

St. Johns County School District

R J Murray Middle School



2018-19 Schoolwide Improvement Plan

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R J Murray Middle School

150 N HOLMES BLVD, St Augustine, FL 32084

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The R.J. Murray Middle School community is committed to educate, inspire, and empower the leaders of tomorrow through knowledge, creativity, and caring.

Collective Commitments

1. I will build positive, caring relationships with my students and collaborative team.
2. I will develop healthy relationships with our parents and community.
3. I will teach the essential learning's of our agreed upon curriculum unit by unit.
4. I will monitor each student's learning on an ongoing basis through classroom and team-developed formative assessments.
5. I will seek out the most promising practices to support student learning.

Provide the school's vision statement.

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

- Improve academic preparedness and performance of students at Murray Middle School for post-secondary education.
- Increase high school graduation rates and promote student enrollment in institutions of higher learning.
- Increase awareness and participation among students and parents in programs and activities that support an understanding of post-secondary enrollment requirements, funding options, and opportunities.
- Increase scholarship opportunities for the high school graduates, as supported by collaborations with the local colleges, city and community agencies, and school district.
- Align school-wide instruction at Murray Middle School to college entrance expectations for students in middle grades.
- Align all college readiness initiatives into one school-wide initiative to prepare all students attending Murray Middle for post-secondary instruction and the workforce.

School Leadership Team

Membership

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

Name	Title
Mander, Abbey	Assistant Principal
Schwarm, Tom	Principal
Hinds, Laura	Instructional Coach
Messenger, Cynthia	Other

Duties

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

Principal – Tom Schwarm The principal ensures that all staff comply with the district-wide school site standards.

Assistant Principal/LEA - Abbey Mander

Instructional Literacy Coach - Laura Hinds

Testing and Data Coordinator- Cynthia Messenger

MTSS Facilitator - Vanessa Mayor

Guidance Counselor - Carly Gordon

School Psychologist - Christine Romanello

Behavior Specialist -Elizabeth Dailey

Mental Health Counselor- Will Butler

Speech/Language Pathologist -Peggy Larson

Early Warning Systems

Year 2017-18

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	30	37	46	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	18	19	51	0	0	0	0	88
Course failure in ELA or Math	0	0	0	0	0	0	12	8	14	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	0	0	0	59	98	78	0	0	0	0	235

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	26	35	51	0	0	0	0	112	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	2	3	0	0	0	0	6

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

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	32	29	32	0	0	0	0	93	
One or more suspensions	0	0	0	0	0	0	23	38	27	0	0	0	0	88	
Course failure in ELA or Math	0	0	0	0	0	0	60	10	8	0	0	0	0	78	
Level 1 on statewide assessment	0	0	0	0	0	0	67	85	57	0	0	0	0	209	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	44	36	26	0	0	0	0	106	

Year 2016-17 - Updated

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	32	29	32	0	0	0	0	93	
One or more suspensions	0	0	0	0	0	0	23	38	27	0	0	0	0	88	
Course failure in ELA or Math	0	0	0	0	0	0	60	10	8	0	0	0	0	78	
Level 1 on statewide assessment	0	0	0	0	0	0	67	85	57	0	0	0	0	209	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	44	36	26	0	0	0	0	106	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Bottom Quartile Math; it is a trend for the last 2 years.

Which data component showed the greatest decline from prior year?

Overall Math achievement

Which data component had the biggest gap when compared to the state average?

The data component with biggest gap is the lowest 25% in Math with a difference of 17%

Which data component showed the most improvement? Is this a trend?

Both ELA learning gains and achievement showed the most improvement. Yes, this is a trend.

Describe the actions or changes that led to the improvement in this area.

Implementation of iReady diagnostic and use of Reading Plus. Reading Plus was incentivized heavily. Also use of 45 minutes a week of iReady curriculum implementation. ELA classes were cotaught with reading teachers.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	69%	53%	61%	70%	52%
ELA Learning Gains	56%	57%	54%	60%	61%	53%
ELA Lowest 25th Percentile	43%	45%	47%	52%	51%	45%
Math Achievement	55%	76%	58%	63%	76%	55%
Math Learning Gains	48%	66%	57%	56%	68%	55%
Math Lowest 25th Percentile	34%	58%	51%	45%	59%	47%
Science Achievement	59%	73%	52%	60%	74%	50%
Social Studies Achievement	75%	87%	72%	76%	88%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	30 (32)	37 (29)	46 (32)	113 (93)
One or more suspensions	18 (23)	19 (38)	51 (27)	88 (88)
Course failure in ELA or Math	12 (60)	8 (10)	14 (8)	34 (78)
Level 1 on statewide assessment	59 (67)	98 (85)	78 (57)	235 (209)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	58%	71%	-13%	52%	6%
	2017	53%	73%	-20%	52%	1%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	56%	70%	-14%	51%	5%
	2017	61%	74%	-13%	52%	9%
Same Grade Comparison		-5%				
Cohort Comparison		3%				
08	2018	64%	76%	-12%	58%	6%
	2017	64%	74%	-10%	55%	9%
Same Grade Comparison		0%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	49%	73%	-24%	52%	-3%
	2017	51%	73%	-22%	51%	0%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	53%	80%	-27%	54%	-1%
	2017	62%	80%	-18%	53%	9%
Same Grade Comparison		-9%				
Cohort Comparison		2%				
08	2018	30%	73%	-43%	45%	-15%
	2017	45%	75%	-30%	46%	-1%
Same Grade Comparison		-15%				
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	59%	75%	-16%	50%	9%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	84%	-84%	65%	-65%
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	89%	-15%	71%	3%
2017	75%	90%	-15%	69%	6%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	79%	14%	62%	31%
2017	99%	78%	21%	60%	39%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	77%	23%	56%	44%
2017	98%	78%	20%	53%	45%
Compare		2%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	38	41	14	29	27	23	36			
ASN	100			90							
BLK	30	42	38	29	34	21	20	55	54		
HSP	54	50	30	52	52	29	50	61	71		
MUL	75	86		65	38			91			
WHT	67	59	48	62	52	46	72	83	71		
FRL	47	53	42	43	41	29	45	68	58		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	39	38	18	32	30	16	39			
ASN	75	73		92	55						
BLK	22	43	43	27	30	19	16	53	50		
HSP	47	42	46	59	54	38	31	85	75		
MUL	74	57		66	62		77				
WHT	66	56	43	69	55	48	66	75	75		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	38	43	39	43	40	30	42	60	57		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Bottom Quartile in Math

Rationale 34% of our bottom quartile made gains this is 17% below district average.

Intended Outcome 54% of the students in the bottom quartile make learning gains

Point Person Tom Schwarm (tom.schwarm@stjohns.k12.fl.us)

Action Step

Description All Bottom quartile will be monitored with iReady and using iReady curriculum along with the Go Math Curriculum
All level 1's and 2's are in an intensive math course with aprox. 4-6 students.
CAST team assistance will used in our Intensive Math PLC's

Person Responsible Tom Schwarm (tom.schwarm@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description The Administration team will review iReady data and use to plan within the PLC

Person Responsible Cynthia Messenger (cynthia.messenger@stjohns.k12.fl.us)

Activity #2	
Title	Bottom Quartile in ELA
Rationale	43% of bottom quartile students made gains. This is 4% below district average. And well below district goal of 50%.
Intended Outcome	To increase learning gains to 45% of the bottom quartile.
Point Person	Laura Hinds (laura.hinds@stjohns.k12.fl.us)
Action Step	
Description	All Bottom quartile will be monitored with iReady and using iReady curriculum along with the Standards Curriculum. All level 1's and 2's are in an intensive reading course with aprox. 10 students. CAST team assistance will used in our Intensive Reading PLC's
Person Responsible	Laura Hinds (laura.hinds@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The Administration team will review iready data and use to plan within the PLC's
Person Responsible	Abbey Mander (abbey.mander@stjohns.k12.fl.us)
Activity #3	
Title	Attendance
Rationale	Over 100 students are not in class at least 90% of the time. Learning takes place when students are in the classroom.
Intended Outcome	To decrease the number of absences by 25% (i.e attending class at least 90% of the time.)
Point Person	Anthony Robinson (anthony.robinson@stjohns.k12.fl.us)
Action Step	
Description	The RTI/MTSS team will identify the students who are not attending at least 90% of class time The RTi/MTSS team will increase the awareness of students who are in chronically absent; ensure teachers are taking proper attendance. Work with students and PBIS team to determine a positive incentive for chronically absent students for good attendance.
Person Responsible	Anthony Robinson (anthony.robinson@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The Dean and in his absence, the computer operator, will pull attendance reports to monitor weekly. This will be brought to the MTSS team.
Person Responsible	Anthony Robinson (anthony.robinson@stjohns.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See Title I Parent Involvement Plan

PFEF Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

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

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

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

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

Title I, Part A - R.J. Murray Middle School is a Title I school-wide model due to 68% poverty rate. This federal program under the direction of district Title I administration. All compliance measures are implemented and documented through the Title I Work Papers and the St. Johns County School District County Administration.

Title I, Part C - Migrant Liaison provides services and support to students and parents. Coordinates with Title I to ensure student needs are met. These services are provided and monitored by SJCSD Federal Programs in conjunction administration.

Title II - Title II funds will support Professional Development for the 2018-2019 school year.

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

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

Supplemental Academic Instruction (SAI) - R.J. Murray Middle School will utilize the projected SAI funds through the use of targeted intervention materials (Iready, APEX) during and after the school day to work with our Tier 2 and Tier 3 students as identified through iReady and formative and summative assessments provided by teachers. SAI funds will also be used to fund a tutor for tier 2 and tier 3 interventions. Students will be identified through summative CIM assessments and formative state and county benchmark tests. The lowest 25% in reading, math and behavior will be targeted for this extended learning opportunity. SAI funds provide 100% reading position to work with our low 25% in reading.

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

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

The AVID Program at MMS is prevalent in each grade level and its students demonstrate leadership throughout the school. AVID initiates a school-wide College Week in the Fall in which a college-ready climate is established and maintained throughout the year, as students and faculty decorate classroom doors and bulletin boards. Additionally in the Fall, AVID students research the universities of their choice, and hold a College Fair in which AVID students present their findings to all MMS students in a "gallery walk" format. Furthermore, AVID students take multiple field trips to area colleges and universities, and also maintain positive partnerships with Flagler College CROP (College Reach Out Program), and FCTC (First Coast Technical College) in which various diverse careers are explored in the Spring. In eighth grade social studies classes and AVID, students participate in career exploration activities.