

R J Murray Middle School



2016-17 Schoolwide Improvement Plan

R J Murray Middle School

150 N HOLMES BLVD, St Augustine, FL 32084

<http://www-mms.stjohns.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	B	C

**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 was approved by the St. Johns County School Board on 9/29/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for R J Murray Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

R.J. Murray Middle School, in partnership with community, seeks to educate, inspire, and empower the leaders of tomorrow, through the art of knowledge and creativity working hand-in-hand.

b. Provide the school's vision statement.

The purpose of R.J. Murray Middle School is to prepare students for high school and post-secondary opportunities. Our school's focus on College Readiness is to create awareness of post-secondary opportunities for all students through our programs of study in the arts and academics. The goals of the MMS College Readiness program are outlined as follows:

- Improve academic preparedness and performance of students at Murray Middle School for post-secondary education.

- Increase high school graduation rates and promote student enrollment in institutions of higher learning.

- Increase awareness and participation among students and parents in programs and activities that support an understanding of post-secondary enrollment requirements, funding options, and opportunities.

- Increase scholarship opportunities for the high school graduates, as supported by collaborations with the local colleges, city and community agencies, and school district.

- Align school-wide instruction at Murray Middle School to college entrance expectations for students in middle grades.

- Align all college readiness initiatives into one school-wide initiative to prepare all students attending Murray Middle for post-secondary instruction and the workforce.

2. School Environment

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

Murray Middle School teachers and staff value and respect the cultures of all students and strongly believes in building strong relationships between teachers and students. This year, teachers are creating positive classroom management rewards and incentives using Live School to continue to build strong relationships with their students. The school culture is based on recognizing students for their positive behavior, academic success, and character. In addition, teachers and staff are involved in after-school events and community building activities that involve students and their families.

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

Murray Middle School creates a safe environment for all students before, during, and after school. For example, during the school day all doors to the building are locked. Visitors must check into the front office and receive clearance before entering the building. Students are aware of the systems and procedures in place to ensure safety, including use of planners, the school-wide discipline policy, and how to report bullying concerns or issues. Anti-bullying presentations and lessons facilitated by the guidance department provide students with information needed to stay safe at school and at home. Furthermore, all staff has been trained on school safety procedures, including fire evacuations, soft and hard lock-down protocol, tornado drill protocol, as well as safe medication administration.

c. 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 implemented a school wide behavior management plan that is based on establishing school-wide classroom rules and consequences. All classrooms follow the same five classroom rules. These rules, consequences, and rewards were explicitly presented to students in each classroom during the first week of school, and addressed at grade-level assemblies during the second week. Each classroom teacher posts the rules, consequences, and reward system. Furthermore, all teachers are expected to promote positive classroom rewards and incentives for students following classroom rules and expectations. This year, Murray Middle School is implementing Live School as part of their positive behavior management system to recognize students for adherence to school rules and good character.

d. 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 counselors are available to provide guidance, support, and mentoring to students with social-emotional needs. They are also available to meet with parents and attend parent/teacher conferences. Our counselors also work with the district and community health agencies to provide support to our students. In addition, teachers and administration work together to mentor students and ensure that all students are safe and supported.

3. Early Warning Systems

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

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

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	20	25	26	0	0	0	0	71	
One or more suspensions	0	0	0	0	0	0	25	18	26	0	0	0	0	69	
Course failure in ELA or Math	0	0	0	0	0	0	7	17	14	0	0	0	0	38	
Level 1 on statewide assessment	0	0	0	0	0	0	49	62	24	0	0	0	0	135	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	24	26	19	0	0	0	0	69

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

The MTSS intervention team meets weekly to review and discuss students identified by the early warning system. Interventions for our lowest performing, non-fluent students includes a co-teach intensive reading and ELA class with a reading endorsed teacher for students in 6th and 7th grade. Our lowest performing level 1 students also receive reading interventions in an intensive reading class. In addition, students are enrolled in the Reading Plus and MaxScholar computer-based programs. Reading Plus is designed to help students improve their silent reading comprehension and silent reading rate. MaxScholar is designed for students who need additional support in basic reading skills such as phonics, phonemic awareness, fluency, and vocabulary. Students are placed in MaxScholar and/or Reading Plus based on their needs. In all standard math classes, students receive additional instructional support through a co-teach or support facilitation model with a certified ESE teacher. District support is available for creating a collaborative, cooperative learning environment with emphasis on differentiation (station work) for immediate remediation and enrichment. In addition, students failing ELA or Math will be identified each interim during the MTSS meeting and interventions will be put into place including teacher interventions and/or computer based support (Plato, Study Island, etc).

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/311688>.

2. Description

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

2. 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 SAC team actively pursues membership of community members to gain their input and develop those relationships. Murray supports and encourages community organizations to become involved through afterschool programs, such as CROP, Builders Club, PACT Teens in Action, and Big Brothers/Big Sisters. Our PTO works closely with community businesses to secure supplemental resources that support the school and student achievement. We also have a close relationship with the St. Augustine Orchestra that supports our Arts program (especially band) and we provide opportunities for

organizations, such as Arts Alive sponsored by the St. Johns County Educational Foundation, to use our facilities for their arts program. Murray Middle School, one of six middle schools to be recognized as a Florida Model School of the Arts, also actively collaborates and partners with Lake Butler Middle School on collaborative art projects throughout the school year.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Lime, Melissa	Assistant Principal
Keating, Justin	Teacher, K-12
Schwarm, Tom	Principal

b. Duties

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

Principal – Tom Schwarm
Assistant Principal/LEA - Melissa Lime
Instructional Literacy Coach - Laura Hinds
MTSS Facilitator - Dorrie Lombardi
Guidance Counselor - Deborah Karably
School Psychologist - Cammie Thomas
Behavior Specialist -Darren Taglarini
Mental Health Counselor- Will Butler
Speech/Language Pathologist -Peggy Larson

Responsibilities and Duties of the MTSS Team include but are not limited to the following:

- Member of core team
- Attends core meetings
- Attends Rtl review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for Rtl students into the Rtl folder
- Updates data into the Rtl digital database
- Schedules meetings to review Rtl plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources

- Participates in parent conferences
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on RtI procedures, progress monitoring and related interventions
- Finalizes RtI referral packet and submits to LEA

2. 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.

At R.J. Murray Middle School we use the 4-step problem-solving model:

Step 1: Define in objective and measurable terms the goal(s) to be attained;

Step 2: Identify possible reasons why the desired goal(s) is not being attained;

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s);

Step 4: Evaluate the effectiveness of the plan in relation to stated goal.

Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Title I, Part A

R.J. Murray Middle School is a Title I school-wide model due to the nearly 68% poverty rate as measured by the free and reduced lunch population. This federal program is coordinated under the direction of district Title I administration. All compliance measures are implemented and documented through the Title I Work Papers and the St. Johns County School District County Administration.

Title I, Part C

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. These services are provided and monitored by SJCSD Federal Programs in conjunction with guidance and administration.

Title II

Title II funds will support the delivery of Professional Development for the 2016-2017 school year.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. District staff works closely with our Guidance Department to help ensure appropriate support and compliance is provided.

Title IX

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

R.J. Murray Middle School will utilize the projected SAI funds through the use of targeted intervention materials (Accelerated Reader, ThinkThruMath and Study Island) during and after the school day to work with our Tier 2 and Tier 3 students as identified through FAIR and formative and summative assessments provided by teachers. In addition, SAI funds will also be used to extend our learning hours by providing transportation for after school tutoring as well as paying for instructional staff during this time. Students will be identified through summative CIM assessments and formative state and county benchmark tests. Children located in the lowest 25% in reading, math and behavior will be targeted for this extended learning opportunity. Due to the increased funding allocation, transportation will be provided to assist in the probability that our “at-risk” population will be able to attend after school activities for family convenience. SAI funds provide 50% reading position to work with our low 25% in reading.

Violence Prevention Programs

The school offers a non-violence and anti-drug program that incorporates field trips, community service, and counseling. Through the implementation of the Positive Behavior Support (PBS) system, Character Counts and our Teen Leadership courses, all behavioral data is tracked and monitored in order to implement effective strategies that target minor behaviors in the early stages. Murray has a Behavioral Specialist who works directly with the students and staff in order to assist with the behavioral needs of our campus. Murray also has a PCM response team who operates under state and district guidelines with the support and direction of district and school staff.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amy Newman	Parent
Brent Bechtold	Parent
	Student
Justin Matthews	Student
Brent Bechtold	Parent
Rebecca Stanborough	Teacher
Marcus Brown	Education Support Employee
Quantavius Williams	Business/Community
Courtney Lee	Teacher
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

At the first meeting of the year, SAC reviews the previous year's SIP and provides input along with data shared by the principal to contribute to the SIP for the current year.

b. Development of this school improvement plan

R.J. Murray SAC provides input via input provided through regularly schedule meetings; annual SAC Survey; annual staff and parent surveys; and by review of annual school data.

c. Preparation of the school's annual budget and plan

Based on the SIP goals and SAC recommendations

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

SAC makes a practice of allowing teachers to access SIF for supplies, workshops, and materials to enrich learning. There is a process for teachers to request funds and provide rationale for their needs. Funds are also provided for either student activities to support school-wide PBS activities and provide funds for teacher to attend professional development opportunities.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lime, Melissa	Assistant Principal
Keating, Justin	Teacher, K-12
Schwarm, Tom	Principal
Brailsford, Dawn	Teacher, K-12
Edwards, Brittany	Teacher, K-12
Lucien, Hannah	Teacher, K-12
Scarpa, Barbara	Teacher, K-12
Hinds, Laura	Instructional Coach
Fisler, Hilary	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT facilitates professional development in the following areas to enhance learning:

- Understanding by Design Framework: "Beginning with the end in mind"
- Text Complexity
- Content Literacy
- AVID WICOR Strategies
- Depth of Knowledge (Webb's)
- Marzano Instructional Framework- Lesson planning and assessment
- Florida Standards Assessment- Training on item specifications and online practice tests

D. Public and Collaborative Teaching

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

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

At Murray Middle School, we have created a supportive and positive mentoring system for our new teachers. All new teachers have been assigned a mentor and participate in the monthly new teacher mentoring training facilitated by the instructional literacy coach. The monthly mentor training is designed to meet the needs of the teachers including support with the new gradebook, unpacking standards, and creating learning goals and scales. In addition, grade level subjects areas plan together to create lessons and common assessments. Our next step includes teacher collaboration of formative assessments, summative assessments and DFA results to plan for remediation and enrichment (DuFour model).

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

The principal uses the district AppliTrack program to screen potential candidates. With the support of SJCSd, the principal only hires teachers who meet NCLB's Highly Qualified requirements. To retain highly qualified teachers, the administration team and the ILC have implemented Professional Learning Communities, complete with protected team planning time. Teachers are encouraged to attend district PD opportunities, and the ILC/ LLT provides monthly school-developed PD and book studies. In the Teacher Mentor Program, new teachers are partnered with "veteran" mentors and the pairs are provided structured meeting time. The Instructional Literacy Coach and Teacher Leaders model lessons. The District CAST Team leads curriculum mapping and training.

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

New teachers are paired with current teachers who have a minimum of three years teaching experience at current school in the same content area. Typically, department chairs or team leaders will serve as a mentor for our new teachers. Planned activities include new teacher orientation workshop conducted during preplanning week; quarterly meeting with mentor; new teacher and administrator; peer observations; classroom visits; and monthly meeting with Instructional Literacy Coach.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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 school uses FSA Reading data for placement of level 1 and 2 students in an appropriate reading class (co-teach, intensive reading, or CARPD content area class) and uses FSA Math data for placement of level 1 students in support math class. Thinklink/ Discovery Education data is used as progress monitoring data to identify areas of strength and weakness on the common core ELA and math standards. Teachers analyze individual and class results to plan for differentiation. District formative assessments are also used to analyze performance of standards. Teachers analyze results with their subject area/grade levels to identify struggling students and develop a plan for reteaching standards based on the item analysis report. Teachers also use their data to analyze how their students performed at the school and district level and meet with administration to review their results. In addition, Murray offers after school tutoring and home work help for students who need additional support (reteaching, retaking an exam, making up homework, etc) in all their classes.

2. 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:

After school remediation and instruction. Instruction provided by certified teachers in all four core academic areas for 60 to 120 minutes once a week during the school year depending on student needs

Strategy Rationale

To offer support for students who need reteaching/retesting of standards aligned to the curriculum maps. Additional support will improve student performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schwarm, Tom, tom.schwarm@stjohns.k12.fl.us

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

Students are assessed via assessments (teacher created assessments and DE results). In addition, teachers can use Study Island, Plato, Reading Plus, Max Scholar, and Symphony Math to monitor and evaluate individual student progress. Each program will provide individual student data and provide each students' status relating to mastery of content specific standards.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Murray supports our incoming 6th graders by inviting them to our school in the Spring where they receive a tour of the school and 6th grade orientation, introduction to our block scheduling, and are provided an elective choice form and school expectations/ dress code, etc. The following week, the parents of those students are invited to attend a Parent Information Session outlining expectations, elective choices, etc. Students audition for Center of the Arts in Feb. In addition, the LEA and 6th grade case manager visit our feeder elementary school and meet with parents to conduct the 5th/6th grade IEP meeting. We also host gifted EP meetings for 5th graders. In the Fall, we host 3 Curriculum nights (one per grade level) for parents and students to meet teachers, review expectations, curriculum, and review different ways parents can communicate with their child's teacher throughout the school year (HAC, Live School, email, Website). Additionally, 8th grade AVID students visit feeder elementary school to speak to 5th graders about the AVID program at MMS.

Our 8th graders participate in the Middle School Blitz on campus. High Schools present information about academies and learn about the career academies offered throughout the district. Parents are invited to attend the district middle school blitz. High schools return in the Spring to register students for their high school courses. Teachers also send their recommendations to the high schools. We also host gifted EP meetings for our 8th graders.

b. College and Career Readiness

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

The AVID Program at MMS is prevalent in each grade level and its students demonstrate leadership throughout the school. AVID established College Week in which there was a school-wide ribbon-cutting ceremony to re-name the halls after Ivy League schools. Additionally, AVID students researched the universities of their choice, and held a College Fair in which AVID students presented their findings to all MMS students in a "gallery walk" format. AVID also initiated a college door decorating contest school-wide. Furthermore, AVID students took multiple field trips to area colleges and universities.

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

NA

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

NA

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Increase number of students scoring proficiency on the math FSA (3 or higher) by 5% for the upcoming 2016-2017 school year.
- G2.** Increase the number of students scoring proficiency on the reading FSA assessments (3 or higher) to 5% for the 2015-2016 school year.
- G3.** Increase the number of students taking advanced courses by 5 %, including Algebra and Geometry, through the implementation of the regular, accepted, integrated use of Bulldog Binders as an instructional and organizational tool for students and Cornell Notes as an instructional strategy for stimulating higher level, cognitive understanding and application.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase number of students scoring proficiency on the math FSA (3 or higher) by 5% for the upcoming 2016-2017 school year. 1a

G083885

Targets Supported 1b

Indicator	Annual Target
Math Gains	68.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Making sure that all math teachers understand the new FSA assessments and how to create formative assessments that align with FSA.
- Identify specific "learning gaps" in the lowest 25% cohort in math

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilize the district secondary and elementary math CAST team to conduct teacher workshops for math teachers on formative assessments using MFAS and CPalms and assist with lesson planning using the resources in OneNote. District CAST support will work with math teachers on a monthly basis to help teachers create formative assessments and use the data for remediation and enrichment in their classroom. In addition, laptops were purchased this year for the math teachers to help them evaluate student performance quickly (Clickers & Plickers) and remediate and enrich on the spot (laptops-Symphany Math, textbooks resources). Also, common planning was built into the schedule between the ESE teacher and general math teacher for collaboration and planning to meet the needs of their struggling students.
- Conduct specifically designed math pre-assessments to identify math gaps in our lowest 25%

Plan to Monitor Progress Toward G1. 8

Formative assessments

Person Responsible

Melissa Lime

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teacher created formative assessments

G2. Increase the number of students scoring proficiency on the reading FSA assessments (3 or higher) to 5% for the 2015-2016 school year. 1a

G083886

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	74.0

Targeted Barriers to Achieving the Goal 3

- Writing test questions aligned to the new FSA test item specifications. Teachers are at the beginning stages of writing low, moderate, and high questions.
- Identifying the bottom 25% and differentiating instruction using Reading Plus and MaxScholar effectively.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA Test Item Specifications and Practice tests- Helping teachers create formative and summative assessments aligned to the FSA.
- Reading Plus and MaxScholar- Implemented in all standard ELA classes and IR classes this school year. Aligned to the CCSS standards and provides individualized, differentiated instruction to improve silent reading comprehension and silent reading rate.

Plan to Monitor Progress Toward G2. 8

Student Grades

Person Responsible

Melissa Lime

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student Grades

G3. Increase the number of students taking advanced courses by 5 %, including Algebra and Geometry, through the implementation of the regular, accepted, integrated use of Bulldog Binders as an instructional and organizational tool for students and Cornell Notes as an instructional strategy for stimulating higher level, cognitive understanding and application. 1a

G083887

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	75.0

Targeted Barriers to Achieving the Goal 3

- School wide consistency

Resources Available to Help Reduce or Eliminate the Barriers 2

- AVID Website
- District Staff
- AVID Resource Library
- AVID Site Team Members

Plan to Monitor Progress Toward G3. 8

District Assessments

Person Responsible

Melissa Lime

Schedule

Annually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Learning Gains Analysis

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. Increase number of students scoring proficiency on the math FSA (3 or higher) by 5% for the upcoming 2016-2017 school year. **1**

 **G083885**

G1.B1 Making sure that all math teachers understand the new FSA assessments and how to create formative assessments that align with FSA. **2**

 **B222842**

G1.B1.S1 Specific staff development for all math teachers to learn how to write formative assessments and use the data to remediate and enrichment. **4**

 **S235144**

Strategy Rationale

Prepare students for the new FSA math assessment.

Action Step 1 **5**

Professional Development on FSA Math Assessment and CPALMS (MFAS-formative assessments)

Person Responsible

Melissa Lime

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PD agendas, formative assessments, quarterly planning sheets

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

Formative Assessments

Person Responsible

Melissa Lime

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Samples of formative assessments and remediation/enrichment grouping

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

Formative Assessments (Symphony Math, DE, teacher created assessments)

Person Responsible

Melissa Lime

Schedule

Quarterly, from 8/10/2016 to 5/26/2017


Evidence of Completion

Student Grades

G1.B2 Identify specific "learning gaps" in the lowest 25% cohort in math **2**

 B222843

G1.B2.S1 Create and/or identify pre-assessment to administer to lowest 25%. **4**

 S235145

Strategy Rationale

Need to identify specific learning gaps to remediate while delivering grade level curriculum

Action Step 1 **5**

Math teacher will administer math pre-assessment to lowest 25% cohort in math at each grade level.

Person Responsible

Tom Schwarm

Schedule

On 5/26/2017

Evidence of Completion

Symphony Math data, Discovery Ed results, FSA

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

Formative Assessment using Symphony math

Person Responsible

Melissa Lime

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Student performance on the FSA and district mid term exam

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

Formative Assessment using Symphony math

Person Responsible

Melissa Lime

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Student performance on the FSA and district mid term exam

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

Formative Assessment using Symphony math

Person Responsible

Melissa Lime

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Student performance on the FSA and district mid term exam

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

Formative Assessment using Symphony math

Person Responsible

Melissa Lime

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Student performance on the FSA and district mid term exam

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

Formative Assessment using Symphony math

Person Responsible

Melissa Lime

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Student performance on the FSA and district mid term exam

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

Analyze symphony math reports

Person Responsible

Laura Hinds

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Students grades, FSA results

G2. Increase the number of students scoring proficiency on the reading FSA assessments (3 or higher) to 5% for the 2015-2016 school year. **1**

 G083886

G2.B1 Writing test questions aligned to the new FSA test item specifications. Teachers are at the beginning stages of writing low, moderate, and high questions. **2**

 B222844

G2.B1.S1 Providing professional development and district support to help teachers understand the new standards and write test questions. **4**

 S235146

Strategy Rationale

Modeling the FSA test items in instruction and assessment will prepare students for the new assessments

Action Step 1 **5**

FSA Reading Assessments: Item Analysis and Sample Test Items to help teachers write formative and summative assessments aligned to the FSA.

Person Responsible

Melissa Lime

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teacher created assessments (district formatives) and district mid term results

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

Professional Development Logs, PLC logs

Person Responsible

Melissa Lime

Schedule

On 5/26/2017

Evidence of Completion

Samples of teacher assessments

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

Helping teachers write assessments.

Person Responsible

Laura Hinds


Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Samples of teacher assessments.

G2.B2 Identifying the bottom 25% and differentiating instruction using Reading Plus and MaxScholar effectively. 2

 B222845

G2.B2.S1 Providing ongoing training with IR and ELA teachers to ensure teachers are using the programs effectively (conferencing with students, helping them track their progress, etc). 4

 S235147

Strategy Rationale

When used effectively, students will have higher achievement.

Action Step 1 5

Reading Plus and Max Scholar Usage Reports and Student Performance Reports

Person Responsible

Melissa Lime

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Reading Plus Reports

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

Student Performance Results

Person Responsible

Melissa Lime

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student reading gains- leveling up on program

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

Student Performance

Person Responsible

Melissa Lime

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student reading gains and usage reports demonstrating high achievement results

G3. Increase the number of students taking advanced courses by 5 %, including Algebra and Geometry, through the implementation of the regular, accepted, integrated use of Bulldog Binders as an instructional and organizational tool for students and Cornell Notes as an instructional strategy for stimulating higher level, cognitive understanding and application. 1

G083887

G3.B2 School wide consistency 2

B222847

G3.B2.S1 Conduct faculty workshops on Cornell Notes to make sure teachers are implementing and using with fidelity 4

S235149

Strategy Rationale

Consistency across the content areas will help students find success with the strategy.

Action Step 1 5

Conduct faculty training on Organization and Inquiry based strategies (WICOR)

Person Responsible

Melissa Lime

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Back to School Powerpoint and Pre-Planning Agenda

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Classroom Observations

Person Responsible

Tom Schwarm

Schedule

Annually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teacher Observation Results

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Quarterly Review of Student Progress

Person Responsible

Melissa Lime

Schedule

Monthly, from 8/10/2016 to 5/26/2017


Evidence of Completion

DFA Assessments and Grades

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M307937	Formative assessments	Lime, Melissa	8/10/2016	Teacher created formative assessments	5/26/2017 quarterly
G2.MA1 M307942	Student Grades	Lime, Melissa	8/10/2016	Student Grades	5/26/2017 monthly
G3.MA1 M307949	District Assessments	Lime, Melissa	8/10/2016	Learning Gains Analysis	5/26/2017 annually
G1.B1.S1.MA1 M307929	Formative Assessments (Symphony Math, DE, teacher created assessments)	Lime, Melissa	8/10/2016	Student Grades	5/26/2017 quarterly
G1.B1.S1.MA1 M307930	Formative Assessments	Lime, Melissa	8/10/2016	Samples of formative assessments and remediation/enrichment grouping	5/26/2017 quarterly
G1.B1.S1.A1 A303107	Professional Development on FSA Math Assessment and CPALMS (MFAS-formative assessments)	Lime, Melissa	8/10/2016	PD agendas, formative assessments, quarterly planning sheets	5/26/2017 monthly
G1.B2.S1.MA1 M307931	Analyze symphony math reports	Hinds, Laura	8/10/2016	Students grades, FSA results	5/26/2017 biweekly
G1.B2.S1.MA1 M307932	Formative Assessment using Symphony math	Lime, Melissa	9/6/2016	Student performance on the FSA and district mid term exam	5/26/2017 weekly
G1.B2.S1.MA1 M307933	Formative Assessment using Symphony math	Lime, Melissa	9/6/2016	Student performance on the FSA and district mid term exam	5/26/2017 weekly
G1.B2.S1.MA1 M307934	Formative Assessment using Symphony math	Lime, Melissa	9/6/2016	Student performance on the FSA and district mid term exam	5/26/2017 weekly
G1.B2.S1.MA1 M307935	Formative Assessment using Symphony math	Lime, Melissa	9/6/2016	Student performance on the FSA and district mid term exam	5/26/2017 weekly
G1.B2.S1.MA1 M307936	Formative Assessment using Symphony math	Lime, Melissa	9/6/2016	Student performance on the FSA and district mid term exam	5/26/2017 weekly
G1.B2.S1.A1 A303108	Math teacher will administer math pre-assessment to lowest 25% cohort in math at each grade level.	Schwarm, Tom	9/6/2016	Symphony Math data, Discovery Ed results, FSA	5/26/2017 one-time
G2.B1.S1.MA1 M307938	Helping teachers write assessments.	Hinds, Laura	8/10/2016	Samples of teacher assessments.	5/26/2017 monthly
G2.B1.S1.MA1 M307939	Professional Development Logs, PLC logs	Lime, Melissa	8/10/2016	Samples of teacher assessments	5/26/2017 one-time
G2.B1.S1.A1 A303109	FSA Reading Assessments: Item Analysis and Sample Test Items to help teachers write formative and...	Lime, Melissa	8/10/2016	Teacher created assessments (district formatives) and district mid term results	5/26/2017 monthly
G2.B2.S1.MA1 M307940	Student Performance	Lime, Melissa	8/10/2016	Student reading gains and usage reports demonstrating high achievement results	5/26/2017 monthly
G2.B2.S1.MA1 M307941	Student Performance Results	Lime, Melissa	8/10/2016	Student reading gains- leveling up on program	5/26/2017 monthly
G2.B2.S1.A1 A303110	Reading Plus and Max Scholar Usage Reports and Student Performance Reports	Lime, Melissa	8/10/2016	Reading Plus Reports	5/26/2017 monthly
G3.B2.S1.MA1 M307945	Quarterly Review of Student Progress	Lime, Melissa	8/10/2016	DFA Assessments and Grades	5/26/2017 monthly
G3.B2.S1.MA1 M307946	Classroom Observations	Schwarm, Tom	8/10/2016	Teacher Observation Results	5/26/2017 annually

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R J Murray Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1  A303112	Conduct faculty training on Organization and Inquiry based strategies (WICOR)	Lime, Melissa	8/10/2016	Back to School Powerpoint and Pre-Planning Agenda	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. Increase number of students scoring proficiency on the math FSA (3 or higher) by 5% for the upcoming 2016-2017 school year.

G1.B1 Making sure that all math teachers understand the new FSA assessments and how to create formative assessments that align with FSA.

G1.B1.S1 Specific staff development for all math teachers to learn how to write formative assessments and use the data to remediate and enrichment.

PD Opportunity 1

Professional Development on FSA Math Assessment and CPALMS (MFAS-formative assessments)

Facilitator

Donna Sonorant, Donna Frank, Amanda Bergamasco(District support), Melissa Lime

Participants

Math teachers

Schedule

Monthly, from 8/10/2016 to 5/26/2017

G2. Increase the number of students scoring proficiency on the reading FSA assessments (3 or higher) to 5% for the 2015-2016 school year.

G2.B1 Writing test questions aligned to the new FSA test item specifications. Teachers are at the beginning stages of writing low, moderate, and high questions.

G2.B1.S1 Providing professional development and district support to help teachers understand the new standards and write test questions.

PD Opportunity 1

FSA Reading Assessments: Item Analysis and Sample Test Items to help teachers write formative and summative assessments aligned to the FSA.

Facilitator

Melissa Lime and Laura Hinds

Participants

Instructional Staff

Schedule

Monthly, from 8/10/2016 to 5/26/2017

G2.B2 Identifying the bottom 25% and differentiating instruction using Reading Plus and MaxScholar effectively.

G2.B2.S1 Providing ongoing training with IR and ELA teachers to ensure teachers are using the programs effectively (conferencing with students, helping them track their progress, etc).

PD Opportunity 1

Reading Plus and Max Scholar Usage Reports and Student Performance Reports

Facilitator

Melissa Lime and Laura Hinds

Participants

IR and ELA teachers

Schedule

Monthly, from 8/10/2016 to 5/26/2017

G3. Increase the number of students taking advanced courses by 5 %, including Algebra and Geometry, through the implementation of the regular, accepted, integrated use of Bulldog Binders as an instructional and organizational tool for students and Cornell Notes as an instructional strategy for stimulating higher level, cognitive understanding and application.

G3.B2 School wide consistency

G3.B2.S1 Conduct faculty workshops on Cornell Notes to make sure teachers are implementing and using with fidelity

PD Opportunity 1

Conduct faculty training on Organization and Inquiry based strategies (WICOR)

Facilitator

AVID Site Team Members

Participants

R.J. Murray Middle School Instructional Staff

Schedule

Monthly, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional Development on FSA Math Assessment and CPALMS (MFAS-formative assessments)				\$0.00
2	G1.B2.S1.A1	Math teacher will administer math pre-assessment to lowest 25% cohort in math at each grade level.				\$0.00
3	G2.B1.S1.A1	FSA Reading Assessments: Item Analysis and Sample Test Items to help teachers write formative and summative assessments aligned to the FSA.				\$0.00
4	G2.B2.S1.A1	Reading Plus and Max Scholar Usage Reports and Student Performance Reports				\$23,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$23,000.00
5	G3.B2.S1.A1	Conduct faculty training on Organization and Inquiry based strategies (WICOR)				\$0.00
Total:						\$23,000.00