

Martin County School District

Murray Middle School



2016-17 Schoolwide Improvement Plan

Murray Middle School

4400 SE MURRAY ST, Stuart, FL 34997

martinschools.org/o/mms

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	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	B	B

**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 Martin County School Board on 11/15/2016.

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 Murray Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

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.

b. Provide the school's vision statement.

Murray is a community of successful life-long learners.

2. School Environment

a. 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 students' 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. 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. Each year, the day before school starts, we invite the incoming 6th grade students onto campus to walk their schedules and meet their teachers before all the other students. In addition, our principal encourages all the students to find an adult on campus to get to know and build a relationship with, so that they have someone they know they can approach in a time of need. 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.

b. 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. Several Murray teachers attended a Kagan workshop over the summer to integrate class and team building Kagan structures into their classrooms to build better relationships between the students in their classrooms. 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. At the beginning of each school year, every student is pulled in a small group to review Murray's policies for behavior. Students and parents then sign a contract that they have reviewed the policies and agree to follow them. 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.

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 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 PBIS Model School 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. The teachers of Murray Middle School have collaborated to develop a common grade level set of student behavior expectations. 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.

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 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
- Murray to Men - Male Mentoring Program in partnership with the Martin County Sheriff's Department

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.

Murray Middle School's MTSS team meets weekly to discuss at-risk students. During the meetings, a group of administrators, counselors, teachers, and/or parents meet to discuss the student's progress using current grades, attendance records, assessment data, and behavioral data. This groups then works to determine a set of interventions that can be implemented to help the students to be successful.

The following factors are used to determine students that are discussed during meetings:
 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

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	19	19	27	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	6	15	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	70	68	71	0	0	0	0	209
Grade Level Retention	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	0	9	8	11	0	0	0	0	28

c. 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 students also receive an additional reading class
- * Anti bullying and Cyber safe presentation presented throughout the year to students
- * Guidance mediation and counseling
- * Intervention software for Math and ELA
- * Math/ELA Tutoring after school
- * mentoring

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?

No

1. PIP Link

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

2. Description

All students of Murray Middle School will have at least one parent or guardian participate in at least one event at Murray for the year 2016-2017. Areas parents may participate in may include: conferences, fundraisers, parent clubs, volunteering, meetings (PTA, SAC) open house, parent night, sporting events, concerts, PBIS night, Fall Festival, Math Night, etc.

Parents also have live access to student grades through the FOCUS learning management system. Parents were also given the opportunity to submit an email address to receive a week email blast that contents information important information and updates. In addition, parents and other community stakeholders may access the school website, which is updated on a regular basis to reflect information and events occurring at MMS.

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.

Through our PBIS program local businesses donate supplies, funds, or gift cards to support Murray Middle School. This year we are fortunate to have the largest donations in the last three years.

We also encourage local business members and parents to participate in our School Advisory Committee that meets monthly to discuss and Murray Middle School and advise the school leadership on school-based decisions.

In addition, we bring in community members to facilitate some of our academic programs. Annually, our Algebra teachers bring in guest speakers to discuss their careers in engineering and how algebra applies to their jobs and the real-world. Our 8th grade science teachers also bring in female roles models who work in the STEM fields to our annual GEMS program which encourages females participation in STEM classes in hopes of piquing their interest in a STEM related career. These students also attend a field trip to Florida Atlantic University to see their science department and learn about some of the work

their students are doing.

To encourage parent involvement we had designed different curriculum nights. This September our focus is on Math.

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
Chasse, Stephanie	Teacher, K-12
Campbell, Charlene	Instructional Coach
Jerrells, Michele	Teacher, K-12
Sequeira, Christine	School Counselor
Shaffer, David	Teacher, K-12
DeJames, Tami	Assistant Principal
Laws, Amy	Principal
Axton, David	Assistant Principal
White, Shameeka	Teacher, K-12
Watson, Tiffany	Teacher, K-12
DeJong, Kristin	Instructional Coach
Pletch, Michelle	Teacher, K-12

b. Duties

1. 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.

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.

Implementation of our MTSS and SIP structures involve the use of RtI/B data (ODRs, OSBs) and the analysis of district progress monitoring benchmark, state 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Shalini Jakhete	Business/Community
Angela Gordon	Teacher
Amy Laws	Principal
Jennifer Glen	Parent
Cathy Vokoun	Parent
June Martin-Kornilov	Business/Community
Pat Lawson	Teacher
Billy Carroll	Teacher
David Shaffer	Teacher
Tara Simmons	Education Support Employee
Ascunion Sierra	Parent
Nicholas Lynch	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

Through out the year review of the SIP plan is monitored and reviewed in monthly SAC meetings. 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 modification of the next SIP.

b. 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.

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

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

2. 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 and conference registrations and travel.

The allocation of funds from 2015-16 School year:

Florida Reading Association Conference: Requested \$525, Actual \$477

Solution Tree PLC Conference: Requested \$4904

Subs for FSA Testing: Requested \$2500

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
DeJong, Kristin	Instructional Coach
Cottle, Truly	Teacher, K-12
Fisher, Mark	Teacher, K-12
Forbes, Carol	Teacher, K-12
Gordon, Angela	Teacher, K-12
Lawson, Patricia	Teacher, K-12
Scheid, Jennifer	Teacher, K-12
Voelker, Carol	Teacher, K-12
Wiseberg, Emily	Teacher, K-12
Wright, Valerie	Teacher, ESE
Creber, Susan	Teacher, K-12
Axton, David	Assistant Principal
Laws, Amy	Principal

b. Duties

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

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 strengths and weaknesses, and creates 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.

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.

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 9 days per month. All grade level/subject area 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.

2. 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
- * Assign a team leader to monitor and support new teachers

3. 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.

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.

The district, through summer workshops and teachers participation, have developed Frameworks and Guides based on the Florida Standards in ELA, Math, Science and Social Studies. The Social Studies Coordinator is meeting with the Social Studies CLT, throughout the year, to review standards and help formulate common assessments. Additionally, the value of CPALMS and the district expectation to follow frameworks while producing common formative assessments and understanding 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.

Murray Middle also sent a core leadership team to the Solution Tree PLC conference in Orlando, FL in July 2016 to help the teachers who are leading their CLTs to guide their teachers through identifying Target Standards, then unwrap and develop assessments for those standards to ensure a guaranteed curriculum to all of our students that is aligned to 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 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 assessments CLT groups created during their collaborative planning time.

"How they will respond if students have not learned it?" Differentiate instruction with a variety of learning strategies based off the data from those common formative assessments.

"How they will respond if students have already learned it?" Increasing the rigor and the depth of the learning goal through differentiated instruction and a variety of learning strategies.

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: 3,840

From January through April, Level 2-3 math and ELA "bubble" students are going to be offered after-school, small group tutoring to target areas of need to help them make gains and/or maintain proficiency levels on the FSA.

Strategy Rationale

Many students are very close to moving up a level or need support to maintain their current proficiency levels on the FSA assessment. Students' areas of needs will be targeted through diagnostic assessments to focus their tutoring.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

DeJong, Kristin, dejongk@martin.k12.fl.us

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

Students attendance in program, progress monitoring, FSA, EOY exams, EOC.

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 E lessons.

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

Pletch, Michelle, pletchm@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 guidelines 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

Axton, David, axtond@martinschools.org

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.

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.

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.

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.

Our Algebra teachers work with the Martin County 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.

Our 8th grade science teachers work with district leadership, as well as professors from the Florida Atlantic University to facilitate our GEMS (Girls in Engineering, Math, and Science) to encourage girls to explore STEM career options. Students who participate in the program have the opportunity to tour

FAU's campus and see some of the work college students are doing in STEM related courses.

The Tiger Woods Learning Center program also focuses on careers related to the their STEM theme each year. Students are able to go on a field trip to meet with individuals working in the related field to understand more about the work they are involved with.

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.

2. 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 relationships within 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 and unable to take the class.

3. 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 attends 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.

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.

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

 = 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.** To raise school performance rate on State Science Assessment by 5%.
- G4.** To raise the pass rate on the 7th Grade Civics End-of-Course Exam by 5%.

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

G087153

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	84.0

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 to use the FSA data along with the progress monitor tools to track progress and design lessons based on their students needs.
- Many of our lower performing students lack homework and support from home.
- Increase in lower performing, higher need ESE students
- New progress monitoring tool for teacher to learn how to use the data.
- 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.
- Students do not write routinely over extended periods of time in all curriculum areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 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.
- Moby Max online modules to support instruction.
- Google Apps for Education to create blended learning environment.

Plan to Monitor Progress Toward G1. 8

CLT and common planning meetings

Person Responsible

David Axton

Schedule

Monthly, from 8/15/2016 to 5/26/2017

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

G087154

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	80.0

Targeted Barriers to Achieving the Goal 3

- Providing only Summative assessments.
- Murray Middle School does not have a dedicated math coach

Resources Available to Help Reduce or Eliminate the Barriers 2

- District website, teachers
- Explore different free sites that provide diagnostic data and utilize in the classroom
- Moby Max online modules
- GO Math curriculum

Plan to Monitor Progress Toward G2. 8

Formative and informal assessments scores

Person Responsible

Michele Jerrells

Schedule

Monthly, from 8/15/2016 to 5/26/2017

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. To raise school performance rate on State Science Assessment by 5%. 1a

G087155

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	57.0

Targeted Barriers to Achieving the Goal 3

- Tracking students through formative assessments to identify weaknesses through all grade levels.
- Students reading proficiency levels are not at level to comprehend the academic science vocabulary on the SSA.
- Teachers lack an understanding the vertical planning that is needed for success on a 3 year test.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

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. To raise the pass rate on the 7th Grade Civics End-of-Course Exam by 5%. 1a

G087156

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	64.0

Targeted Barriers to Achieving the Goal 3

- Need updated learning goals and scales aligned with Florida Civics standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Document Based Questioning (DBQ) online resource

Plan to Monitor Progress Toward G4. 8

Civics benchmark assessments

Person Responsible

Shameeka White

Schedule

Semiannually, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student data on civics benchmark assessments, CLT agendas and minutes

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**

 G087153

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

 B231694

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**

 S244442

Strategy Rationale

Students need 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.

Action Step 1 **5**

CLT meeting and Literacy meetings

Person Responsible

Kristin DeJong

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student Data, CLT agendas and minutes

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

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

Person Responsible

Amy Laws

Schedule

Monthly, from 8/15/2016 to 5/26/2017

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

CLT meetings, Common Planning Time

Person Responsible

Amy Laws


Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT agendas and minutes, MMS master schedule, student progress, classroom observation and attendance at the professional development presentations.

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**

 S244443

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 8/15/2016 to 5/26/2017

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 through in classes by administration will provided effective feedback.

Person Responsible

Amy Laws

Schedule

Monthly, from 8/15/2016 to 5/26/2017

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 CLC meetings, discussed and directed to focus instruction

Person Responsible

David Axton

Schedule

Monthly, from 8/15/2016 to 5/26/2017

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

 B231695

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

 S244444

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

Kristin DeJong

Schedule

Weekly, from 8/25/2017 to 8/25/2017

Evidence of Completion

Lesson Plans

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

CLT meetings, formative assessments, data discussions

Person Responsible

Kristin DeJong

Schedule

Monthly, from 8/15/2016 to 5/26/2017

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 8/15/2016 to 5/26/2017

Evidence of Completion

Student progress, Classroom Observation, CLT Agendas and Minutes

G1.B3 Teachers need to use the FSA data along with the progress monitor tools to track progress and design lessons based on their students needs. 2

B231696

G1.B3.S1 Through the CLT the teachers will decipher the data and collaborate on learning strategies for standards that need addressed. 4

S244445

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

Kristin DeJong

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT minutes and notes, data sheets and results, teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B3.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 5/26/2017

Evidence of Completion

Data action plans will be submitted

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

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

Person Responsible

Amy Laws

Schedule

On 5/26/2017

Evidence of Completion

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

G1.B4 Many of our lower performing students lack homework and support from home. 2

 B231697

G1.B4.S1 Continue to support lower performing students through media center programs and access to technology offered before school. 4

 S244446

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 access to resources needed during an after school program with teachers from different content areas.

Person Responsible

Susan Creber

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

attendance, areas of need, strategy used, and resources used.

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

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

Person Responsible

Susan Creber

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Student data collected during session

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

Students success in the learning process and grades

Person Responsible

Susan Creber

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Grades, attendance in program

G1.B5 Increase in lower performing, higher need ESE students **2**

 B231698

G1.B5.S1 Professional development in ESE strategies and working with MTSS to have a list of interventions available for teachers. Continue to support lower performing students media center programs and access to technology offered before school. **4**

 S244447

Strategy Rationale

Teachers need to know what strategies/interventions to use for their ESE students so they have the opportunity to be successful in the least restricted environment available. Some student lack access to technology to complete some assignments, so opening the media center before school gives access to these students.

Action Step 1 **5**

Professional Development will be available for staff and MTSS Coach will work with each CLT.

Person Responsible

Charlene Campbell

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

ERO sign in for PD and notes form the CLT meetings.

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

ERO Sign in sheets

Person Responsible

David Axton

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Teachers sign up for professional development through the ERO system. Teachers also sign in at the workshop while in attendance.

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

Monitor ESE student progress through common formative assessment and district benchmarks.

Person Responsible

Kristin DeJong

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

ESE student progress will be monitored through CLT data discussions using common formative assessments and district benchmark assessments to monitor ESE student progress in comparison to regular education students.

G1.B6 New progress monitoring tool for teacher to learn how to use the data. 2

 B231699

G1.B6.S1 Implement use of new ELA textbook assessments, and CLT toolkit from the district to create common formative and summative assessments. 4

 S244448

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 PLC tool kits provided through the CLT to align assessment data with progress monitoring tools.

Person Responsible

Kristin DeJong

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Copies of data used, iReady Reports, CLT agendas and notes

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

During CLTs teachers will create and administer 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

Kristin DeJong

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Teacher made data documents to aid in data discussions and decisions will be kept and monitored by the Leadership PLC.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

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

Person Responsible

Amy Laws


Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

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

G1.B7 Teachers need support integrating the rigor of the Florida Standards in writing across the curriculum in all grade levels. **2**

 B231700

G1.B7.S1 Teachers need support integrating the rigor of the Florida Standards in writing across the curriculum in all grades. **4**

 S244449

Strategy Rationale

Teachers need to understand how the writing curriculum is based on textual evidence with citing and not on personal opinions. Integrating daily writing assignments into all content areas with increase students' writing abilities and stamina.

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

Kristin DeJong

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

ERO for PD attendance, CLT agendas and minutes, Lesson plans, Parallel writes practice tests

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

Progress monitor student writing samples

Person Responsible

Kristin DeJong

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Formative assessment data

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

On going professional development through CLT's

Person Responsible

Kristin DeJong

Schedule

Quarterly, from 8/15/2016 to 5/26/2017


Evidence of Completion

Formative assessment data, student samples, lesson plans

G1.B8 Students do not effectively use pre-writing strategies for planning. 2

 B231701

G1.B8.S1 Continue building pre-planning strategies through graphic organizers and the RACE (Restate, Answer Cite, Explain) strategy. 4

 S244450

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

Kristin DeJong

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

ERO

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

Student writing samples

Person Responsible

Kristin DeJong

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Grade book data, lesson plans, student writing samples, rubrics used to assess writing samples.

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

Track the growth of student writing samples

Person Responsible

Kristin DeJong

Schedule

Quarterly, from 8/15/2016 to 5/26/2017


Evidence of Completion

Data collection sheet, formative assessments

G1.B9 Students do not write routinely over extended periods of time in all curriculum areas. 2

 B231702

G1.B9.S1 Increase students writing abilities and stamina so they can be successful on the FSA Writing Test by allowing writing opportunities and feedback in all content areas. 4

 S244451

Strategy Rationale

During the FSA Writing portion, students needs to write over an extended period of time.

Action Step 1 5

Writing professional development for Non-ELA content area teachers

Person Responsible

Kristin DeJong

Schedule

Semiannually, from 8/15/2016 to 5/26/2017

Evidence of Completion

ERO Sign in sheets, teacher lesson plans, rubrics for grading writing assignments.

Action Step 2 5

Buck Institute Project-Based Learning Workshop

Person Responsible

David Shaffer

Schedule

On 7/21/2016

Evidence of Completion

Student writing with PBLs, PBL Lesson plans

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

Student Writing Samples

Person Responsible

Kristin DeJong

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

ERO Sign in sheets, student writing samples, PBL student work, PBL Lessons, CLT agendas and minutes.

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

Content Area CLTs

Person Responsible

Kristin DeJong

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT agendas and minutes, student writing samples, lesson plans

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

G087154

G2.B1 Providing only Summative assessments. 2

B231703

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

S244452

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 and check for understanding aligned to Target Standards

Person Responsible

Michele Jerrells

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT meeting notes, common formative and summative assessments, 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

Weekly, from 8/15/2016 to 5/26/2017

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 8/15/2016 to 5/26/2017

Evidence of Completion

Formal and informal assessments, checks for understanding

G2.B1.S2 As a CLT, create question checks for understanding and formative assessments using real-world problems. 4

 S244453

Strategy Rationale

Use above data to create enrichment and/or intervention with the ability to use digital resources like Moby Max, Math Nation, etc.

Action Step 1 5

Create common question checks for understanding with a real-world connection.

Person Responsible

Michele Jerrells

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT agendas and minutes, check for understanding questions, student data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teacher will discuss student work and question checks during CLT meetings.

Person Responsible

Michele Jerrells

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT agendas, student data, teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

CLT facilitator will use various data discussion protocols to lead data discussions in their CLT.

Person Responsible

Michele Jerrells

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT agendas and minutes, student data

G2.B3 Murray Middle School does not have a dedicated math coach **2**

 B231705

G2.B3.S1 Use the district math coach to observe lessons and provide feedback and modeling of instruction with math teachers. **4**

 S244455

Strategy Rationale

District math coach will provide instructional expertise in Murray math classes and aid math teachers and department head in writing lesson plans and integrating proven instructional strategies.

Action Step 1 **5**

Create schedule for math coach visits to MMS

Person Responsible

Michele Jerrells

Schedule

On 5/26/2017

Evidence of Completion

Schedule of visits, meeting and observation notes.

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

CLT agendas and minutes

Person Responsible

Michele Jerrells

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT agenda and minutes, observation notes

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

Increase in student performance on math benchmark assessments

Person Responsible

Michele Jerrells

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student data from math benchmark assessments, data from CFA and CSA data.

G3. To raise school performance rate on State Science Assessment by 5%. 1

G087155

G3.B1 Tracking students through formative assessments to identify weaknesses through all grade levels.

2

B231706

G3.B1.S1 Teachers are meeting in CLTs 9 times a month along with having common planning time with their grade level team member. Teachers will develop a MMS Science Benchmark assessment to track student progress over the 3 years at MMS. 4

S244456

Strategy Rationale

During this time, teachers can unwrap standards, develop common assessments, and analyze data.

Action Step 1 5

Solution Tree PLC Conference, Orlando, FL

Person Responsible

David Shaffer

Schedule

On 7/30/2016

Evidence of Completion

CLT Documents

Action Step 2 5

Using Google Apps for Education to manage CLT documents.

Person Responsible

Michele Jerrells

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

All CLT Docs, agenda, data, etc., will be housed in Google Drive.

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

STEMscopes program provided by the district

Person Responsible

David Shaffer

Schedule

Monthly, from 8/15/2016 to 8/15/2016

Evidence of Completion

Reports produced by STEMscopes, ERO sign in from training, Evidence of Student Work.

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

Look at student produced work.

Person Responsible

David Shaffer

Schedule

Monthly, from 8/15/2016 to 8/15/2016


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. Monthly data review meeting with administration and PLC groups and/or leaders to discuss trend seen off of common formative assessments.

G3.B2 Students reading proficiency levels are not at level to comprehend the academic science vocabulary on the SSA. 2

 B231707

G3.B2.S1 Increase student academic science vocabulary by using a science word wall, using graphic organizers to understand vocabulary, and using Quizlet for technology integration. 4

 S244457

Strategy Rationale

More practice with vocabulary will increase reading abilities and understanding.

Action Step 1 5

Increase students academic science vocabulary.

Person Responsible

David Shaffer

Schedule

Monthly, from 8/15/2016 to 8/15/2016

Evidence of Completion

Word walls, vocab in notebooks, and Quizlet lists.

G4. To raise the pass rate on the 7th Grade Civics End-of-Course Exam by 5%. 1

G087156

G4.B1 Need updated learning goals and scales aligned with Florida Civics standards 2

B231709

G4.B1.S1 Work with other district civics teachers to develop learning goals and scales aligned to social studies standards. 4

S244459

Strategy Rationale

Updated learning goals and scales will give teachers a narrower focus for their instruction.

Action Step 1 5

District led meetings to create Learning Goals and Scales

Person Responsible

Mark Malham Malham

Schedule

On 5/26/2017

Evidence of Completion

Learning Goals and Scales aligned with social studies standards, meeting agendas and notes

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

One Murray Middle School Civics teacher will attend the meeting to work to create learning goals and scales.

Person Responsible

Shameeka White

Schedule

On 5/26/2017

Evidence of Completion

Newly created learning goals and scales

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

Lesson plans

Person Responsible

David Axton

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Teachers will submit lesson plans monthly with lesson aligned to newly developed learning goals and scales.

G4.B1.S2 Develop common formative assessment aligned to social studies standards. 4

 S244460

Strategy Rationale

CFAs will allow teachers to gather data and modify instruction related to Target Standards.

Action Step 1 5

Develop common assessments aligned with social studies standards.

Person Responsible

Shameeka White

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Common assessments

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

Provide common planning and CLT time

Person Responsible

Amy Laws

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT agendas and minutes, lesson plans, student data

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

Teachers will discuss common assessments of targeted standards during CLTs.

Person Responsible

Shameeka White

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student data, CLT agendas and minutes.

G4.B1.S3 Use Document Based Questioning to improve reading comprehension and critical thinking skills. 4

S244461

Strategy Rationale

Increasing students' reading and critical thinking abilities will increase the pass rate on the Civics EOC.

Action Step 1 5

Increase students' reading and critical abilities through Document Based Questioning tool.

Person Responsible

Shameeka White

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

DBQ website use logs, student data

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

Collaborative Learning Teams

Person Responsible

Shameeka White

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT agendas and minutes, DBQ website logs

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

Monitor use of DBQ site in lesson plans

Person Responsible

Tami DeJames

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Social studies teachers will submit lesson plans monthly and show use of DBQ site.

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					
G3.MA1  M328603	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
G1.B9.S1.A2  A316531	Buck Institute Project-Based Learning Workshop	Shaffer, David	7/19/2016	Student writing with PBLs, PBL Lesson plans	7/21/2016 one-time
G3.B1.S1.A1  A316536	Solution Tree PLC Conference, Orlando, FL	Shaffer, David	7/27/2016	CLT Documents	7/30/2016 one-time
G3.B1.S1.MA1  M328601	Look at student produced work.	Shaffer, David	8/15/2016	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. Monthly data review meeting with administration and PLC groups and/or leaders to discuss trend seen off of common formative assessments.	8/15/2016 monthly
G3.B1.S1.MA1  M328602	STEMscopes program provided by the district	Shaffer, David	8/15/2016	Reports produced by STEMscopes, ERO sign in from training, Evidence of Student Work.	8/15/2016 monthly
G3.B2.S1.A1  A316538	Increase students academic science vocabulary.	Shaffer, David	8/15/2016	Word walls, vocab in notebooks, and Quizlet lists.	8/15/2016 monthly
G1.MA1  M328591	CLT and common planning meetings	Axton, David	8/15/2016	Student progress, Classroom Observation, CLT Notes, Professional Development ERO will be turned in.	5/26/2017 monthly
G2.MA1  M328600	Formative and informal assessments scores	Jerrells, Michele	8/15/2016	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.	5/26/2017 monthly
G4.MA1  M328610	Civics benchmark assessments	White, Shameeka	8/15/2016	Student data on civics benchmark assessments, CLT agendas and minutes	5/26/2017 semiannually
G1.B1.S1.MA1  M328571	CLT meetings, Common Planning Time	Laws, Amy	8/15/2016	CLT agendas and minutes, MMS master schedule, student progress, classroom observation and attendance at the professional development presentations.	5/26/2017 monthly

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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 M328572	Review Data, monitor CLT Action Plan, walk through by administration in classrooms with effective...	Laws, Amy	8/15/2016	PLC minutes, Student data, reflective feedback in lesson plans, monitor students grades and attendance	5/26/2017 monthly
G1.B1.S1.A1 A316521	CLT meeting and Literacy meetings	DeJong, Kristin	8/15/2016	Student Data, CLT agendas and minutes	5/26/2017 biweekly
G1.B2.S1.MA1 M328575	CLT and common planning meetings	Axton, David	8/15/2016	Student progress, Classroom Observation, CLT Agendas and Minutes	5/26/2017 monthly
G1.B2.S1.MA1 M328576	CLT meetings, formative assessments, data discussions	DeJong, Kristin	8/15/2016	SMART Goal and CLT action plan will be developed and meeting agendas and assessment data will be implemented and turned in.	5/26/2017 monthly
G1.B3.S1.MA1 M328577	Leaders on the PLC will support the CLT and help facilitate the data meetings, classroom...	Laws, Amy	8/15/2016	Teachers will submit their data and an action plan to show how they used the data to improve student instruction.	5/26/2017 one-time
G1.B3.S1.MA1 M328578	Notes from the CLT will be provided and lesson plans will be submitted. Data will be shared with...	Axton, David	8/15/2016	Data action plans will be submitted	5/26/2017 one-time
G1.B3.S1.A1 A316524	Teachers will collaborate in their CLT using data to come up with best practices to use to improve...	DeJong, Kristin	8/15/2016	CLT minutes and notes, data sheets and results, teacher lesson plans.	5/26/2017 weekly
G1.B4.S1.MA1 M328579	Students success in the learning process and grades	Creber, Susan	8/22/2016	Grades, attendance in program	5/26/2017 quarterly
G1.B4.S1.MA1 M328580	Students will register for help in particular subjects or with certain content areas	Creber, Susan	8/22/2016	Student data collected during session	5/26/2017 quarterly
G1.B4.S1.A1 A316525	Students will have assess to resources needed during an after school program with teachers from...	Creber, Susan	8/22/2016	attendance, areas of need, strategy used, and resources used.	5/26/2017 weekly
G1.B5.S1.MA1 M328581	Monitor ESE student progress through common formative assessment and district benchmarks.	DeJong, Kristin	8/15/2016	ESE student progress will be monitored through CLT data discussions using common formative assessments and district benchmark assessments to monitor ESE student progress in comparison to regular education students.	5/26/2017 monthly
G1.B5.S1.MA1 M328582	ERO Sign in sheets	Axton, David	8/15/2016	Teachers sign up for professional development through the ERO system. Teachers also sign in at the workshop while in attendance.	5/26/2017 quarterly
G1.B5.S1.A1 A316526	Professional Development will be available for staff and MTSS Coach will work with each CLT.	Campbell, Charlene	8/15/2016	ERO sign in for PD and notes form the CLT meetings.	5/26/2017 quarterly
G1.B6.S1.MA1 M328583	Leaders of the PLC will progress monitor the data and make sure it is done with fidelity.	Laws, Amy	8/15/2016	Classroom walk through will be conducted, lesson plans will be checked, and administrators will be giving feedback to teachers.	5/26/2017 quarterly
G1.B6.S1.MA1 M328584	During CLTs teachers will create and administer common assessments using the new ELA textbook and...	DeJong, Kristin	8/15/2016	Teacher made data documents to aid in data discussions and decisions will be kept and monitored by the Leadership PLC.	5/26/2017 monthly
G1.B6.S1.A1 A316527	Teachers will use PLC tool kits provided through the CLT to align assessment data with progress...	DeJong, Kristin	8/15/2016	Copies of data used, iReady Reports, CLT agendas and notes	5/26/2017 weekly
G1.B7.S1.MA1 M328585	On going professional development through CLT's	DeJong, Kristin	8/15/2016	Formative assessment data, student samples, lesson plans	5/26/2017 quarterly
G1.B7.S1.MA1 M328586	Progress monitor student writing samples	DeJong, Kristin	8/15/2016	Formative assessment data	5/26/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.A1 A316528	Professional development on writing strategies and work with each CLT to deepen knowledge of...	DeJong, Kristin	8/15/2016	ERO for PD attendance, CLT agendas and minutes, Lesson plans, Parallel writes practice tests	5/26/2017 quarterly
G1.B8.S1.MA1 M328587	Track the growth of student writing samples	DeJong, Kristin	8/15/2016	Data collection sheet, formative assessments	5/26/2017 quarterly
G1.B8.S1.MA1 M328588	Student writing samples	DeJong, Kristin	8/15/2016	Grade book data, lesson plans, student writing samples, rubrics used to assess writing samples.	5/26/2017 quarterly
G1.B8.S1.A1 A316529	Professional development on writing strategies and working with all CLT to use writing samples for...	DeJong, Kristin	8/15/2016	ERO	5/26/2017 monthly
G1.B9.S1.MA1 M328589	Content Area CLTs	DeJong, Kristin	8/15/2016	CLT agendas and minutes, student writing samples, lesson plans	5/26/2017 quarterly
G1.B9.S1.MA1 M328590	Student Writing Samples	DeJong, Kristin	8/15/2016	ERO Sign in sheets, student writing samples, PBL student work, PBL Lessons, CLT agendas and minutes.	5/26/2017 quarterly
G1.B9.S1.A1 A316530	Writing professional development for Non-ELA content area teachers	DeJong, Kristin	8/15/2016	ERO Sign in sheets, teacher lesson plans, rubrics for grading writing assignments.	5/26/2017 semiannually
G2.B1.S1.MA1 M328592	Formative assessments scores	Jerrells, Michele	8/15/2016	Formal and informal assessments, checks for understanding	5/26/2017 monthly
G2.B1.S1.MA1 M328593	CLT process and produced and administered CFA's	Jerrells, Michele	8/15/2016	Data collected on each CFA, action plan to target areas to be reassessed.	5/26/2017 weekly
G2.B1.S1.A1 A316532	Build common assessments and check for understanding aligned to Target Standards	Jerrells, Michele	8/15/2016	CLT meeting notes, common formative and summative assessments, students grades	5/26/2017 biweekly
G2.B3.S1.MA1 M328598	Increase in student performance on math benchmark assessments	Jerrells, Michele	8/15/2016	Student data from math benchmark assessments, data from CFA and CSA data.	5/26/2017 quarterly
G2.B3.S1.MA1 M328599	CLT agendas and minutes	Jerrells, Michele	8/15/2016	CLT agenda and minutes, observation notes	5/26/2017 monthly
G2.B3.S1.A1 A316535	Create schedule for math coach visits to MMS	Jerrells, Michele	8/15/2016	Schedule of visits, meeting and observation notes.	5/26/2017 one-time
G4.B1.S1.MA1 M328604	Lesson plans	Axton, David	8/15/2016	Teachers will submit lesson plans monthly with lesson aligned to newly developed learning goals and scales.	5/26/2017 monthly
G4.B1.S1.MA1 M328605	One Murray Middle School Civics teacher will attend the meeting to work to create learning goals...	White, Shameeka	8/15/2016	Newly created learning goals and scales	5/26/2017 one-time
G4.B1.S1.A1 A316539	District led meetings to create Learning Goals and Scales	Malham, Mark Malham	8/15/2016	Learning Goals and Scales aligned with social studies standards, meeting agendas and notes	5/26/2017 one-time
G1.B1.S2.MA1 M328573	Lesson Plans to be monitored, School grades and testing results analyzed in CLC meetings, discussed...	Axton, David	8/15/2016	Lesson plans, PLC artifacts, minutes and agendas will be turned in.	5/26/2017 monthly
G1.B1.S2.MA1 M328574	Lesson plans will be monitored, Walk through in classes by administration will provided effective...	Laws, Amy	8/15/2016	Lesson plans, Professional Development handout or evidence on the "G" drive. Artifacts gathered by CLT groups. Minutes and agendas.	5/26/2017 monthly
G1.B1.S2.A1 A316522	Teachers will learn more about blended learning and how to implement it in the classroom	Creber, Susan	8/15/2016	Teachers will produce lesson plans where technology is infused into the curriculum to enhance learning	5/26/2017 monthly
G2.B1.S2.MA1 M328594	CLT facilitator will use various data discussion protocols to lead data discussions in their CLT.	Jerrells, Michele	8/15/2016	CLT agendas and minutes, student data	5/26/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 M328595	Teacher will discuss student work and question checks during CLT meetings.	Jerrells, Michele	8/15/2016	CLT agendas, student data, teacher lesson plans	5/26/2017 monthly
G2.B1.S2.A1 A316533	Create common question checks for understanding with a real-world connection.	Jerrells, Michele	8/15/2016	CLT agendas and minutes, check for understanding questions, student data	5/26/2017 biweekly
G4.B1.S2.MA1 M328606	Teachers will discuss common assessments of targeted standards during CLTs.	White, Shameeka	8/15/2016	Student data, CLT agendas and minutes.	5/26/2017 monthly
G4.B1.S2.MA1 M328607	Provide common planning and CLT time	Laws, Amy	8/15/2016	CLT agendas and minutes, lesson plans, student data	5/26/2017 daily
G4.B1.S2.A1 A316540	Develop common assessments aligned with social studies standards.	White, Shameeka	8/15/2016	Common assessments	5/26/2017 weekly
G4.B1.S3.MA1 M328608	Monitor use of DBQ site in lesson plans	DeJames, Tami	8/15/2016	Social studies teachers will submit lesson plans monthly and show use of DBQ site.	5/26/2017 monthly
G4.B1.S3.MA1 M328609	Collaborative Learning Teams	White, Shameeka	8/15/2016	CLT agendas and minutes, DBQ website logs	5/26/2017 quarterly
G4.B1.S3.A1 A316541	Increase students' reading and critical abilities through Document Based Questioning tool.	White, Shameeka	8/15/2016	DBQ website use logs, student data	5/26/2017 quarterly
G3.B1.S1.A2 A316537	Using Google Apps for Education to manage CLT documents.	Jerrells, Michele	8/15/2016	All CLT Docs, agenda, data, etc., will be housed in Google Drive.	5/31/2017 weekly
G1.B2.S1.A1 A316523	Review Florida Standards, ELA Frameworks and Guidelines as a CLT and discuss to gain further...	DeJong, Kristin	8/25/2017	Lesson Plans	8/25/2017 weekly

V. 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 8/15/2016 to 5/26/2017

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

Participants

Staff

Schedule

Monthly, from 8/15/2016 to 5/26/2017

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

Weekly, from 8/25/2017 to 8/25/2017

G1.B5 Increase in lower performing, higher need ESE students

G1.B5.S1 Professional development in ESE strategies and working with MTSS to have a list of interventions available for teachers. Continue to support lower performing students media center programs and access to technology offered before school.

PD Opportunity 1

Professional Development will be available for staff and MTSS Coach will work with each CLT.

Facilitator

Charlene Campbell, District Personnel

Participants

teachers

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

G1.B8 Students do not effectively use pre-writing strategies for planning.

G1.B8.S1 Continue building pre-planning strategies through graphic organizers and the RACE (Restate, Answer Cite, Explain) 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

Kristin DeJong

Participants

ELA teachers

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G1.B9 Students do not write routinely over extended periods of time in all curriculum areas.

G1.B9.S1 Increase students writing abilities and stamina so they can be successful on the FSA Writing Test by allowing writing opportunities and feedback in all content areas.

PD Opportunity 1

Writing professional development for Non-ELA content area teachers

Facilitator

Kristin DeJong

Participants

Non-ELA Content Area Teachers

Schedule

Semiannually, from 8/15/2016 to 5/26/2017

PD Opportunity 2

Buck Institute Project-Based Learning Workshop

Facilitator

Buck Institute

Participants

David Shaffer, Shameeka White, Michele Jerrells, Kathy Worrell, Kristin DeJong, and Amy Laws

Schedule

On 7/21/2016

G3. To raise school performance rate on State Science Assessment by 5%.

G3.B1 Tracking students through formative assessments to identify weaknesses through all grade levels.

G3.B1.S1 Teachers are meeting in CLTs 9 times a month along with having common planning time with their grade level team member. Teachers will develop a MMS Science Benchmark assessment to track student progress over the 3 years at MMS.

PD Opportunity 1

Solution Tree PLC Conference, Orlando, FL

Facilitator

Solution Tree

Participants

Amy Laws, David Axton, Tami DeJames, David Shaffer, Michele Jerrells, Shameeka White, and Tiffany Watson

Schedule

On 7/30/2016

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	CLT meeting and Literacy meetings				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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	2016-17
			District-Wide			\$0.00
			<i>Notes: none needed</i>			
3	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	2016-17
			District-Wide			\$0.00
			<i>Notes: None needed</i>			
4	G1.B3.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	2016-17
			0081 - Murray Middle School	School Improvement Funds		\$6,500.00
			<i>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</i>			
5	G1.B4.S1.A1	Students will have access to resources needed during an after school program with teachers from different content areas.				\$0.00
6	G1.B5.S1.A1	Professional Development will be available for staff and MTSS Coach will work with each CLT.				\$0.00
7	G1.B6.S1.A1	Teachers will use PLC tool kits provided through the CLT to align assessment data with progress monitoring tools.				\$0.00
8	G1.B7.S1.A1	Professional development on writing strategies and work with each CLT to deepen knowledge of writing across all content areas.				\$0.00
9	G1.B8.S1.A1	Professional development on writing strategies and working with all CLT to use writing samples for decision making on strategies needed.				\$0.00
10	G1.B9.S1.A1	Writing professional development for Non-ELA content area teachers				\$0.00

11	G1.B9.S1.A2	Buck Institute Project-Based Learning Workshop				\$0.00
12	G2.B1.S1.A1	Build common assessments and check for understanding aligned to Target Standards				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0081 - Murray Middle School	Other		\$500.00
			<i>Notes: Snack for after school. various funding sources.</i>			
13	G2.B1.S2.A1	Create common question checks for understanding with a real-world connection.				\$0.00
14	G2.B3.S1.A1	Create schedule for math coach visits to MMS				\$0.00
15	G3.B1.S1.A1	Solution Tree PLC Conference, Orlando, FL				\$0.00
16	G3.B1.S1.A2	Using Google Apps for Education to manage CLT documents.				\$0.00
17	G3.B2.S1.A1	Increase students academic science vocabulary.				\$0.00
18	G4.B1.S1.A1	District led meetings to create Learning Goals and Scales				\$0.00
19	G4.B1.S2.A1	Develop common assessments aligned with social studies standards.				\$0.00
20	G4.B1.S3.A1	Increase students' reading and critical abilities through Document Based Questioning tool.				\$0.00
					Total:	\$7,000.00