

Martin County School District

Murray Middle School



2017-18 Schoolwide Improvement Plan

Murray Middle School

4400 SE MURRAY ST, Stuart, FL 34997

martinschools.org/o/mms

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">51%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">40%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 is pending approval by the Martin County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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>.

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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 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 [Rule 6A-1.099811, Florida Administrative Code](#):

- **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:

- 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.

2017-18 DA Category and Statuses for Murray Middle School

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

Murray Middle is a school that has created a culture of family. The teachers, staff, and administration respect and appreciate the diverse population of students and fully understand the importance of building strong relationships. 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. The school culture is heavily centered on promoting positive student behavior, character, and academic success for our students. Teachers and staff frequently attend after-school activities, community sponsored events, and high school happenings to support and build relationships with the students outside of academics. Each year the staff and teachers are offered relationship building strategies to use in the classroom. Many of the teachers have gone through Kagan training and the structures are used in the classroom to create positive relationships among the students in class to create an environment conducive to have a growth mindset. In addition, several of our teachers conduct student learning profile and interest surveys to determine what motivates students. 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.

The 2016-2017 student and parent survey data showed creating a safe environment is one of Murray Middle School's strengths. Student safety is the number one priority of teachers, staff, and administration. 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. Visitors must check into the front office and receive clearance before entering the building and we ensure that all classroom doors remain locked during school hours. Students and staff are trained in school safety procedures by participating in fire evacuations, lock-down drills, and tornado drills. Each new school year, teachers are updated with up to date information on how to facilitate safety procedures, as well as medical safety review. All faculty and staff are encouraged to participate in the American Red Cross CPR/First Aid training paid for by the district. Additionally, students understand and appreciate that our campus is well supervised in the classroom, hallways and courtyard, as well as during our after-school activities.

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.

Over the last six years, Murray Middle School has embraced the core values of the Positive Behavioral Interventions and Supports (PBIS) program. Each year we continue to be a PBIS Model School for the Martin County School District. All teachers, support staff, and the administration promote and support focusing on the positive behaviors of students. Every teacher new to the school goes through PBIS training where they are shown the school behavioral data for the past three years to understand why the program works. The PBIS team has come up with the acronym R.O.A.R which stands for Respect, Outstanding Citizenship, Always Trustworthy, and Responsible. R.O.A.R. expectations are school-wide. The teachers of Murray Middle School have collaborated to develop a common grade-level set of student behavior expectations. The expectations for students' behavior in the classrooms, hallways, and café are posted and review over the first few weeks of school and continue as needed. In an effort to be consistent with the communications of these expectations, we make it clear that certain behaviors are non-negotiable. Our student body understands that behaviors like bullying, physical altercations, name calling, improper use of social media, and disrespect will not be tolerated. This program continues to reward positive behavior and recognizes this behavior by providing student incentives. By awarding students with incentives, students feel appreciated and, in turn, feel better about the educational process.

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 difficulties, if appropriate. Counselors serve each student through a developmental and 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 specific 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
Girls with Pearls- Female Mentoring program in partnership with local sorority chapters
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 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.

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	18	15	22	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	21	27	22	0	0	0	0	70
Course failure in ELA or Math	0	0	0	0	0	0	0	8	4	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	66	65	69	0	0	0	0	200
Grade Level Retention	0	0	0	0	0	0	4	0	2	0	0	0	0	6

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	24	23	18	0	0	0	0	65

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 and officer visits to home
 - * Pull outs for academic interventions
 - * Students placed in Critical Thinking Skill to work on academics in replacement of electives
 - * PAWS for Reading program for level one readers
 - * 75 minute ELA and Math classes for all students
 - * 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 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?

No

1. PFEP Link

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

2. Description

Murray is consistently providing opportunities for parents to become involved in the school. Parents may participate in: conferences, fundraisers, parent clubs, volunteering, meetings (PTSSA, SAC, PBIS), open house, parent resource night, sporting events, concerts, PBIS night, Fall Festival, Curriculum Night, Parent Cyber Bullying presentation, 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 weekly email blast that contains 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. We have partnered with the Seafood Festival to sell tickets and promote our school's PBIS program to the community.

We also encourage local business members and parents to participate in our School Advisory Committee that meets monthly to discuss 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. The 8th grade English Language Arts teachers invite Holocaust survivors to come in and share their experiences with students. This year, the girls' mentoring program, Girls with Pearls, has partnered with local sororities in the county to assist with mentoring and providing life skills training. The Murray to Men program has joined forces with the Martin County Sheriffs office to aid in mentoring the students. 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 creating interest in a STEM related career. These students also attend a field trip to a local university to see their science department and learn about some of the work their students are doing. Our media center uses community volunteers and their dogs for the PAWS for reading program.

To encourage parent involvement we have parent nights. In October, we have Curriculum Night which provides the parents with the resources they can use assist in their students success in school. We also have partnered with the Martin County Sheriff's office to provide parents with information about Cyber Bullying.

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
Laws, Amy	Principal
Jerrells, Michele	Teacher, K-12
Sequeira, Christine	School Counselor
DeJames, Tami	Assistant Principal
Axton, David	Assistant Principal
White, Shameeka	Teacher, K-12
Worrell, Katheryn	Teacher, Adult
Escher, Coli	Instructional Coach
Caswell, Anita	Teacher, K-12
Montigney, Katie	Teacher, K-12
Hammond, Nicole	Teacher, K-12
Grossman, Robert	School Counselor

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 RtIb data (ODRs, OSBs) and the analysis of district progress monitoring tests, 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. Grade level teams meet monthly to evaluate student success and then initiate MTSS referrals process as 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. i.e., bullying and PBIS
- * Brochures and referrals for parent and student support from the guidance department, school nurse, cafeteria management and other personnel.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sharon Menzel	Parent
Angela Gordon	Teacher
Amy Laws	Principal
Jennifer Glen	Parent
June Martin-Kornilov	Parent
Tara Simmons	Education Support Employee
April Barlow	Business/Community
Barbra Anderson	Parent
Caleb Palm	Business/Community
Hannah Mardini	Student
Patrick Stocker	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

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

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 provides 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

School's 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 2016-2017 School year:
Physical Education Conference, Stefanie Chasse- \$408
Substitute Coverage for FSA, David Axton- \$2700
Summer Reading Program, Kristen DeJong- \$500

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
Escher, Coli	Instructional Coach
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
Wright, Valerie	Teacher, ESE
Creber, Susan	Teacher, K-12
Axton, David	Assistant Principal
Laws, Amy	Principal
Jacobs, Kelly	Teacher, K-12
Johnson, Courtney	Teacher, K-12
Haworth, Wendy	Teacher, K-12
Reilly, Kerri	Teacher, K-12
Archer, Lori	Teacher, K-12

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 Literacy coach and the principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The team promotes literacy within the school by having an after school reading club, PAWS for reading, Sunshine Readers program, incentives for students that make learning gains on ELA district progress monitoring and summer reading program, and they actively promote the district words of the month.

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 team's 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. Students that have been identified as needed extra reading support are encouraged to participate in one of the activities listed above. This year each content area will focus on building vocabulary.

D. Public and Collaborative Teaching

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

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

Murray Middle school is in the fourth year of implementing Professional Learning Communities (PLCs) with fidelity. Each PLC group, whose commonality is their subject matter meet formally 8 days per month. All teachers have a common planning with their content team. Most Collaborative Learning Teams (CLTs) are in the implementing stages of the PLC process. The MTSS team and the PBIS team meet bi-monthly to review student data and curriculum strategies.

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
- * Attend district Job fair
- * 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
- * Reading Coach will monitor, coach 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 also meet monthly with the school's New Teacher Liaison to ask questions, receive support and professional development. New teachers will be required to participate in classroom observations and provide reflective feedback on what they have learned through the collaborative team. The Literacy coach will also assist the principal with side by side coaching in the classroom.

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 developed a Professional Development plan with the District office to support teachers in increasing student achievement.

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 will they 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 will they 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

Escher, Coli, eschercol@martinschools.org

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

TGR Learning Lab 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 hypotheses, 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

Smith, Bennett, smithb@martin.k12.fl.us

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

TGR Learning Lab has a progress monitoring tool which the teachers use operational data and surveys provide the foundation for the program. The teachers then correlate it with school data and share with staff and parents.

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. Through 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

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 local colleges and universities 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 college campuses and see some of the work college students are doing in STEM related courses.

The TGR Learning Lab program also focuses on careers related to the a 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 certifications 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.

The 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.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To raise school proficiency rate on the Math and ELA Florida Standard Assessments, Statewide Science Assessment, and the 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 proficiency rate on the Math and ELA Florida Standard Assessments, Statewide Science Assessment, and the Civics End of Course Exam by 5%. 1a

G098475

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	58.0
FSAA Mathematics Achievement	64.0
Statewide Science Assessment Achievement	51.0
Civics EOC Pass	71.0

Targeted Barriers to Achieving the Goal 3

- Instructional walks demonstrated use of low impact differentiated instructional strategies.
- Learning goals and scales are not effectively aligned with the Florida Standards.
- Instructional walks demonstrated teachers use of low impact cooperative learning and student engagement.
- One third of the teaching staff is new to school and/or district.
- Lack of feedback and monitoring of learning for students.
- Understanding of the Collaborative Learning Team process

Resources Available to Help Reduce or Eliminate the Barriers 2

- Differentiation in Middle and High School by Kristina Doubet
- 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.
- The Teacher Toolbox for Differentiating Instruction by Linda Tilton
- Teach like a PIRATE by Dave Burgess
- Hands-on Equation Manipulative Class set
- VersaTiles
- District Instruction Coach
- Professional Development

Plan to Monitor Progress Toward G1. 8

Instructional Walks

Person Responsible

Amy Laws

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Observation feedback forms, Observation Trends, Collaborative Learning Teams Documentation, teacher/student feedback, collaborative discussions, progress monitoring assessments.

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 proficiency rate on the Math and ELA Florida Standard Assessments, Statewide Science Assessment, and the Civics End of Course Exam by 5%. **1**

 G098475

G1.B1 Instructional walks demonstrated use of low impact differentiated instructional strategies. **2**

 B264914

G1.B1.S1 Differentiation Professional Development **4**

 S280786

Strategy Rationale

Providing teachers with practical strategies to use in the classroom will assist them in creating lessons that meet the needs of the diverse learners in the classroom.

Action Step 1 **5**

Differentiation Professional Development

Person Responsible

Amy Laws

Schedule

Quarterly, from 8/9/2017 to 5/25/2018

Evidence of Completion

Lesson plans, student and teacher feedback surveys, instructional walk observations

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

Classroom Observations

Person Responsible

Amy Laws

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Trends from evaluations, Feedback/Look for forms conducted by Administration-Laws new teachers and Science, DeJames-Math and Elective teachers, Axton- Social Studies and Elective Teachers, Escher-ELA teachers

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

Classroom Observations and Feedback

Person Responsible

Amy Laws

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Intentional Lesson Plans, Progress monitoring results, student/teacher feedback surveys

G1.B2 Learning goals and scales are not effectively aligned with the Florida Standards. 2

B264915

G1.B2.S1 Collaboratively discuss Florida Standard lessons, through CLTs in ELA, Math, Science and Civics Framework and Guidelines and work on lesson designs with reflective feed back. 4

S280787

Strategy Rationale

Last year both ELA and Civics updated their framework and the Math Department went through an update this summer. Civics also adopted a new textbook for the 2017-2018 school year.

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, learning goals and scales, and reflect on results

Person Responsible

David Axton

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson Plans

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

CLT meetings, formative assessments, data discussions

Person Responsible

David Axton

Schedule

Monthly, from 8/14/2017 to 5/25/2018

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 8/14/2017 to 5/25/2018

Evidence of Completion

Student progress, Classroom Observation, CLT Agendas and Minutes

G1.B3 Instructional walks demonstrated teachers use of low impact cooperative learning and student engagement. **2**

 B264916

G1.B3.S1 Professional development in differentiation strategies. Teachers will also be provided with opportunities to attend KAGAN engagement professional development. **4**

 S280788

Strategy Rationale

Teachers need to know what strategies/interventions to use for their ESE, ELL, gifted, and 504 students so every student in the class is continuously engaged in the material.

Action Step 1 **5**

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

Person Responsible

Robert Grossman

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

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

Action Step 2 **5**

The MTSS team will collaboratively create a list of interventions to assist the teachers with strategies.

Person Responsible

Robert Grossman

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Teacher feedback and MTSS strategy list.

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

Collaborative Learning Team Meeting

Person Responsible

David Axton

Schedule

Monthly, from 9/25/2017 to 5/25/2018

Evidence of Completion

CLT agendas, resources check out sheet, collaborative lesson plan activities.

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

Review of CLT data

Person Responsible

Amy Laws

Schedule

Quarterly, from 9/25/2017 to 5/25/2018

Evidence of Completion

CLT agendas, resources check out sheet, collaborative lesson plan activities.

G1.B4 One third of the teaching staff is new to school and/or district. 2

B264917

G1.B4.S1 Provide new teachers and teachers with support by offering them mentors and buddies to assist them with their daily instructional questions and school specific questions. New Teacher will also be supported by the leadership team and New Teacher Liaison. 4

S280789

Strategy Rationale

Teachers that feel supported are more likely to stay in the profession and school long term.

Action Step 1 5

New Teacher meetings and classroom coaching

Person Responsible

Coli Escher

Schedule

Monthly, from 8/16/2017 to 5/25/2018

Evidence of Completion

Meeting agendas, teacher feedback.

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

New Teacher Meetings

Person Responsible

Amy Laws

Schedule

Quarterly, from 8/16/2017 to 5/25/2018

Evidence of Completion

Agendas, planned professional development based off of classroom observations.

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

New Teacher Surveys

Person Responsible

Coli Escher

Schedule

Quarterly, from 8/16/2017 to 5/25/2018


Evidence of Completion

Teacher survey feedback.

G1.B5 Lack of feedback and monitoring of learning for students. 2

 B264918

G1.B5.S1 Feedback and Monitoring Professional Development 4

 S280790

Strategy Rationale

Teachers will be able to add feedback and monitoring strategies to their instructional practices which will be evident in their intentional lesson plans.

Action Step 1 5

Providing effective feedback and monitoring Professional Development

Person Responsible

Amy Laws

Schedule

Monthly, from 8/30/2017 to 5/25/2018

Evidence of Completion

Monthly look fors developed during Professional Development, Professional Development sign-in.

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

Classroom Observations

Person Responsible

Amy Laws

Schedule

On 5/25/2018

Evidence of Completion

Feedback/Look For forms, Classroom walk through conducted by Administration.

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

Teachers' classroom data meetings

Person Responsible

David Axton

Schedule

Monthly, from 8/22/2017 to 5/25/2018

Evidence of Completion

ELA, Math, and Civics benchmark data, Common Formative Assessment data, FSA scores, Civics EOC.

G1.B6 Understanding of the Collaborative Learning Team process 2

B264919

G1.B6.S1 Teachers will participate in the Collaborative Learning Team Process and led by lead teachers that have experience with the process or have been to the Professional Learning Community (PLC) conference. 4

S280791

Strategy Rationale

Department chairs that have more experience with the process will assist their teammates in becoming familiar with the process. Each content chair has a firm understanding of CLT process and use their knowledge to inform their teammates.

Action Step 1 5

Collaborative Learning Team (CLT) Meetings

Person Responsible

Amy Laws

Schedule

On 5/25/2018

Evidence of Completion

CLT artifacts: Intentional lesson plans, common formative assessments, agendas.

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

Collaborative Learning Team (CLT) Meetings

Person Responsible

Amy Laws

Schedule

Monthly, from 8/29/2017 to 5/25/2018

Evidence of Completion

CLT artifacts: Intentional lesson plans, common formative assessments, agendas.

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

Collaborative Learning Team (CLT) Meetings

Person Responsible

Amy Laws

Schedule

Monthly, from 8/22/2017 to 5/25/2018





Evidence of Completion

CLT artifacts: Intentional lesson plans, common formative assessments, agendas.

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.MA1 M410244	Instructional Walks	Laws, Amy	8/14/2017	Observation feedback forms, Observation Trends, Collaborative Learning Teams Documentation, teacher/student feedback, collaborative discussions, progress monitoring assessments.	5/25/2018 monthly
G1.B1.S1.MA1 M410232	Classroom Observations and Feedback	Laws, Amy	8/14/2017	Intentional Lesson Plans, Progress monitoring results, student/teacher feedback surveys	5/25/2018 monthly
G1.B1.S1.MA1 M410233	Classroom Observations	Laws, Amy	8/28/2017	Trends from evaluations, Feedback/Look for forms conducted by Administration-Laws new teachers and Science, DeJames-Math and Elective teachers, Axton- Social Studies and Elective Teachers, Escher-ELA teachers	5/25/2018 monthly
G1.B1.S1.A1 A378557	Differentiation Professional Development	Laws, Amy	8/9/2017	Lesson plans, student and teacher feedback surveys, instructional walk observations	5/25/2018 quarterly
G1.B2.S1.MA1 M410234	CLT and common planning meetings	Axton, David	8/14/2017	Student progress, Classroom Observation, CLT Agendas and Minutes	5/25/2018 monthly
G1.B2.S1.MA1 M410235	CLT meetings, formative assessments, data discussions	Axton, David	8/14/2017	SMART Goal and CLT action plan will be developed and meeting agendas and assessment data will be implemented and turned in.	5/25/2018 monthly
G1.B2.S1.A1 A378558	Review Florida Standards, ELA Frameworks and Guidelines as a CLT and discuss to gain further...	Axton, David	8/14/2017	Lesson Plans	5/25/2018 weekly
G1.B3.S1.MA1 M410236	Review of CLT data	Laws, Amy	9/25/2017	CLT agendas, resources check out sheet, collaborative lesson plan activities.	5/25/2018 quarterly
G1.B3.S1.MA1 M410237	Collaborative Learning Team Meeting	Axton, David	9/25/2017	CLT agendas, resources check out sheet, collaborative lesson plan activities.	5/25/2018 monthly
G1.B3.S1.A1 A378559	Professional Development will be available for staff and Instructional Coach will work with each...	Grossman, Robert	8/28/2017	ERO sign in for PD and notes form the CLT meetings.	5/25/2018 quarterly
G1.B3.S1.A2 A378560	The MTSS team will collaboratively create a list of interventions to assist the teachers with...	Grossman, Robert	8/21/2017	Teacher feedback and MTSS strategy list.	5/25/2018 weekly
G1.B4.S1.MA1 M410238	New Teacher Surveys	Escher, Coli	8/16/2017	Teacher survey feedback.	5/25/2018 quarterly
G1.B4.S1.MA1 M410239	New Teacher Meetings	Laws, Amy	8/16/2017	Agendas, planned professional development based off of classroom observations.	5/25/2018 quarterly
G1.B4.S1.A1 A378561	New Teacher meetings and classroom coaching	Escher, Coli	8/16/2017	Meeting agendas, teacher feedback.	5/25/2018 monthly
G1.B5.S1.MA1 M410240	Teachers' classroom data meetings	Axton, David	8/22/2017	ELA, Math, and Civics benchmark data, Common Formative Assessment data, FSA scores, Civics EOC.	5/25/2018 monthly
G1.B5.S1.MA1 M410241	Classroom Observations	Laws, Amy	8/14/2017	Feedback/Look For forms, Classroom walk through conducted by Administration.	5/25/2018 one-time

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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.B5.S1.A1  A378562	Providing effective feedback and monitoring Professional Development	Laws, Amy	8/30/2017	Monthly look fors developed during Professional Development, Professional Development sign-in.	5/25/2018 monthly
G1.B6.S1.MA1  M410242	Collaborative Learning Team (CLT) Meetings	Laws, Amy	8/22/2017	CLT artifacts: Intentional lesson plans, common formative assessments, agendas.	5/25/2018 monthly
G1.B6.S1.MA1  M410243	Collaborative Learning Team (CLT) Meetings	Laws, Amy	8/29/2017	CLT artifacts: Intentional lesson plans, common formative assessments, agendas.	5/25/2018 monthly
G1.B6.S1.A1  A378563	Collaborative Learning Team (CLT) Meetings	Laws, Amy	8/22/2017	CLT artifacts: Intentional lesson plans, common formative assessments, agendas.	5/25/2018 one-time

V. Professional Development Opportunities

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

G1. To raise school proficiency rate on the Math and ELA Florida Standard Assessments, Statewide Science Assessment, and the Civics End of Course Exam by 5%.

G1.B1 Instructional walks demonstrated use of low impact differentiated instructional strategies.

G1.B1.S1 Differentiation Professional Development

PD Opportunity 1

Differentiation Professional Development

Facilitator

MCSD Professional Development Department

Participants

All Teachers

Schedule

Quarterly, from 8/9/2017 to 5/25/2018

G1.B2 Learning goals and scales are not effectively aligned with the Florida Standards.

G1.B2.S1 Collaboratively discuss Florida Standard lessons, through CLTs in ELA, Math, Science and Civics Framework and Guidelines and work on lesson designs with reflective feed back.

PD Opportunity 1

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

Facilitator

Department Chairs and Administration

Participants

All Staff

Schedule

Weekly, from 8/14/2017 to 5/25/2018

G1.B3 Instructional walks demonstrated teachers use of low impact cooperative learning and student engagement.

G1.B3.S1 Professional development in differentiation strategies. Teachers will also be provided with opportunities to attend KAGAN engagement professional development.

PD Opportunity 1

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

Facilitator

Heather Padgett, Amy Laws

Participants

All Staff

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

G1.B4 One third of the teaching staff is new to school and/or district.

G1.B4.S1 Provide new teachers and teachers with support by offering them mentors and buddies to assist them with their daily instructional questions and school specific questions. New Teacher will also be supported by the leadership team and New Teacher Liaison.

PD Opportunity 1

New Teacher meetings and classroom coaching

Facilitator

Coli Escher, Amy Laws

Participants

New Teachers

Schedule

Monthly, from 8/16/2017 to 5/25/2018

G1.B5 Lack of feedback and monitoring of learning for students.

G1.B5.S1 Feedback and Monitoring Professional Development

PD Opportunity 1

Providing effective feedback and monitoring Professional Development

Facilitator

District Professional Development Coaches

Participants

All staff

Schedule

Monthly, from 8/30/2017 to 5/25/2018

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	Differentiation Professional Development				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Murray Middle School	Other		\$3,500.00
			<i>Notes: grant funded through the Martin County Education Foundation</i>			
2	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, learning goals and scales, and reflect on results				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			\$0.00
			<i>Notes: None needed</i>			
3	G1.B3.S1.A1	Professional Development will be available for staff and Instructional Coach will work with each CLT.				\$4,421.40
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0081 - Murray Middle School	Other		\$4,421.40
			<i>Notes: Teacher resources were purchased to assist in the collective inquiry process for each Collaborative Learning Team.</i>			
4	G1.B3.S1.A2	The MTSS team will collaboratively create a list of interventions to assist the teachers with strategies.				\$0.00
5	G1.B4.S1.A1	New Teacher meetings and classroom coaching				\$0.00
6	G1.B5.S1.A1	Providing effective feedback and monitoring Professional Development				\$0.00
7	G1.B6.S1.A1	Collaborative Learning Team (CLT) Meetings				\$0.00
					Total:	\$7,921.40