Murdock Middle School

2017-18 Schoolwide Improvement Plan

Murdock Middle School

17325 MARINER WAY, Port Charlotte, FL 33948

http://yourcharlotteschools.net/mms

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

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	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	C

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Charlotte County School Board on 10/2/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 <u>section 1008.33, Florida Statutes,</u> 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 two 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - 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.

2017-18 DA Category and Statuses for Murdock Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Our vision is that all Mariners are "Riding the Wave to Student Success" by being:
-Respectful
-Responsible
-Ready to Learn

2. School Environment

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

The Leadership Team, consisting of the Principal, Assistant Principals, Guidance Counselors, School Social Worker, School Psychologist, ESE Liaison, Instructional Coach, Behavior Specilaist, and our School's Resource Officer, meet twice a week to gather data and student information on:
-Student Attendance/Discipline trends
-Student Demographics and Free/Reduced lunch
-Annual Climate Surveys

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

Teacher's meet every Tuesday (Department PLC alternating with Grade Level Meetings). During Grade Level Meetings, teachers meet to discuss student needs: academic, discipline, and attendance. Interventions are put into place (Tier 2). Students not showing improvement can be referred to Leadership Team for the RTI process (Tier 3).

Students were polled prior to the start of the school year as to what types of interest and academic clubs they would like to be involved in. Interested staff members have become sponsors for the following clubs/activities:
- Murdock Outreach Club
- STEM Team
- Builder's Club
- Yearbook
- National Junior Honors Society
- Student Government
- Mariner Drumline
- Girls on the Run
- WMAR (TV News Production)
- PBS Club
- Intramurals and Interscholastic Sports (Boy's and Girl's Basketball, Girl's Volleyball, Boy's and Girl's Wrestling, Boy's and Girl's Track & Field)

Teachers will also attend weekly PLC's focused on areas of interest. Teachers will attend bi weekly PLCs. Areas include: Differentiated Instruction, Technology, Cooperative Learning, Thinking Maps, Strategic Instruction Model (SIM) and Kagan Strategies.

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

Bully/Climate Survey - Conducted through Bully Training completed for all grade levels done by School Resource Officer (SRO)
Students are nominated throughout the school year for the "Do The Right Thing" program sponsored by the Punta Gorda Police Department.
ALL MMS Staff completed Bully Training during Pre-School Week. Bully Training was also conducted during SAC & PTO Meetings held in August.
All MMS students receive Bully Training from SRO
Code Red (Intruder) Drill conducted within first month of school
Respect Our Schools (ROS) program run by School Resource Officer promotes positive interactions between students and staff.
Interscholastic Sports offer 7th and 8th grade students an opportunity to compete with local middle schools.
Intramurals/Interest Clubs provide students an after school opportunity to meet with other staff and students, which builds teamwork and a positive school culture.
After-School Dances provides students with opportunities to engage in positive social interactions with fellow students and staff.
PBIS (Positive Behavior Intervention System)-Rewarding students for good behavior. Various activities include: drawings for rewards with campus-wide recognition through announcements, quarterly reward incentive parties, and various positive behavior incentive opportunities throughout the year.
Grade-level classroom pods before school throughout the campus provides students with a sense of continuity and consistent place to meet on a daily basis. Creation of "6th Grade POD" for 6th Grade Core Classes. All 6th Grade CORE (non TAG) classes will be conducted in this building.
Open House before the school year begins allows students opportunity prior to the start of school to meet with teachers, obtain class schedule, and tour the campus with their families.

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.

Murdock Middle will continue to utilize the "MMS Discipline Step Plan". This provides teachers and students ample opportunities to recitfy behaviors prior to a disciplinary referral. Steps include:
-Teacher Verbal Warning to the student
-Teacher call to the child's parent.
-Guidance Counselors talk with the students
-Parent-Teacher-Student Conference with Guidance Counselors
-Temporary removal from the problem-area classroom (i.e. Detention, In-School Suspension, Out-of School Suspension, Saturday School)

This Step Plan system has been developed with clear and specific behavioral expectations. Teachers are expected to communicate with parents/students regarding behavioral expectations necessary so that all students can learn.

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.

Through teacher and parent feedback to our school's social worker and guidance counselors, the leadership team meets (RTI-Response to Intervention protocol) to identify and then discuss areas of concern and possible strategies which may include:
-Student(s) meeting with guidance counselor(s) or social worker on a weekly basis as needed
-Student documentation, teacher-parent-student conferences
-Monthly District Guidance Counselor and ESE Liaison Meetings which focus on addressing the social and emotional needs of students.
-Food Pantry Friday - distribution of food to needy families run through Social Worker.
-Shoe/Clothing Distribution
-Business partnerships with donations for holiday assistance for our most needy students.
-Bi-Weekly Grade Level Meetings provide teachers an opportunity to gather and discuss students by grade level who are in need of support (academic and behavioral). Interventions (Tier 1 & Tier 2) are implemented through these meetings and data is collected to determine their effectiveness.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

School Social Worker meets twice a week with the leadership team to discuss students and attendance/discipline information. Students with:
1)Excessive absences:
-School period-by-period attendance that results in daily automated attendance calls home to parents whose students are absent.
-Telephone calls are made home to parents by the social worker, followed by a 6, 9, and 10 day absence letters.
2)One or more suspensions:
-Assistant Principals initiate telephone calls, establish parent/student/administrative conferences, suspension letters.
-Students who are issued an Out of School Suspension are required to meet with designated Assistant Principal upon their return to the school. Goal of meeting is to identify alternative behaviors in lieu of those which initiated the Out of School Suspension.
3)Course failure in English Language Arts or Mathematics:
-Grade level computer labs where all students check their academic accounts and check academic progress daily/weekly
-Focus system where parent receives academic accounts to check on their child's academic grades/progress.
-Progress reports every four weeks to all parents/students along with quarterly report card grades.
-Teacher phone calls to parents whose child has a 'D' or 'F' in any of their classes.
4)Level 1 students in statewide/standardized assessments in English Language Arts or Math
-Progress monitoring checks through data checkpoints (assessments three times a year). Data is provided to teachers to be used and discussed with students along with differentiated instruction in areas of students' needs.
-FSA Level 1 students are scheduled into stand-alone Intensive Reading classes. The teacher of this class works closely with English Teacher and focuses on implementing Reading Strategies to assist these students.
5)Students' BOY (Beginning of Year) Progress Monitoring Data (i-Ready) was printed for each student for both ELA and Math.
-ELA/Math Teachers reviewed data with students
-Students completed i-Ready Goal Sheets for MOY (Middle of Year) Progress Monitoring Assessments.
-Teachers keep record of Goal Sheets in homeroom classroom for Data Chats

-Data Reports sent home to parents to review with student. All-Call was made to all parents indicating that reports would be sent home with students
-Students who scored low in i-Ready Math were personally invited to Math Tutoring which occurs Tuesday and Thursday each week beginning in October and is run by Math Department
6)Implementation of i-Ready Math assignments aligned with current lessons to be completed in 1 class period per week. Implementation of i-Ready ELA/Reading assignments aligned with current lesson in all Intensive Reading classes in 1 period per week.

The data listed here represents data from 2016-2017 school year

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	12	28	28	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	30	61	52	0	0	0	0	143
Course failure in ELA or Math	0	0	0	0	0	0	23	70	24	0	0	0	0	117
Level 1 on statewide assessment	0	0	0	0	0	0	57	100	70	0	0	0	0	227
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	22	53	31	0	0	0	0	106

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

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

***Academic Incentives for showing improvement on progress monitoring assessments throughout the year

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

-Focus on Thinking Maps implementation throughout all curricular areas.

-Kagan Training for all teachers during pre-school week to increase student engagement.

-Math Department will continue to use i-Ready Standards Mastery in addition to standard BOY and MOY through i-Ready program. This will allow teachers to continuously monitor student's progress on specific FSA standards throughout the school year. (2 standards per semester)

-Language Arts Department will administer ALL i-Ready Reading Progress Monitoring (BOY and MOY) as well as i-Ready Standards Mastery through their individual classes. (2 standards per

semester)

-Implementation of iXL for 8th grade Science classes. (Pending approval from Purchasing)

-Implementation of USA Test Prep for 6th and 8th grade Social Studies in support of previously implementation for 7th grade.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/423963.

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

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

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

-Local Feeder Schools (Meadow Park Elementary, Liberty Elementary, and Port Charlotte High School) have continuous vertical articulation as a by-product of 15/16 school year Professional Development Day held at Murdock Middle School. A Spring Professional Development Day centered around continued dialogue between feeder schools is planned.

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

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Revelas, Demetrius	Principal
Raney, Michael	Assistant Principal
Jenkins, Deshon	Assistant Principal

b. Duties

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

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

Dr. Michael Raney (Assistant Principal - Curriculum)- Serves as the primary person scheduling assessments, monitoring school data, Progress Monitoring, Technology Administrator, and facilitating the state-wide assessment testing schedules/implementation on campus. Also conducts classroom walkthroughs, observations, and evaluations of teachers and support staff. This person also serves as our business partnership liaison, and administers and regulates discipline as needed to our 8th grade students.

DeShon Jenkins (Assistant Principal_ serves as the 6th and 7th Grade Assistant Principal and oversees the implementation of the Step Discipline Plan as well as supervises all school clubs/ activities, and the emergency crisis plans at the school site. He also conducts classroom walkthroughs to ensure that instruction is taking place in the classroom and he also works collaboratively with our SSPC (School Support Partnership Council). Furthermore, he oversees the Parent Teacher Organization (PTO), the facility needs at the school site, the curriculum textbook inventory for our staff and students, and Murdock Middle School's Title I funding.

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.

Dr. Michael Raney (AP) oversees the computer hardware/software by collaboratively working with the school's IT Academy and Technology Facilitator to ensure that the proper funds and resources are equitably disseminated to various computer lab teachers/students. He oversees the testing/ assessment scheduling that requires Computer Based Tests (CBT) throughout the campus and ensures that data meetings are scheduled for our ELA/Math teachers after each required progress monitoring assessment. Provides periodic updates to school site PPC.

DeShon Jenkins (AP) supervises our professional development activities either on or off our school site with the assistance of Instructional Coach Debra Garlick. He establishes an electronic log of the school and district-wide inservice activities and monitors the needs of the staff and required professional development activities. Dr. Raney also oversees monthly Parent Teacher Organization (PTO), Support Staff PPC (SPPC) meetings, and co-chairs the Parental Involvement Partnership

Team (PIPT) with Instructional Coach.

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

Deb Garlick (Instructional Coach) is tasked with assisting teachers in their individual classes as well as providing professional development opportunities for staff members. Teachers are encouraged to reach out to Instructional Coach inviting her into their classrooms for curricular support. Ms. Garlick also assists in facilitating the documenting and recording of all Professional Development Opportunities for staff.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
	Parent
Demetrius Revelas	Principal
Jon Embury	Parent
Carey Garn	Parent
Rosalyln Roberst-Gauthier	Education Support Employee
Sharon Gibbs	Teacher
Jennifer Jurisko	Parent
Susan Liss	Parent
Venessa Mason	Parent
Deven Seibert	Teacher
Katie Almodovar	Parent
Rainey Lossee	Parent
Lisa Day	Parent
Judy Riley	Student
	Student
Gary Day	Parent
Rebecca Greenwood	Parent
Suzanne Brewer	Parent
Michael White	Parent
Denise Spong	Parent
Linda Sierra	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2016 - 2017 School Improvement Plan will be evaluated in the following manner:
1) 2015 - 2016 state-wide assessment results (FSA) will be presented by the Administration during Pre-School Week Data Meeting.
2) August SAC presentation was made by Principal and AP on FSA Results from 2015 - 2016 school year including school grade.
3) In September the Progress Monitoring Data will be discussed including ELA, Math, Civics, Alg, and Science.
4) In October, the Principal and Assistant Principal will present this year's School Improvement Plan for SAC approval

b. Development of this school improvement plan

FSA Data from the 2015 - 2016 school year will be used as the baseline data and compared to the current 2016 - 2017 Progress Monitoring Data (i-Ready - ELA & Math, USATestPrep - Civics, Alg, Science). Data includes student attendance and discipline as well as academic data from our statewide assessment and Progress Monitoring Assessments from the previous year. Initially, the administrative team, composed of the the Principal and Assistant Principal, provided basic school-

wide information. It will be rolled out in the following manner:

1) School-Wide Data will be discussed during Pre-School Week meetings. At August SAC meeting, school wide data will be discussed and reviewed. Suggestions from all parties will be solicited (through Program Planners as well as PPC) so that they can be utilized in the writing of the School Improvement Plan.
*Additional Diagnostic results will continue to be presented throughout the year during our SAC/PPC meetings.
2) In September, it will be shared to our PPC (Performing Partnership Council) group made up of teachers in each subject content area.
-They will be asked for suggestions and ideas on how the plan can be written, developed, and monitored throughout the year. Each representative will take the "working document" back to their respective departments to share and ask for input.
3) School Improvement Plan will be discussed at Program Planner's Meeting in October.
- Information gathered by the departments will be placed in this document for further review and discussions.
4) Information will then be presented at the October School Advisory Council for suggestions, comments and feedback for ideas to be added or monitored in this plan.

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

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

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

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

The following steps have been or will be used in an attempt to be in compliance with the establishment of a balanced school advisory council that is reflective to the overall composition of the school (Example: Demographics/Economic status of our school):
1) Monthly automated calls to our parents inviting them to attend and become members at our monthly SAC meetings.
2) Announcements and invitations will be sent out via the school's web page and twitter handle.
3) Assistance by current SAC members to set up a registration table at our school-wide events (i.e. intershcolastic events, plays, award assemblies, etc...)

Mid-Year Update
Murdock Middle School's SAC is currently in compliance with Florida Statute

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
Revelas, Demetrius	Principal
Fiuza, Melissa	Teacher, K-12
OHL, Sherry	Teacher, ESE
Ping, Pam	Instructional Media

b. Duties

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

-Establishes a mid-year "Book Fair" that is open for all students, staff, and parents.
-Media Specialist invites all classrooms to the media center for research-based projects and reading for leisure.
-Opening up a morning reading lab for students to work on I-Ready "Reading Instructional Lessons."
-Media Center open for 25-30 minutes prior to start of school. Average student attendance is 40+
-Focus on Sunshine State Young Readers Award Books - Short Reading Checks, issue "Brag Tags" to students who finish reading a book. Vote for favorite books. Generate excitement through advertising and activities (book share/book talks) throughout school year.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

The school has monthly program planner meetings with the Principal & AP's to discuss the process and progress of implementing the Florida Standards within the classrooms. Further discussions throughout the year will revolve around the needs, implementation, process, Thinking Maps, Differentiated Instruction, and monitoring of the Standards Based Instructional Model.

Murdock Middle School has implemented a Master Schedule that incorporates common planning for all core subject teachers. Teachers have a full class period each day where their counterparts for the same subject area and even the same specific class are on planning at the same time.

Department meetings are held bi-weekly and are conducted in a PLC (Professional Learning Community) format. Discussions will center around FSA (Florida Standards Assessment) Standards, Thinking Maps, Differentiated Instruction, Best-Practice Shareouts, and Marazano strategies.

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

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

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

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

For all openings prior to and during the 2016 - 2017 school year, appropriate certification, experience, and endorsements were and will continue to be criteria for selecting candidates for positions. Goal is to have 100% of teachers classified as Highly Qualified in their field as well as appropriate ESOL and Reading Endorsements by the end of the 2017 - 2018 school year.
For current staff teaching out of field, continuous discussions and communication occurs throughout the school year. Constant "check ins" are conducted throughout the school year as a way of monitoring the progress of teachers with respect to certification. Professional Development opportunities will be announced and provided for teachers with the expectation that teachers will fulfill their requirement and attend those instructional opportunities.

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

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

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.

Department meetings are conducted in PLC format and held bi-weekly. Discussions will center largely around FSA Standards and Best Practice Shareouts. Teachers will begin to implement CMAPS, which were created for our teachers' classes by Charlotte County Public School (CCPS) teachers who are knowledgeable in that content area. CMAPS take all of the FSA Standards and map out the curriculum throughout the school year. These CMAPS will be the "blueprint" teachers will be asked to use for their instructional design. This process would be monitored and discussed with the principal, assistant principal as well as the district curriculum and instructional specialists. Thinking Maps, Kagan and SIM will be a focal point for this school year. Best Practice "Shareouts" are conducted at each Staff Meeting with presentations from teachers. Teachers are required to list corresponding standards for summative assessments. Curriculum Guides are available online for all core teachers and a printed copy is given to all new teachers.

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.

Through the school's I-Ready Diagnostic program, teachers review the data and then proceed in the following manner:
-Personalized instructional programs
-Student profile reports that are printed for all students, teachers review data with students, and the reports are sent home for parent review and signatures.
-Issue technology to those teachers who have ELL students.
-Credit Recovery program offered to students during and after the school day.

-Student group pairing based on ability/needs
-Peer mentoring from high school students.
-Morning computer lab for I-Ready program.
-Thinking Maps PLC on-going throughout school year.
-I-ready Standards Mastery will be implemented by ALL Math Teachers and ELA Teachers. Teachers are encouraged to implement i-Ready lessons both in class and as supplemental enrichment/ remediation activities for students.
-MMS currently has 11 Mobile Labs which have been assigned to teachers who completed a Google Classroom in 2016 or 2017. These teachers have agreed to begin implement a "digital classroom" through the Google Classroom platform. The teachers meet regularly as a PLC to support each other and collaborate.

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: 1,680

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

Math Tutoring will be conducted each Tuesday and Thursday.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Revelas, Demetrius, demetrius.revelas@yourcharlotteschools.net

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

-Murdock Middle School begins with "Riser Meeting" in April of the previous year for all 5th grade students who are planning on attending the middle school the following year. A "Step Up Day" is also conducted where future Mariners are invited to attend MMS during the school day for a presentation and tour to incoming 6th grade students.
-Students and parents of those elementary students are invited to attend an orientation/ presentation by the staff and students at our middle school. The Leadership Team/teachers outlines academic and social expectations at the middle school level.
-In addition, middle school student leaders present their viewpoints and outlook on clubs/activities and expectations from student perspective. Parents and students are allowed to take an informal tour of the campus and meet/greet with members of the Murdock Middle School Staff.
- In August, during preschool week, Murdock Middle once again presents an Open House event; whereby, student and parents attend to pick up their classroom schedules.
-Schedules are built/design for students based on their curricular/social performances and needs (i.e. test scores). Focus for the 2017-2018 school year will be to continue to have students who have course failures to be scheduled back into classes in an attempt to make up credit. Students will be placed in one grade level prior ONLY, i.e. 8th grade into 7th grade course, 7th grade into 6th grade course. Data from 16-17 showed student in the actual class recovered credits more efficiently and with higher frequency than those working through an online credit recovery program.
-An attempt was made to hold all CORE 6th grade classes together in one building. This building is also the designated 6th grade POD, where 6th grade students are directed to upon entering the campus.
-Students have an opportunity sign up for school-related activities and parent groups, tour the campus and visit with their assigned teachers for the school year.
- Prior the opening of a new school year, our ESE Liaision meets with elementary personnel along with parents and students to review the Individual Educational Plans (IEP's) to provide support for those incoming students to the middle school (VE, EBD, and TAG Students).
-In the first month of the school year, our guidance counselors meet with all 504 students and their parents/teachers to ensure that accommodations are being made for the students.
-During 1st week of school, Administration conducts "Grade Level Meetings" in which dynamics of school are discussed including: academics, attendance, behavior expectations, etc.

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.

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

Murdock Middle School has been designated as a Technology Academy. 6th grade students are enrolled in an introductory computer class (IC3Spark). All 7th Grade students are enrolled into this Academy which provides students with opportunities to earn industry certifications in a Microsoft Bundle. All 8th Grade students are also enrolled into a computer class which allows students continued time to complete certifications.

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

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

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase the percentage of proficient students and have ALL students show a learning gain as measured by ALL Statewide assessments (ELA, Math, Civics, Science, Algebra) by focusing on FSA & EOC Standards.

G2.   Increase student engagement, motivation, and critical thinking skills

G3.   To improve professional practice of teachers through differentiated instruction.

Strategic Goals Detail

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

G1. Increase the percentage of proficient students and have ALL students show a learning gain as measured by ALL Statewide assessments (ELA, Math, Civics, Science, Algebra) by focusing on FSA & EOC Standards. 1a

🔑 G097710

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0
FSA ELA Achievement	55.0
Civics EOC Pass	80.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Gains	56.0
Math Gains	60.0
Algebra I EOC Pass Rate	90.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge moving towards implementation of FSA & EOC Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Progress Monitoring Tests (i-Ready & USA Testprep)

- i-Ready Assigned Lessons

- Google Classrooms

- Intensive Reading Classes (Level 1 Students)

- CCPS Curriculum Maps covering all FSA Standards

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Data will be collected throughout the year. Focus of all instruction will be on increasing overall profiency of students and identified learning gains as measured by FSA (ELA & Math), FCAT (Science) and EOC (Civics & Algebra). Incentive plan will support FSA/EOC Testing

Person Responsible
Demetrius Revelas

Schedule
Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion
Continued data chats with teachers through walkthroughs, observations, Data Days, Department Meetings, and Instructional Staff Meetings. Focus will remain on how data will drive instruction forward with goal of increasing the percentage of proficient of students.

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Data will be collected throughout the year. Focus of all instruction will be on increasing overall profiency and identified learning gains of students as measured by FSA (ELA & Math), FCAT (Science) and EOC (Civics & Algebra). Incentive plan will be developed for FSA/EOC Testing

Person Responsible

Demetrius Revelas

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Continued data chats with teachers through walkthroughs, observations, Data Days, Department Meetings, and Instructional Staff Meetings. Focus will remain on how data will drive instruction forward with goal of increasing the percentage of proficient of students.

G2. Increase student engagement, motivation, and critical thinking skills 1a

🔑 G097711

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	6.0

Targeted Barriers to Achieving the Goal 3

- Weak Student Engagement/Motivation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student Store - Academic Incentive Cards

- Progress Monitoring Incentives

- Parent Teacher Organization (PTO)

- Professional Development PLC's

- Google Classrooms

- Data Walls in Cafeteria to include Student Academics, Behavior, and Attendance (Monthly Stats)

Plan to Monitor Progress Toward G2. 8

Early Warning System Data pulled at mid-year and end of year

Person Responsible
Demetrius Revelas

Schedule
On 5/31/2018

Evidence of Completion
Early warning system including academics, attendance, and behavior.

Plan to Monitor Progress Toward G2. 8

Implementation and usage of Google Classrooms throughout school year

Person Responsible
Michael Raney

Schedule
Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion
Teacher implementation of Google Classrooms throughout the school year as evidence by usage data

G3. To improve professional practice of teachers through differentiated instruction. 1a

🔑 G097712

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of Differentiated Instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- SIM Training through FDLRS

- Thinking Maps Train the Trainers

- Kagan Training in Pre- School week

- i-Ready Assigned Lessons in Math and Intensive Reading

Plan to Monitor Progress Toward G3. 8

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

Person Responsible
Demetrius Revelas

Schedule
On 5/31/2018

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the percentage of proficient students and have ALL students show a learning gain as measured by ALL Statewide assessments (ELA, Math, Civics, Science, Algebra) by focusing on FSA & EOC Standards. 1

🔑 G097710

G1.B1 Teacher knowledge moving towards implementation of FSA & EOC Standards 2

🔑 B262618

G1.B1.S1 Continued use of Progress Monitoring Tools. i-Ready will be used by ELA & Math (BOY/MOY diagnostic 4

🔑 S278122

Strategy Rationale

Continued Progress Monitoring allows students to become accustomed to testing while providing teachers with data throughout the school year.

Action Step 1 5

Develop Testing Calendar to accommodate all Progress Monitoring Testing Days.

Person Responsible

Demetrius Revelas

Schedule

Evidence of Completion

Adopted MMS Testing Calendar approved by PPC & Program Planners

Action Step 2 5

Implementation of Assigned i-Ready Lessons (ALL Math and Intensive Reading Classrooms)

Person Responsible

Michael Raney

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Student Data on specifically tested Standards through i-Ready Mastery Tests

Action Step 3 `5`

Administration will monitor lesson plans and teacher lessons through walkthroughs to ensure that standards are listed in lesson plans and taught according to CCPS Curriculum Guides

Person Responsible

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

FSA Standards will be listed on all teacher lesson plans (either on-line or physical copy). Administration will monitor lesson plans and teacher lessons to ensure that standards are being taught.

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

Creation of MMS Testing Plan with assistance from Administration, Program Planners, and PPC (Performance Partnership Council)

Person Responsible

Michael Raney

Schedule

On 8/10/2017

Evidence of Completion

MMS Testing Plan will be vetted through PPC, Program Planners, and Administration. All Testing Dates will be added to MMS Master Calendar. Monthly meetings to discuss upcoming administration dates

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

Progress Monitoring Data will be gathered and analyzed by Administration, Departments, PPC, and Individual Teachers.

Person Responsible

Demetrius Revelas

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Continued analyzing of Progress Monitoring Data. Goal of Data will be to identify areas of improvement with a strong focus on how these areas will drive instruction moving forward.

G1.B1.S2 Data Days for subjects tested by FSA & EOC Tests `4`

🔍 S278123

Strategy Rationale

Providing teachers with time to dive deeper into data with colleagues from their subject area allows for modifications in teaching to accommodate needs of students

Action Step 1 `5`

Schedule Data Days after Beginning of Year (BOY) and Middle of Year (MOY) Progress Monitoring Testing.

Person Responsible

Ashley Monier

Schedule

On 2/28/2017

Evidence of Completion

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

Creation of MMS Testing Calendar to include Data Days for ELA, Math, Civics, and 8th Grade Science Teachers. All Data Days will be scheduled on Master Calendar

Person Responsible

Daniel McIntosh

Schedule

On 5/26/2017

Evidence of Completion

Development of approved MMS Testing Calendar. Testing Calendar will be vetted through PPC, Program Planners, and Administration. Scheduling of ALL Testing Dates AND Data Days on MMS Master Calendar

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

Scheduled Data Days will be planned and facilitated by Instructional Coach. Focus of Data Days will be to analyze Data from Progress Monitoring AND how this data will drive instruction moving forward.

Person Responsible

Ashley Monier

Schedule

On 5/26/2017

Evidence of Completion

Data Day Agendas to include time for teachers to plan accordingly based on Data analysis

G2. Increase student engagement, motivation, and critical thinking skills 1

🔑 G097711

G2.B1 Weak Student Engagement/Motivation 2

🔑 B262622

G2.B1.S1 Various Professional Development PLC's designed around needs of teacher and student 4

🔑 S278124

Strategy Rationale

Areas of Focus for School Year will include: Differentiated Instruction, Strategic Instructional Model (SIM), Thinking Maps, and Classroom Management

Action Step 1 5

Implementation of PLC's once a month. Teachers will attend a PLC of their choice held monthly

Person Responsible

Deshon Jenkins

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Professional Development opportunities include: Differentiated Instruction, SIM, Thinking Maps, and Classroom Management

Action Step 2 5

At Instructional and Staff Meeting, part of time will be dedicated to modeling strategies and team building activities (i.e. Thinking Maps, Kagan Strategies, SIM and Cooperative Learning Groups)

Person Responsible

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Agendas for Instructional/Staff Meeting will have standard time built in for modeling and team building activities

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

Administration will monitor classrooms with a focus on integration of PLC topics by teachers

Person Responsible

Demetrius Revelas

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Administration walkthroughs, Student engagement in class. Teacher implementation of PLC topics

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

Instructional Coach will model lessons for interested teachers by content area

Person Responsible

Michael Raney

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Targeted Professional Development PLC topics will be modeled through lessons conducted by Instructional Coach. Teachers can contact Instructional Coach to sign up to bring their classes for content-specific lessons implementing PLC targeted strategies.

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

Monitoring of Student Data: Attendance, Discipline, Student Grades, Progress Monitoring

Person Responsible

Demetrius Revelas

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance/Discipline Data will be discussed at weekly Leadership Meetings. Teacher Gradebook usage will be monitored by Administration. Each End of Quarter Grade Distribution Reports will be pulled by Administration. Discussions will be held with teachers who have high failure rates. Focus of discussions will be centered around problem solving. Attendance committee facilitated by School Social Worker. Grade Level Meetings will be held every other week as beginning step of RTI process.

G2.B1.S2 Implementation of 11 Google Classrooms. Each Teacher will be trained in Google Classrooms and assigned Chromebook cart to be used in their classrooms `4`

🔧 S278125

Strategy Rationale

Students show interest with respect to Technology. Teachers will be trained in Google Classrooms with the expectation that technology will be implemented into their classes

Action Step 1 `5`

Facilitate Google Classroom Training before start of school. Assigning of Google Chromebook carts to teachers who attend and complete Google Classroom Training.

Person Responsible

Michael Raney

Schedule

On 8/3/2017

Evidence of Completion

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

Monitor Google Classroom Training. Assist in assigning Google Chromebooks to teachers who attend and complete training. Follow up with Teachers on monthly basis to ensure that technology is being implemented into classroom

Person Responsible

Michael Raney

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Google Classroom Training Attendance Sheets. Technology Agreement signed by all teachers who have Google Chromebook carts assigned to them. Continued monitoring of implementation of technology into classrooms

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

Complete integration of Google Classroom into classes of selected teachers. Sharing of "best practices" among teachers in cohort group.

Person Responsible

Michael Raney

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Evidence from teachers that Google Classroom has been integrated into curriculum.

G3. To improve professional practice of teachers through differentiated instruction. 1

🔑 G097712

G3.B2 Lack of Differentiated Instruction 2

🔑 B262629

G3.B2.S1 Offering of Monthly Professional Development in a variety of areas. Areas include: Strategic Instructional Model (SIM), Thinking Maps, Differentiated Instruction, Google Classroom, Kagan Strategies and Classroom Management 4

🔑 S278128

Strategy Rationale

Offering teachers a weekly PLC to assist their professional practices in their classroom

Action Step 1 5

Develop Professional Development PLC's schedule. Allow staff to select a PLC each semester to attend on a monthly basis

Person Responsible

Demetrius Revelas

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher attendance at PLC's will be taken weekly. Professional Development Credit will be earned for each PLC

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

Teachers will sign in at monthly PLC meetings as well as Grade Level and Department PLC meetings.

Person Responsible

Demetrius Revelas

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher sign in sheets to monitor attendance. Meeting minutes will be kept as a form of monitoring the content covered.

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

Administration will monitor implementation of PLC initiatives through walkthoughs

Person Responsible

Demetrius Revelas

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Classroom walkthroughs and observations will be used to monitor the implementation of these initiatives.

G3.B2.S2 Commonality of Planning Periods for members of similar Curriculum areas `4`
🔑 S278129

Strategy Rationale

Providing teachers with time to plan with teachers in their same content area allows for Lesson Planning & sharing of resources

Action Step 1 `5`

Master Schedule was prepared to give Content areas common planning

Person Responsible

Michael Raney

Schedule

On 8/4/2017

Evidence of Completion

Master Schedule was created with departments having common planning periods

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

Master schedule was created with input from Master Schedule sub-committee. Sub-committee contained members from each department and met monthly prior to the end of the 16/17 school year

Person Responsible

Michael Raney

Schedule

Monthly, from 5/1/2017 to 8/4/2017

Evidence of Completion

Master schedule was created and shared at Master Schedule Sub-Committee meetings. Each meeting, input was received and Master Schedule was updated if possible with suggestions from staff.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Opportunity provided for teachers to collaborate with peers at least twice per week.

Person Responsible

Michael Raney

Schedule

Monthly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Admin will highlight and denote planning periods that were visited when collaboration was in place.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A374616	Develop Testing Calendar to accommodate all Progress Monitoring Testing Days.	Revelas, Demetrius	8/10/2017	Adopted MMS Testing Calendar approved by PPC & Program Planners	No End Date one-time
G1.B1.S2.A1 A374619	Schedule Data Days after Beginning of Year (BOY) and Middle of Year (MOY) Progress Monitoring...	Monier, Ashley	8/10/2016		2/28/2017 one-time
G1.B1.S2.MA1 M404396	Scheduled Data Days will be planned and facilitated by Instructional Coach. Focus of Data Days...	Monier, Ashley	8/10/2016	Data Day Agendas to include time for teachers to plan accordingly based on Data analysis	5/26/2017 one-time
G1.B1.S2.MA1 M404397	Creation of MMS Testing Calendar to include Data Days for ELA, Math, Civics, and 8th Grade Science...	McIntosh, Daniel	8/10/2016	Development of approved MMS Testing Calendar. Testing Calendar will be vetted through PPC, Program Planners, and Administration. Scheduling of ALL Testing Dates AND Data Days on MMS Master Calendar	5/26/2017 one-time
G2.B1.S2.A1 A374622	Facilitate Google Classroom Training before start of school. Assigning of Google Chromebook carts...	Raney, Michael	6/1/2017		8/3/2017 one-time
G3.B2.S2.MA1 M404414	Master schedule was created with input from Master Schedule sub-committee. Sub-committee contained...	Raney, Michael	5/1/2017	Master schedule was created and shared at Master Schedule Sub-Committee meetings. Each meeting, input was received and Master Schedule was updated if possible with suggestions from staff.	8/4/2017 monthly
G3.B2.S2.A1 A374627	Master Schedule was prepared to give Content areas common planning	Raney, Michael	8/3/2017	Master Schedule was created with departments having common planning periods	8/4/2017 one-time
G1.B1.S1.MA1 M404395	Creation of MMS Testing Plan with assistance from Administration, Program Planners, and PPC...	Raney, Michael	8/10/2017	MMS Testing Plan will be vetted through PPC, Program Planners, and Administration. All Testing Dates will be added to MMS Master Calendar. Monthly meetings to discuss upcoming administration dates	8/10/2017 one-time
G1.MA1 M404398	Progress Monitoring Data will be collected throughout the year. Focus of all instruction will be...	Revelas, Demetrius	8/10/2017	Continued data chats with teachers through walkthroughs, observations, Data Days, Department Meetings, and Instructional Staff Meetings. Focus will remain on how data will drive instruction forward with goal of increasing the percentage of proficient of students.	5/31/2018 monthly
G1.MA2 M404399	Progress Monitoring Data will be collected throughout the year. Focus of all instruction will be...	Revelas, Demetrius	8/10/2017	Continued data chats with teachers through walkthroughs, observations, Data Days, Department Meetings, and Instructional Staff Meetings. Focus will remain on how data will drive instruction forward with goal of increasing the percentage of proficient of students.	5/31/2018 monthly
G2.MA1 M404405	Early Warning System Data pulled at mid-year and end of year	Revelas, Demetrius	1/3/2018	Early warning system including academics, attendance, and behavior.	5/31/2018 one-time
G2.MA2 M404406	Implementation and usage of Google Classrooms throughout school year	Raney, Michael	8/10/2017	Teacher implementation of Google Classrooms throughout the school year as evidence by usage data	5/31/2018 weekly
G3.MA1 M404415	Scoring on Domain #1 will be collected and compared as a school	Revelas, Demetrius	8/10/2017	Data from Formal Observations and overall scoring of Domain #1 will be used for monitoring of this goal	5/31/2018 one-time
G1.B1.S1.MA1 M404394	Progress Monitoring Data will be gathered and analyzed by	Revelas, Demetrius	8/10/2017	Continued analyzing of Progress Monitoring Data. Goal of Data will be to	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Administration, Departments, PPC, and...			identify areas of improvement with a strong focus on how these areas will drive instruction moving forward.	
G1.B1.S1.A2 A374617	Implementation of Assigned i-Ready Lessons (ALL Math and Intensive Reading Classrooms)	Raney, Michael	8/10/2017	Student Data on specifically tested Standards through i-Ready Mastery Tests	5/31/2018 monthly
G1.B1.S1.A3 A374618	Administration will monitor lesson plans and teacher lessons through walkthroughs to ensure that...		8/10/2017	FSA Standards will be listed on all teacher lesson plans (either on-line or physical copy). Administration will monitor lesson plans and teacher lessons to ensure that standards are being taught.	5/31/2018 daily
G2.B1.S1.MA1 M404400	Monitoring of Student Data: Attendance, Discipline, Student Grades, Progress Monitoring	Revelas, Demetrius	8/10/2017	Attendance/Discipline Data will be discussed at weekly Leadership Meetings. Teacher Gradebook usage will be monitored by Administration. Each End of Quarter Grade Distribution Reports will be pulled by Administration. Discussions will be held with teachers who have high failure rates. Focus of discussions will be centered around problem solving. Attendance committee facilitated by School Social Worker. Grade Level Meetings will be held every other week as beginning step of RTI process.	5/31/2018 weekly
G2.B1.S1.MA1 M404401	Administration will monitor classrooms with a focus on integration of PLC topics by teachers	Revelas, Demetrius	8/10/2017	Administration walkthroughs, Student engagement in class. Teacher implementation of PLC topics	5/31/2018 weekly
G2.B1.S1.MA3 M404402	Instructional Coach will model lessons for interested teachers by content area	Raney, Michael	8/10/2017	Targeted Professional Development PLC topics will be modeled through lessons conducted by Instructional Coach. Teachers can contact Instructional Coach to sign up to bring their classes for content-specific lessons implementing PLC targeted strategies.	5/31/2018 monthly
G2.B1.S1.A1 A374620	Implementation of PLC's once a month. Teachers will attend a PLC of their choice held monthly	Jenkins, Deshon	8/10/2017	Professional Development opportunities include: Differentiated Instruction, SIM, Thinking Maps, and Classroom Management	5/31/2018 monthly
G2.B1.S1.A2 A374621	At Instructional and Staff Meeting, part of time will be dedicated to modeling strategies and team...		8/10/2017	Agendas for Instructional/Staff Meeting will have standard time built in for modeling and team building activities	5/31/2018 biweekly
G3.B2.S1.MA1 M404411	Administration will monitor implementation of PLC initiatives through walkthoughs	Revelas, Demetrius	8/10/2017	Classroom walkthroughs and observations will be used to monitor the implementation of these initiatives.	5/31/2018 daily
G3.B2.S1.MA1 M404412	Teachers will sign in at monthly PLC meetings as well as Grade Level and Department PLC meetings.	Revelas, Demetrius	8/10/2017	Teacher sign in sheets to monitor attendance. Meeting minutes will be kept as a form of monitoring the content covered.	5/31/2018 weekly
G3.B2.S1.A1 A374626	Develop Professional Development PLC's schedule. Allow staff to select a PLC each semester to...	Revelas, Demetrius	8/10/2017	Teacher attendance at PLC's will be taken weekly. Professional Development Credit will be earned for each PLC	5/31/2018 weekly
G2.B1.S2.MA1 M404403	Complete integration of Google Classroom into classes of selected teachers. Sharing of "best...	Raney, Michael	8/10/2017	Evidence from teachers that Google Classroom has been integrated into curriculum.	5/31/2018 weekly
G2.B1.S2.MA1 M404404	Monitor Google Classroom Training. Assist in assigning Google Chromebooks to teachers who attend...	Raney, Michael	8/10/2017	Google Classroom Training Attendance Sheets. Technology Agreement signed by all teachers who have Google Chromebook carts assigned to them.	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Continued monitoring of implementation of technology into classrooms	
G3.B2.S2.MA1 🔑 M404413	Opportunity provided for teachers to collaborate with peers at least twice per week.	Raney, Michael	8/3/2017	Admin will highlight and denote planning periods that were visited when collaboration was in place.	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. Increase the percentage of proficient students and have ALL students show a learning gain as measured by ALL Statewide assessments (ELA, Math, Civics, Science, Algebra) by focusing on FSA & EOC Standards.

G1.B1 Teacher knowledge moving towards implementation of FSA & EOC Standards

G1.B1.S1 Continued use of Progress Monitoring Tools. i-Ready will be used by ELA & Math (BOY/MOY diagnostic

PD Opportunity 1

Develop Testing Calendar to accommodate all Progress Monitoring Testing Days.

Facilitator

Deb Garlick

Participants

ELA & Math Teachers

Schedule

G1.B1.S2 Data Days for subjects tested by FSA & EOC Tests

PD Opportunity 1

Schedule Data Days after Beginning of Year (BOY) and Middle of Year (MOY) Progress Monitoring Testing.

Facilitator

Ashley Monier

Participants

All ELA, Math, Civics, & 8th Grade Science Teachers

Schedule

On 2/28/2017

G2. Increase student engagement, motivation, and critical thinking skills

G2.B1 Weak Student Engagement/Motivation

G2.B1.S1 Various Professional Development PLC's designed around needs of teacher and student

PD Opportunity 1

Implementation of PLC's once a month. Teachers will attend a PLC of their choice held monthly

Facilitator

Deb Garlick

Participants

All Instructional Staff

Schedule

Monthly, from 8/10/2017 to 5/31/2018

PD Opportunity 2

At Instructional and Staff Meeting, part of time will be dedicated to modeling strategies and team building activities (i.e. Thinking Maps, Kagan Strategies, SIM and Cooperative Learning Groups)

Facilitator

Deb Garlick

Participants

All Instructional Staff

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

G2.B1.S2 Implementation of 11 Google Classrooms. Each Teacher will be trained in Google Classrooms and assigned Chromebook cart to be used in their classrooms

PD Opportunity 1

Facilitate Google Classroom Training before start of school. Assigning of Google Chromebook carts to teachers who attend and complete Google Classroom Training.

Facilitator

Deb Garlick/Pam Ping

Participants

Selected Google Classroom Teachers

Schedule

On 8/3/2017

G3. To improve professional practice of teachers through differentiated instruction.

G3.B2 Lack of Differentiated Instruction

G3.B2.S1 Offering of Monthly Professional Development in a variety of areas. Areas include: Strategic Instructional Model (SIM), Thinking Maps, Differentiated Instruction, Google Classroom, Kagan Strategies and Classroom Management

PD Opportunity 1

Develop Professional Development PLC's schedule. Allow staff to select a PLC each semester to attend on a monthly basis

Facilitator

Deb Garlick

Participants

All Instructional Staff

Schedule

Weekly, from 8/10/2017 to 5/31/2018

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	Develop Testing Calendar to accommodate all Progress Monitoring Testing Days.	$0.00
2	G1.B1.S1.A2	Implementation of Assigned i-Ready Lessons (ALL Math and Intensive Reading Classrooms)	$0.00
3	G1.B1.S1.A3	Administration will monitor lesson plans and teacher lessons through walkthroughs to ensure that standards are listed in lesson plans and taught according to CCPS Curriculum Guides	$0.00
4	G1.B1.S2.A1	Schedule Data Days after Beginning of Year (BOY) and Middle of Year (MOY) Progress Monitoring Testing.	$3,811.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0211 - Murdock Middle School	School Improvement Funds		$3,811.00
		Notes: Coverage for teachers while attending Data Days for BOY and MOY Progress Monitoring Testing. Teachers will review data for assigned students and collaborate on instructional strategies.			

5	G2.B1.S1.A1	Implementation of PLC's once a month. Teachers will attend a PLC of their choice held monthly	$0.00
6	G2.B1.S1.A2	At Instructional and Staff Meeting, part of time will be dedicated to modeling strategies and team building activities (i.e. Thinking Maps, Kagan Strategies, SIM and Cooperative Learning Groups)	$0.00
7	G2.B1.S2.A1	Facilitate Google Classroom Training before start of school. Assigning of Google Chromebook carts to teachers who attend and complete Google Classroom Training.	$0.00
8	G3.B2.S1.A1	Develop Professional Development PLC's schedule. Allow staff to select a PLC each semester to attend on a monthly basis	$0.00
9	G3.B2.S2.A1	Master Schedule was prepared to give Content areas common planning	$0.00
		Total:	$3,811.00