLT will be provided and lesson plans will be submitted. Data will be shared with administration.

Person Responsible

David Axton

Schedule

On 5/27/2016

Evidence of Completion

Data action plans will be submitted

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

Leaders on the PLC will support the CLT and help facilitate the data meetings, classroom walkthroughs

Person Responsible

Amy Laws

Schedule

On 5/27/2016

Evidence of Completion

Teachers will submit their data and an action plan to show how they used the data to improve student instruction.

G1.B5 Many of our lower performing students lack homework and support from home. `2`

`B191397`

G1.B5.S1 Continue to use the after school program for students who do not have the resources at home to be successful in class. `4`

`S202862`

Strategy Rationale

Many students do not have parental guidance or computers at home that might be necessary to complete assignments and be successful.

Action Step 1 `5`

Students will have assess to resources needed during an after school program with teachers from different content areas.

Person Responsible

Susan Creber

Schedule

Weekly, from 9/28/2015 to 6/17/2016

Evidence of Completion

attendance, grades, graduation rate, state test scores

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Students will register for help in particular subjects or with certain content areas

Person Responsible

Susan Creber

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Student data collected during session

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Students success in the learning process and grades

Person Responsible

Susan Creber

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Grades, attendance in program

G1.B7 Lack of alignment of assessment data and progress monitoring tools `2`

🔧 B191399

G1.B7.S1 Implement use of , new ELA textbook assessments, and CLT toolkit from the district. `4`

🔧 S202864

Strategy Rationale

Teachers will use data assessments to monitor students progress on the standards while using common assessments and resources available through the CLT toolkits.

Action Step 1 `5`

Teachers will use tool kits provided through the CLT to align assessment data with progress monitoring tools.

Person Responsible

Patty Morris

Schedule

Biweekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Copies of data used, CLT notes

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

During CLTs teachers will give common assessments using the new ELA textbook and look at data to draft statements of why the data is what it is and where they will go with it.

Person Responsible

Patty Morris

Schedule

On 5/27/2016

Evidence of Completion

Teacher made data documents will be kept and monitored by the Leadership PLC.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Leaders of the PLC will progress monitor the data and make sure it is done with fidelity.

Person Responsible

Amy Laws

Schedule

On 5/27/2016

Evidence of Completion

Classroom walk through will be conducted, lesson plans will be checked, and administrators will be giving feedback to teachers.

G1.B8 Teachers need support integrating the rigor of the Florida Standards in writing across the curriculum in all grade levels. 2

🔑 B191400

G1.B8.S1 Teachers need support integrating the rigor of the Florida Standards in writing across the curriculum in all grades. 4

🔑 S202865

Strategy Rationale

Teachers need to understand how the writing curriculum is based on textual evidence with citing and not on personal opinions.

Action Step 1 5

Professional development on writing strategies and work with each CLT to deepen knowledge of writing across all content areas.

Person Responsible

Patty Morris

Schedule

Biweekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

ERO for PD attendance, notes from CLT, Lesson plans, Parallel writes practice tests

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Progress monitor student writing samples

Person Responsible

Patty Morris

Schedule

Quarterly, from 10/5/2015 to 3/31/2016

Evidence of Completion

Formative assessment data

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

On going professional development through CLT's

Person Responsible

Patty Morris

Schedule

Biweekly, from 10/5/2015 to 4/29/2016

Evidence of Completion

Formative assessment data, student samples, lesson plans

G1.B9 Students do not effectively use pre-writing strategies for planning. `2`

🔑 B191401

G1.B9.S1 Continue building pre-planning strategies through graphic organizers and the ACE strategy. `4`

🔑 S202866

Strategy Rationale

In order to be successful writers students need to pre-plan and organize their thoughts

Action Step 1 `5`

Professional development on writing strategies and working with all CLT to use writing samples for decision making on strategies needed.

Person Responsible

Patty Morris

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

ERO

Plan to Monitor Fidelity of Implementation of G1.B9.S1 `6`

Student writing samples

Person Responsible

Patty Morris

Schedule

Quarterly, from 10/5/2015 to 4/29/2016

Evidence of Completion

Grade book data, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 `7`

Track the growth of student writing samples

Person Responsible

Patty Morris

Schedule

Quarterly, from 10/5/2015 to 3/31/2016

Evidence of Completion

Data collection sheet, formative assessments

G1.B10 Entering 8th grade students do not have the technology experience for the FSA Writing portion of the test. 2

B191402

G1.B10.S1 Students need practice using computer since it will be the first time they are taking it on the computer. 4

S202867

Strategy Rationale

Students need additional technology skills to use during testing.

Action Step 1 5

Teachers will have time in the computer labs to practice writing using common writing prompts that will be scored.

Person Responsible

Susan Creber

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Computer lab sign up sheets, data from writing scores, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Teachers will have access to sign up for the learning labs or use lap tops in classrooms

Person Responsible

Susan Creber

Schedule

Quarterly, from 10/5/2015 to 3/31/2016

Evidence of Completion

Computer lab logs, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

The students will prodroduce work samples

Person Responsible

Patty Morris

Schedule

Quarterly, from 10/5/2015 to 3/31/2016

Evidence of Completion

The work samples will be collected and data collections to progress monitor growth and fluency of computer skills.

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

The students will prodroduce work samples

Person Responsible

Patty Morris

Schedule

Quarterly, from 10/5/2015 to 3/31/2016

Evidence of Completion

The work samples will be collected and data collections to progress monitor growth and fluency of computer skills.

G2. To raise school proficiency rate by 5% on Math FSA test. 1

🔍 G073259

G2.B1 Providing only Summative assessments. 2

🔍 B191403

G2.B1.S1 Work in collaborative teams to develop common formative assessments 4

🔍 S202868

Strategy Rationale

All students will be assessment multiple time prior to the unit summative. Teachers have given students multiple opportunities to prove mastery.

Action Step 1 5

Build common assessments

Person Responsible

Michele Jerrells

Schedule

Biweekly, from 9/10/2015 to 5/13/2016

Evidence of Completion

CLT meeting notes, tests, students grades

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

CLT process and produced and administered CFA's

Person Responsible

Michele Jerrells

Schedule

On 5/13/2016

Evidence of Completion

Data collected on each CFA, action plan to target areas to be reassessed.

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

Formative assessments scores.

Person Responsible

Michele Jerrells

Schedule

Monthly, from 9/28/2015 to 5/13/2016

Evidence of Completion

Teachers test, copies of CLT minutes, CLT agendas, grade books

G2.B2 Tracking data to show growth 2

B191404

G2.B2.S1 Utilize different programs that are available to track assessment data or individual students data. 4

S202869

Strategy Rationale

Tracking student progress provides teachers feedback on how to help each individual student

Action Step 1 5

Administration and District provide different suggested websites to use.

Person Responsible

Amy Laws

Schedule

Semiannually, from 9/28/2015 to 5/13/2016

Evidence of Completion

Data on website, teacher reflections of use of site

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

CLT meetings, sharing strategies to implement stations/centers in room to use computers/website.

Person Responsible

Michele Jerrells

Schedule

Monthly, from 9/28/2015 to 5/13/2016

Evidence of Completion

reports, grade books, walk through

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

FSA Test

Person Responsible

Amy Laws

Schedule

On 4/29/2016

Evidence of Completion

FSA Scores

G3. Increase the infusion of STEM into all areas of curriculum to have 61% or higher score at satisfactory or higher in the area of science `1`

`G073260`

G3.B1 Fusion of Florida standards in non science curriculum versus NGSS standards and assessments. `2`

`B191405`

G3.B1.S1 Through grants purchase tablets which can be used as portable computer labs for science classes only. These can be used in labs or classes. `4`

`S202870`

Strategy Rationale

While students are still studying the NGSSS in science they are able to use technology and blended learning to assist in other content area with the Florida Standards. On the reciprocal side other content areas are also focusing on STEM curriculum project based learning.

Action Step 1 `5`

Train teachers on how to use this technology and Blended curriculum

Person Responsible

David Shaffer

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

ERO sign in sheets

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

STEMscopes program provided by the district

Person Responsible

David Shaffer

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Reports produced by STEMscopes, ERO sign in from training

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

Look at student produced work.

Person Responsible

David Shaffer

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Student data, collaboration of data between math, science and technology teachers with documented dialog. Individual members sharing out, implementing and reflecting of professional development as members attend "Train the Trainer" models.Over seen by Coordinator of Science, Valerie Gaynor. Data collected from bi-annual STEM writing assignments throughout the Language Arts Department. Literacy Coach, Patty Morris, provide a Coaching log. Submitted to Amy Laws quarterly. Monthly data review meeting with administration and PLC groups and/ or leaders to discuss trend seen off of common formative assessments.

G3.B2 Female students not having an interest in STEM. `2`

🔍 B191406

G3.B2.S1 Bringing an awarenes to female students on STEM through GEMS (Girls Exploring Math and Science) Project. FAU will be facilitating the project and sponsoring a field trip. `4`

🔍 S202871

Strategy Rationale

To increase female students' understanding of STEM and how it is beneficial to them.

Action Step 1 `5`

Female students in the 8th grade will participate in a one day event on campus with GEMS through FAU and follow up with a field trip to the campus.

Person Responsible

Leslie Lynch

Schedule

On 5/27/2016

Evidence of Completion

pre and post student survey, attendance sheets for on campus event and field trip

G4. The highest quartile in Math will increase by 5% on the 2016 FSA. [1]

G073261

G4.B1 Where reading has a coach, math does not have a math coach. [2]

B191407

G4.B1.S1 Invite our district corndinator of math to our PLC groups at least once a month to discuss best practices and and mathematical practices [4]

S202872

Strategy Rationale

Keep teachers updated on new information from the state.

Action Step 1 [5]

To discuss math practices

Person Responsible

Amy Laws

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

ERO sign in and minutes

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

Assessment data, PLC agendas and notes.

Person Responsible

Amy Laws

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Student data results. • Formative and informal assessments scores. • Monitor absenteeism and student's grade during core math classes and tutoring. • On-going dialog documented between core math teacher and after school instructor. • Reports from iReady reports produced by teachers. Information provided to the parent of how their student is doing meeting the standards in preparation for on level test in curriculum off grade level.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Student work and formative assessment data

Person Responsible

Amy Laws

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Student assessment results (class, observational, norm testing, project based learning).

G4.B1.S2 As a CLT reassess the bi-weekly formative assessments (big 25) into more real world problems. `4`

🔍 S202873

Strategy Rationale

Common assessments need to be formulated with the ability to use the new GO Math online assistance.

Action Step 1 `5`

Develop more meaningful assessments

Person Responsible

Michele Jerrells

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Data chats, student improvement of subject matter.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Math assessments

Person Responsible

Michele Jerrells

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Accurate data collected

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Math assessments

Person Responsible

Michele Jerrells

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Performance monitoring data discussed in data team meetings

G4.B1.S3 Work with Math Coach at another middle school to observe classrooms that use learning scale to monitor understanding of learning as part of the formative assessment process for teachers. 4

S202874

Strategy Rationale

This will give our teachers first-hand knowledge of how to utilize the new learning goals and scales developed for all students.

Action Step 1 5

Make schedule for teachers to observe at another middle school

Person Responsible

Michele Jerrells

Schedule

Biweekly, from 9/15/2015 to 11/20/2015

Evidence of Completion

Reflection log and implementation of the skill in their classroom.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Classroom observations

Person Responsible

Amy Laws

Schedule

On 4/1/2016

Evidence of Completion

The students and teachers will have scales that were monitored for the level of learning. This can be seen anytime during a classroom observation.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 `7`

Learning scales

Person Responsible

Amy Laws

Schedule

Monthly, from 10/15/2015 to 4/1/2016

Evidence of Completion

Teacher utilizing the learning scales and students being able to explain their own level of learning.

G4.B2 Student connecting to real world application. `2`

🔑 B191408

G4.B2.S1 Preparing students for high school, college and the work force is the focus of education. `4`

🔑 S202875

Strategy Rationale

Taking students from understanding the process of how to get the correct answer to why it is the correct answer and how many ways can that be accomplished.

Action Step 1 `5`

Share and learn in professional development from staff member who attended specific training over the summer 2015- Digital Learning, Blended Curriculum, Google Cassroom.

Person Responsible

Susan Creber

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Lesson plans, PLC agendas and notes, classroom walk through with feedback from administrators.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

PLC minutes, agendas of Professional Development showing conversations of Digital Learning and Blended Learning. Walk through by school administrators with effective feedback provided. Logs of teachers who have carts and the correlation of lessons to use.

Person Responsible

Susan Creber

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

PLC minutes. Agendas of Professional Development showing conversations of Digital Learning and Blended Learning. Walk through by both district and school administrators with effective feedback provided. Logs of teachers who have carts and the correlation of lessons to use. Formative and informal assessments scores. Monitor absenteeism and student's grade during core math classes and tutoring.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Walk through
Lesson Plans

Person Responsible

Amy Laws

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Student work Attendance record Lesson plans

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	CLT meeting and Literacy meetings	Morris, Patty	8/10/2015	Student Data, PLC minutes	5/27/2016 biweekly
G1.B1.S2.A1	Teachers will learn more about blended learning and how to implement it in the classroom	Creber, Susan	10/1/2015	Teachers will produce lesson plans where technology is infused into the curriculum to enhance learning	5/27/2016 monthly
G1.B2.S1.A1	Review Florida Standards, ELA Frameworks and Guidelines as a CLT and discuss to gain further	Morris, Patty	8/24/2015	Lesson Plans	5/27/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	understanding. Plan instruction lessons, common assessments and reflect on results				
G1.B3.S1.A1	As information is release from the state, professional development will be planned and implemented	Laws, Amy	8/10/2015	Computer logs of teachers taking students in the lab to practice, common assessments, PLC artifacts, CLT agendas and notes. Links on school web site	2/26/2016 quarterly
G1.B4.S1.A1	Teachers will collaborate in their CLT using data to come up with best practices to use to improve student achievement for power standards.	Axton, David	10/5/2015	CLT minutes and notes, data sheets and results.	5/27/2016 biweekly
G1.B5.S1.A1	Students will have assess to resources needed during an after school program with teachers from different content areas.	Creber, Susan	9/28/2015	attendance, grades, graduation rate, state test scores	6/17/2016 weekly
G1.B7.S1.A1	Teachers will use tool kits provided through the CLT to align assessment data with progress monitoring tools.	Morris, Patty	9/28/2015	Copies of data used, CLT notes	5/27/2016 biweekly
G1.B8.S1.A1	Professional development on writing strategies and work with each CLT to deepen knowledge of writing across all content areas.	Morris, Patty	9/21/2015	ERO for PD attendance, notes from CLT, Lesson plans, Parallel writes practice tests	5/27/2016 biweekly
G1.B9.S1.A1	Professional development on writing strategies and working with all CLT to use writing samples for decision making on strategies needed.	Morris, Patty	9/28/2015	ERO	5/27/2016 monthly
G1.B10.S1.A1	Teachers will have time in the computer labs to practice writing using common writing prompts that will be scored.	Creber, Susan	10/5/2015	Computer lab sign up sheets, data from writing scores, lesson plans	5/27/2016 quarterly
G2.B1.S1.A1	Build common assessments	Jerrells, Michele	9/10/2015	CLT meeting notes, tests, students grades	5/13/2016 biweekly
G2.B2.S1.A1	Administration and District provide different suggested websites to use.	Laws, Amy	9/28/2015	Data on website, teacher reflections of use of site	5/13/2016 semiannually
G3.B1.S1.A1	Train teachers on how to use this technology and Blended curriculum	Shaffer, David	9/8/2015	ERO sign in sheets	5/27/2016 monthly
G3.B2.S1.A1	Female students in the 8th grade will participate in a one day event on campus with GEMS through FAU and follow up with a field trip to the campus.	Lynch, Leslie	1/4/2016	pre and post student survey, attendance sheets for on campus event and field trip	5/27/2016 one-time
G4.B1.S1.A1	To discuss math practices	Laws, Amy	9/8/2015	ERO sign in and minutes	5/27/2016 monthly
G4.B1.S2.A1	Develop more meaningful assessments	Jerrells, Michele	9/8/2015	Data chats, student improvement of subject matter.	5/27/2016 monthly
G4.B1.S3.A1	Make schedule for teachers to observe at another middle school	Jerrells, Michele	9/15/2015	Reflection log and implementation of the skill in their classroom.	11/20/2015 biweekly
G4.B2.S1.A1	Share and learn in professional development from staff member who attended specific training over the summer 2015- Digital Learning, Blended Curriculum, Google Cassroom.	Creber, Susan	9/8/2015	Lesson plans, PLC agendas and notes, classroom walk through with feedback from administrators.	5/27/2016 monthly
G1.MA1	CLT and common planning meetings	Axton, David	8/10/2015	Student progress, Classroom Observation, CLT Notes, Professional Development ERO will be turned in.	5/27/2016 monthly
G1.B1.S1.MA1	PLC meetings, Common Planning	Laws, Amy	8/17/2015	Student progress, classroom observation and attendance at the professional development presetnations.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Review Data, monitor PLC Action Plan, walk through by administration in classrooms with effective feedback given	Laws, Amy	8/17/2015	PLC minutes, Student data, reflective feedback in lesson plans, monitor students grades and attendance	5/27/2016 monthly
G1.B2.S1.MA1	CLT and common planning meetings	Axton, David	10/5/2015	Student progress, Classroom Observation	5/27/2016 monthly
G1.B2.S1.MA1	CLT meetings, formative assessments, data discussions	Morris, Patty	10/5/2015	SMART Goal and CLT action plan will be developed and meeting agendas and assessment data will be implemented and turned in.	5/27/2016 monthly
G1.B3.S1.MA1	PLC notes. Professional Development on FSA, ERO sign in sheets	Axton, David	10/5/2015	Results on actual FSA results and successful student data showing the comprehension of the Florida Standards	5/27/2016 quarterly
G1.B3.S1.MA1	Computer logs of teachers taking students in the lab to practice, PLC artifacts, PLC agendas and notes. Links on school web site	Axton, David	10/5/2015	Computer logs of teachers taking students in the lab to practice, PLC artifacts, PLC agendas and notes. Links on school web site	5/27/2016 quarterly
G1.B4.S1.MA1	Leaders on the PLC will support the CLT and help facilitate the data meetings, classroom walkthroughs	Laws, Amy	9/28/2015	Teachers will submit their data and an action plan to show how they used the data to improve student instruction.	5/27/2016 one-time
G1.B4.S1.MA1	Notes from the CLT will be provided and lesson plans will be submitted. Data will be shared with administration.	Axton, David	9/7/2015	Data action plans will be submitted	5/27/2016 one-time
G1.B5.S1.MA1	Students success in the learning process and grades	Creber, Susan	10/5/2015	Grades, attendance in program	5/27/2016 quarterly
G1.B5.S1.MA1	Students will register for help in particular subjects or with certain content areas	Creber, Susan	10/5/2015	Student data collected during session	5/27/2016 quarterly
G1.B7.S1.MA1	Leaders of the PLC will progress monitor the data and make sure it is done with fidelity.	Laws, Amy	9/1/2015	Classroom walk through will be conducted, lesson plans will be checked, and administrators will be giving feedback to teachers.	5/27/2016 one-time
G1.B7.S1.MA1	During CLTs teachers will give common assessments using the new ELA textbook and look at data to draft statements of why the data is what it is and where they will go with it.	Morris, Patty	10/5/2015	Teacher made data documents will be kept and monitored by the Leadership PLC.	5/27/2016 one-time
G1.B8.S1.MA1	On going professional development through CLT's	Morris, Patty	10/5/2015	Formative assessment data, student samples, lesson plans	4/29/2016 biweekly
G1.B8.S1.MA1	Progress monitor student writing samples	Morris, Patty	10/5/2015	Formative assessment data	3/31/2016 quarterly
G1.B9.S1.MA1	Track the growth of student writing samples	Morris, Patty	10/5/2015	Data collection sheet, formative assessments	3/31/2016 quarterly
G1.B9.S1.MA1	Student writing samples	Morris, Patty	10/5/2015	Grade book data, lesson plans	4/29/2016 quarterly
G1.B10.S1.MA1	The students will prodroduce work samples	Morris, Patty	10/5/2015	The work samples will be collected and data collections to progress monitor growth and fluency of computer skills.	3/31/2016 quarterly
G1.B10.S1.MA1	The students will prodroduce work samples	Morris, Patty	10/5/2015	The work samples will be collected and data collections to progress monitor growth and fluency of computer skills.	3/31/2016 quarterly
G1.B10.S1.MA1	Teachers will have access to sign up for the learning labs or use lap tops in classrooms	Creber, Susan	10/5/2015	Computer lab logs, lesson plans	3/31/2016 quarterly
G1.B1.S2.MA1	Lesson Plans to be monitored, School grades and testing results analyzed in PLC meetings, discussed and directed to focus instruction	Axton, David	8/17/2015	Lesson plans, PLC artifacts, minutes and agendas will be turned in.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Lesson plans will be monitored, Walk though in classes by administration will provided effective feedback.	Laws, Amy	9/21/2015	Lesson plans, Professional Development handout or evidence on the "G" drive. Artifacts gathered by CLT groups. Minutes and agendas.	5/27/2016 monthly
G2.MA1	Formative and informal assessments scores	Jerrells, Michele	8/24/2015	Monitor absenteeism and student's grades during core math classes and tutoring. On-going dialog documented between core math teacher and after school instructor discussing formative and informal assessments.	5/27/2016 monthly
G2.B1.S1.MA1	Formative assessments scores.	Jerrells, Michele	9/28/2015	Teachers test, copies of CLT minutes, CLT agendas, grade books	5/13/2016 monthly
G2.B1.S1.MA1	CLT process and produced and administered CFA's	Jerrells, Michele	9/28/2015	Data collected on each CFA, action plan to target areas to be reassessed.	5/13/2016 one-time
G2.B2.S1.MA1	FSA Test	Laws, Amy	4/11/2016	FSA Scores	4/29/2016 one-time
G2.B2.S1.MA1	CLT meetings, sharing strategies to implement stations/centers in room to use computers/website.	Jerrells, Michele	9/28/2015	reports, grade books, walk through	5/13/2016 monthly
G3.MA1	Lesson Plans	Laws, Amy	9/8/2015	Collaboration of data between math, science and technology teachers with documented dialog. Individual members sharing out, implementing and reflecting of professional development as members attend "Train the Trainer" models.Over seen by Coordinator of Science, Valerie Gaynor. Data collected from bi-annual STEM writing assignments throughout the Language Arts Department. Literacy Coach, Patty Morris, provides a coaching log. Monthly data review meeting with administration and CLT groups and/ or leaders to discuss trend seen off of common formative assessments.	5/27/2016 monthly
G3.B1.S1.MA1	Look at student produced work.	Shaffer, David	9/8/2015	Student data, collaboration of data between math, science and technology teachers with documented dialog. Individual members sharing out, implementing and reflecting of professional development as members attend "Train the Trainer" models.Over seen by Coordinator of Science, Valerie Gaynor. Data collected from bi-annual STEM writing assignments throughout the Language Arts Department. Literacy Coach, Patty Morris, provide a Coaching log. Submitted to Amy Laws quarterly. Monthly data review meeting with administration and PLC groups and/ or leaders to discuss trend seen off of common formative assessments.	5/27/2016 monthly
G3.B1.S1.MA1	STEMscopes program provided by the district	Shaffer, David	9/8/2015	Reports produced by STEMscopes, ERO sign in from training	5/27/2016 monthly
G4.MA1	Student assessments	Laws, Amy	9/8/2015	Progress monitoring score Score on teacher formative assessment Minutes from PLC meetings based on their action plan	5/27/2016 monthly
G4.B1.S1.MA1	Student work and formative assessment data	Laws, Amy	9/8/2015	Student assessment results (class, observational, norm testing, project based learning).	5/27/2016 monthly
G4.B1.S1.MA1	Assessment data, PLC agendas and notes.	Laws, Amy	9/8/2015	Student data results. • Formative and informal assessments scores. • Monitor	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				absenteeism and student's grade during core math classes and tutoring. • On-going dialog documented between core math teacher and after school instructor. • Reports from iReady reports produced by teachers. Information provided to the parent of how their student is doing meeting the standards in preparation for on level test in curriculum off grade level.	
G4.B2.S1.MA1	Walk through Lesson Plans	Laws, Amy	9/8/2015	Student work Attendance record Lesson plans	5/27/2016 monthly
G4.B2.S1.MA1	PLC minutes, agendas of Professional Development showing conversations of Digital Learning and Blended Learning. Walk through by school administrators with effective feedback provided. Logs of teachers who have carts and the correlation of lessons to use.	Creber, Susan	9/8/2015	PLC minutes. Agendas of Professional Development showing conversations of Digital Learning and Blended Learning. Walk through by both district and school administrators with effective feedback provided. Logs of teachers who have carts and the correlation of lessons to use. Formative and informal assessments scores. Monitor absenteeism and student's grade during core math classes and tutoring.	5/27/2016 monthly
G4.B1.S2.MA1	Math assessments	Jerrells, Michele	9/8/2015	Performance monitoring data discussed in data team meetings	5/27/2016 monthly
G4.B1.S2.MA1	Math assessments	Jerrells, Michele	9/8/2015	Accurate data collected	5/27/2016 monthly
G4.B1.S3.MA1	Learning scales	Laws, Amy	10/15/2015	Teacher utilizing the learning scales and students being able to explain their own level of learning.	4/1/2016 monthly
G4.B1.S3.MA1	Classroom observations	Laws, Amy	10/15/2015	The students and teachers will have scales that were monitored for the level of learning. This can be seen anytime during a classroom observation.	4/1/2016 one-time

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. To raise school proficient rate by 5% on ELA FSA test.

G1.B1 Instructional staff needs more support in evidenced based analysis, text complexity and project based learning.

G1.B1.S1 Literacy coach will provide professional development in evidence based analysis of texts, text complexity and projected based learning through out the year.

PD Opportunity 1

CLT meeting and Literacy meetings

Facilitator

Literacy Coach, District Leaders, Administration

Participants

Staff

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

G1.B1.S2 Students need to be able to be able to read, decode and produce viable answers with documentation from the text while using technology

PD Opportunity 1

Teachers will learn more about blended learning and how to implement it in the classroom

Facilitator

Susan Creber, David Shaffer, David Axton

Participants

Staff

Schedule

Monthly, from 10/1/2015 to 5/27/2016

G1.B2 Teachers need a deeper understanding and experience with the implementation of the Florida Standards with fidelity.

G1.B2.S1 Discuss Florida Standard lessons, ELA Framework and Guideline and work on lesson designs with reflective feed back afterwards.

PD Opportunity 1

Review Florida Standards, ELA Frameworks and Guidelines as a CLT and discuss to gain further understanding. Plan instruction lessons, common assessments and reflect on results

Facilitator

Reading Coach, District Administration, School site Administration

Participants

Staff

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

G1.B3 Teachers need more information how the Florida Standards will be assessed.

G1.B3.S1 Provide professional development on how to use the data from the FSA as it becomes available from the state.

PD Opportunity 1

As information is release from the state, professional development will be planned and implemented

Facilitator

David Axton, Patty Morris

Participants

Staff, Students, Parents

Schedule

Quarterly, from 8/10/2015 to 2/26/2016

G1.B9 Students do not effectively use pre-writing strategies for planning.

G1.B9.S1 Continue building pre-planning strategies through graphic organizers and the ACE strategy.

PD Opportunity 1

Professional development on writing strategies and working with all CLT to use writing samples for decision making on strategies needed.

Facilitator

Patty Morris

Participants

ELA teachers

Schedule

Monthly, from 9/28/2015 to 5/27/2016

G3. Increase the infusion of STEM into all areas of curriculum to have 61% or higher score at satisfactory or higher in the area of science

G3.B1 Fusion of Florida standards in non science curriculum versus NGSS standards and assessments.

G3.B1.S1 Through grants purchase tablets which can be used as portable computer labs for science classes only. These can be used in labs or classes.

PD Opportunity 1

Train teachers on how to use this technology and Blended curriculum

Facilitator

Media Specialist, Susan Creber, District personal, David Shaffer, Digital Learning Community Leader

Participants

Murray Middle School staff

Schedule

Monthly, from 9/8/2015 to 5/27/2016

G4. The highest quartile in Math will increase by 5% on the 2016 FSA.

G4.B1 Where reading has a coach, math does not have a math coach.

G4.B1.S1 Invite our district corndinator of math to our PLC groups at least once a month to discuss best practices and and mathematical practices

PD Opportunity 1

To discuss math practices

Facilitator

Amy Laws

Participants

Math PLC members

Schedule

Monthly, from 9/8/2015 to 5/27/2016

G4.B1.S2 As a CLT reassess the bi-weekly formative assessments (big 25) into more real world problems.

PD Opportunity 1

Develop more meaningful assessments

Facilitator

MIchele Jerrells

Participants

Math teachers

Schedule

Monthly, from 9/8/2015 to 5/27/2016

G4.B2 Student connecting to real world application.

G4.B2.S1 Preparing students for high school, college and the work force is the focus of education.

PD Opportunity 1

Share and learn in professional development from staff member who attended specific training over the summer 2015- Digital Learning, Blended Curriculum, Google Cassroom.

Facilitator

District personel, school based administration, math leads

Participants

Math teachers

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	CLT meeting and Literacy meetings				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$0.00
2	G1.B1.S2.A1	Teachers will learn more about blended learning and how to implement it in the classroom				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$0.00
			Notes: none needed			
3	G1.B10.S1.A1	Teachers will have time in the computer labs to practice writing using common writing prompts that will be scored.				$0.00
4	G1.B2.S1.A1	Review Florida Standards, ELA Frameworks and Guidelines as a CLT and discuss to gain further understanding. Plan instruction lessons, common assessments and reflect on results				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$0.00
			Notes: None needed			
5	G1.B3.S1.A1	As information is release from the state, professional development will be planned and implemented				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$0.00
			Notes: None needed			
6	G1.B4.S1.A1	Teachers will collaborate in their CLT using data to come up with best practices to use to improve student achievement for power standards.				$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0081 - Murray Middle School	School Improvement Funds		$6,500.00
			Notes: Asking SAC to send the Guiding Coalition to the Summer PLC conference to continue to deepen their knowledge of the PLC process and guiding CLT's			

Budget Data

7	G1.B5.S1.A1	Students will have assess to resources needed during an after school program with teachers from different content areas.				$0.00
8	G1.B7.S1.A1	Teachers will use tool kits provided through the CLT to align assessment data with progress monitoring tools.				$0.00
9	G1.B8.S1.A1	Professional development on writing strategies and work with each CLT to deepen knowledge of writing across all content areas.				$0.00
10	G1.B9.S1.A1	Professional development on writing strategies and working with all CLT to use writing samples for decision making on strategies needed.				$0.00
11	G2.B1.S1.A1	Build common assessments				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0081 - Murray Middle School	Other		$500.00
			Notes: Snack for after school. various funding sources.			
12	G2.B2.S1.A1	Administration and District provide different suggested websites to use.				$0.00
13	G3.B1.S1.A1	Train teachers on how to use this technology and Blended curriculum				$0.00
14	G3.B2.S1.A1	Female students in the 8th grade will participate in a one day event on campus with GEMS through FAU and follow up with a field trip to the campus.				$0.00
15	G4.B1.S1.A1	To discuss math practices				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$0.00
			Notes: None needed			
16	G4.B1.S2.A1	Develop more meaningful assessments				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$0.00
			Notes: None needed			
17	G4.B1.S3.A1	Make schedule for teachers to observe at another middle school				$0.00
18	G4.B2.S1.A1	Share and learn in professional development from staff member who attended specific training over the summer 2015- Digital Learning, Blended Curriculum, Google Cassroom.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$0.00
			Notes: Already in budget			

Budget Data

	Total:	$7,000.00