

Charlotte County Public Schools

Murdock Middle School



2018-19 Schoolwide Improvement Plan

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Murdock Middle School

17325 MARINER WAY, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/mms>**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	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

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

School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

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.

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

Provide the school's vision statement.

Mariners are Respectful, Responsible, and Ready to Learn.

School Leadership Team

Membership

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

Name	Title
Welton, Lyman	Principal
Jenkins, Deshon	Assistant Principal
Young, Christine	Assistant Principal

Duties

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

The principal, Lyman Welton, establishes clearly defined roles and expectations for the MUM leadership team. The Assistant Principals are assigned to a specific 1) grade level, 2) academic department, and 3) areas critical to the functioning of the school. Mr. Welton communicates the school's vision and mission to all stakeholders. He functions as the school's primary spokes person. He establishes high, clearly defined, measurable expectations. He models open communication and a willingness to speak frankly about both success and failure. Mr. Welton creates a highly collaborative atmosphere where the sharing of ideas is encouraged. He personally evaluates the performance of all first year teachers as well several other staff members. He is the Computer Department Administrative leader. He is the school's liaison to the District Leadership Team. He oversees the school's budget, makes final decisions regarding facility usage, teacher assignments, and master scheduling. Mr. Welton serves as a co-chair on PPC.

Christine Young is the 8th grade administrator. She is the Administrative leader of the Math, English and Language Arts and Science Departments. Mrs. Young oversees enrollment and completion of courses in Edgenuity and Charlotte Virtual School (Spanish 1). Mrs. Young is responsible for co-creating the Master Schedule. She establishes all standardized testing schedules and coordinates the use of computers to meet online testing requirements. She co-creates and maintains the school testing calendar. She monitors the frequency and accuracy of teacher record keeping in the areas of grading and attendance. Mrs. Young is the ELL/WIDA Administrator overseeing all testing of ELL students. She facilitates Professional Development initiatives throughout the year. She co-writes the School Improvement Plan with Mr. Welton.

Deshon Jenkins is the 7th grade administrator. He is the Administrative leader of the Social Studies Department and Exploratories. Mr. Jenkins oversees all issues related to school safety. He schedules

and

conducts fire, tornado, and code red/active shooter drills. He supervises and evaluates all custodial staff. He

coordinates the scheduling of building maintenance and repairs and ensures proper upkeep of the campus grounds. He is the administrative sponsor of our school's PBS(Positive Behavior Support) team. Mr. Jenkins is also the School's Athletic Director. He assigns and oversees all coaches, publishes academic and behavior requirements for all players and monitors compliance with District Guidelines for Middle School Athletes. He maintains all records pertaining to school athletics. Mr. Jenkins also oversees all school activities including clubs & intramural sports. Mr. Jenkins serves as the administrative representative to the District ESE department and meets regularly with the schools staffing specialist, ESE teachers, students and families.

Tim Gretzler is the Dean of Students and 6th grade administrator. Mr. Gretzler is responsible for all school discipline and works collaboratively with Mr. Jenkins on matters of school safety. He is responsible for managing student arrival by bus in the am. This duty includes the coordination of bus safety drills. He manages the parent pick up procedures during dismissal in the afternoon. He also serves as the schools's Athletic Director overseeing all sports teams. He is responsible for the managing student behavior in the cafe during all lunches. This includes seating assignments and facilitating staff duty assignments during lunches. He works closely with Mr. Jenkins to plan an exicute facility related issues during any special events on campus.

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	22	37	29	0	0	0	0	88	
One or more suspensions	0	0	0	0	0	0	23	39	48	0	0	0	0	110	
Course failure in ELA or Math	0	0	0	0	0	0	8	36	5	0	0	0	0	49	
Level 1 on statewide assessment	0	0	0	0	0	0	49	82	66	0	0	0	0	197	
	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	21	34	29	0	0	0	0	84	

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	6	2	0	0	0	0	9	
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	15	18	0	0	0	0	34	

Date this data was collected

Monday 8/20/2018

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	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

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	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

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?

The data component of lowest performance is math achievement, this is not a trend.

Which data component showed the greatest decline from prior year?

The data components of greatest decline are science and math achievement. Both experienced a 4% decline.

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

With 14% gap between state and school achievement, the data component with the biggest gap is math achievement.

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

The data component of Lowest 25% in Math showed the most improvement, this is not a trend.

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

Actions Taken: after school tutoring, iReady resources from the teacher toolbox used during instruction, students which showed the most gain were assigned to classrooms with teachers who have demonstrated performance as highly effective

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	47%	54%	53%	47%	49%	52%
ELA Learning Gains	56%	55%	54%	52%	51%	53%
ELA Lowest 25th Percentile	46%	48%	47%	42%	41%	45%
Math Achievement	45%	59%	58%	52%	59%	55%
Math Learning Gains	51%	57%	57%	57%	61%	55%
Math Lowest 25th Percentile	49%	53%	51%	48%	48%	47%
Science Achievement	50%	57%	52%	48%	49%	50%
Social Studies Achievement	74%	80%	72%	63%	72%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	22 (12)	37 (28)	29 (28)	88 (68)
One or more suspensions	23 (30)	39 (61)	48 (52)	110 (143)
Course failure in ELA or Math	8 (23)	36 (70)	5 (24)	49 (117)
Level 1 on statewide assessment	49 (57)	82 (100)	66 (70)	197 (227)
	0 (0)	0 (0)	0 (0)	0 (0)

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	35%	48%	-13%	52%	-17%
	2017	52%	52%	0%	52%	0%
Same Grade Comparison		-17%				
Cohort Comparison						
07	2018	49%	51%	-2%	51%	-2%
	2017	36%	45%	-9%	52%	-16%
Same Grade Comparison		13%				
Cohort Comparison		-3%				
08	2018	55%	57%	-2%	58%	-3%
	2017	54%	52%	2%	55%	-1%
Same Grade Comparison		1%				
Cohort Comparison		19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	30%	46%	-16%	52%	-22%
	2017	45%	51%	-6%	51%	-6%
Same Grade Comparison		-15%				
Cohort Comparison						
07	2018	58%	64%	-6%	54%	4%
	2017	42%	57%	-15%	53%	-11%
Same Grade Comparison		16%				
Cohort Comparison		13%				
08	2018	28%	45%	-17%	45%	-17%
	2017	41%	49%	-8%	46%	-5%
Same Grade Comparison		-13%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	49%	53%	-4%	50%	-1%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	72%	78%	-6%	71%	1%
2017	70%	75%	-5%	69%	1%
Compare		2%			
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	70%	72%	-2%	62%	8%
2017	90%	59%	31%	60%	30%
Compare		-20%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

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	16	49	54	15	41	47	23	37			
ELL	20	55		10	45						
BLK	40	59	62	38	42	41	50	73			
HSP	43	52	38	41	50	42	39	73	53		
MUL	49	55		46	45		80	82			
WHT	48	56	45	46	53	57	51	73	67		
FRL	42	55	46	37	49	52	41	69	52		
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	15	29	27	19	35	29	20	48			
ELL	23	29	20	36	50						
BLK	36	38	23	29	42	40	46	65	71		
HSP	51	51	29	54	55	48	50	74	85		
MUL	37	50	40	47	53	25	47	67			
WHT	48	50	39	50	49	36	57	75	61		
FRL	38	41	32	38	45	36	43	65	41		

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 Math L25 Learning Gains

Rationale Demonstrated performance in math achievement is correlated to successful high school completion. Additionally, increasing achievement for students who are performing in the lowest 25% in math positively impacts both math learning gains and overall math achievement.

Intended Outcome Learning Gains in mathematics for the lowest 25% of student scores will increase by 3%.

Point Person Lyman Welton (lyman.welton@yourcharlotteschools.net)

Action Step

Description

1. Created master schedule based on student achievement and demonstrated teacher performance
2. Included additional math intensive sections (one at 6th grade, one at 7th, and one at 8th grade)
3. USA Test Prep materials will be used to supplement instruction and provide opportunities for remediation

Person Responsible Lyman Welton (lyman.welton@yourcharlotteschools.net)

Plan to Monitor Effectiveness

Description

1. Use of BOY/MOY data to inform instruction
2. Lesson plan review for alignment, rigor and differentiation
3. Frequent classroom walk-through with feedback

Person Responsible Lyman Welton (lyman.welton@yourcharlotteschools.net)

Activity #2	
Title	ELA L25 Achievement Gains
Rationale	Student learning gains in ELA/Reading across all reading levels supports academic growth in every curricular subject area. Additionally, increasing achievement for students who are performing in the lowest 25% in ELA increases the potential for their achieving passing grades in their core subjects. Students moving from failing grades to passing greatly increases the likelihood that the student will progress from grade to grade at the appropriate age and lead to graduation. impacts the students both ELA learning gains and overall accademic achievement.
Intended Outcome	Learning Gains in ELA for the lowest 25% of student scores will increase by 3%.
Point Person	Christine Young (christine.young@yourcharlotteschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Created master schedule based on student achievement and demonstrated teacher performance 2. Included additional reading intensive sections 3. iReady teacher toolbox materials will be used to supplement instruction 4.A teacher will be supported in earning a Micro-Credential for the Unit Organizer. They will then use the Strategic Instruction Model to improve instruction.
	A teacher will be supported in earning a Micro-Credential for the Unit Organizer.
Person Responsible	Christine Young (christine.young@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Use of BOY/MOY data to inform instruction 2. Lesson plan review for alignment, rigor and differentiation 3. Frequent classroom walk-through with feedback
Person Responsible	Christine Young (christine.young@yourcharlotteschools.net)

Activity #3	
Title	Reducing Achievement Gap for FRL in ELA
Rationale	This area of focus has the potential to impact the largest subgroup at MMS (%) in the area of ELA achievement.
Intended Outcome	ELA Achievement for students identified as receiving Free and Reduced Lunch will increase by 3%.
Point Person	Christine Young (christine.young@yourcharlotteschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Literacy Council - school wide activities 2. Use of Title 1 funds to increase parent involvement (students read to parents) 3. Strategic data review for students who are FRL to identify individualized supports (MTSS/RTI) 4. Reading Intensive including Language Live section 5. Targeted after school tutoring or other program 6. A teacher will be supported in earning a Micro-Credential for the Unit Organizer. They will then use the Strategic Instruction Model to improve instruction.
Person Responsible	Christine Young (christine.young@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Use of BOY/MOY data to inform instruction 2. Lesson plan review for alignment, rigor and differentiation 3. Frequent classroom walk-through with feedback
Person Responsible	Christine Young (christine.young@yourcharlotteschools.net)

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.

The school uses a multi-facet approach to reach out to our families. Opportunities are provided by the school to forge a partnership with our parents through effective communication tool. It includes the following:

- Minimum of two automated telephone calls a month to announce activities, deadlines, and school information.
- The school's web page is updated weekly with key dates for academic/athletic/student social events as well dates for our Parent Teacher Organization and School Advisory Council Meeting dates.
- The school utilizes a Twitter Handle the Remind App when important announcements/information is updated.
- Teachers are encourage to use the Focus program to provide an opportunity for parents and students

to have access to their class schedule, academic assignments, and updates.

- Parents and students are encouraged to access the FOCUS Parent Portal daily which provides live updates on grades, attendance, discipline, etc. School adopted Grade Input standard where teachers are expected to have minimum number of grades entered into system by certain deadline (i.e. two grades within first two weeks of quarter, 4 grades by Progress Reports, 9 grades by end of quarter)
- Opportunities for parents and families to participate on campus each month to include; Pizza with the Principals, PTO and SAC meetings, and monthly after school activities for parents and students.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

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 runs through Social Worker.
- Shoe/Clothing Distribution - distribution by guidance and the Social Worker
- 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.

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 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, Murdock Middle has an Open House; students pick up their classroom schedules.

-Schedules are built based on curricular/social performances and needs. 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.

Students may 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 Liaison 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 (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.

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.

Mr. DeShon Jenkins (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. Mr. Jenkins also oversees monthly Parent Teacher Organization (PTO), Support Staff PPC (SPPC) meetings, and co-chairs the Parental Involvement Partnership Team (PIPT) with Instructional Coach. Provides periodic updates to school site PPC.

Mr. Christine Young (AP) supervises our professional development activities either on or off our school site with the assistance of Instructional Coach Debra Garlick. She establishes an electronic log of the school and district-wide inservice activities and monitors the needs of the staff and required professional development activities.

She 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.

Mr. Lyman Welton (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 presents monthly at School Advisory Committee the academic, discipline, and attendance trends that are developing at the school site. Oversees Department Meeting PLC which focuses 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.

Mr. Tim Gretzler is tasked with overseeing school discipline and safety as the Dean of Students.

Program Planners meet monthly with administration to discuss, review, and update progress regarding curriculum standards. Discussions revolve around technology components for assessments/testing and feedback from Program Planners discussing diagnostic data results (iReady). This process allows a snapshot of academic progress of all students and focuses in on areas of need.

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

In 2018-2019 offering an 8th Grade Career Day will be explored. This will emphasize connections to local businesses.

Students enrolled in the TAG/Gifted program are offered the opportunity to complete Spanish 1 while in 8th Grade.

Efforts are made to increase awareness of collegiate opportunities by; signs on teacher's doors, college pennants displayed in the cafeteria and dialogue about the connection between coursework and college.

Part V: Budget

Total:

\$212,634.40