

Charlotte County Public Schools

# Murdock Middle School



## 2019-20 Schoolwide Improvement Plan

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**Murdock Middle School**

17325 MARINER WAY, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/mms>**Demographics****Principal: Lyman Welton**

Start Date for this Principal: 7/18/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: B (54%) 2016-17: C (51%) 2015-16: C (53%) 2014-15: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Charlotte County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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<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 a statement of the work we undertake daily to accomplish our vision.

Murdock is a Title 1 Sixth-Eighth grade middle school located in the heart of Charlotte County. While we have many tasks, we have but a single Mission, and that is the education of our students. We believe this worthy goal is best achieved through instructional excellence within the context of positive relationships. If either of these two factors is missing or sub-par then our students education will be lacking and we as educators will have failed to achieve our goals. Murdock Middle School Administration, Faculty and Staff are devoted to improving the lives of students through the power of education.

#### **Provide the school's vision statement.**

Our Vision is a statement of what we aspire to accomplish.

Our hope, our purpose, is that we, the Administration, Faculty and Staff of Murdock Middle School, through the power of education and mentorship, will see our students become better people, have better lives, and create a better world.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Welton, Lyman	Principal	Mr. Welton is committed to the well being and growth of all Mariners. He establishes and communicates Murdock Middle's Vision and Mission statements. He anchors these statements in a set of core values. He assigns administrative, instructional and staff roles, responsibilities and expectations. He creates the SIP and provides oversight for it's execution.
Jenkins, Deshon	Assistant Principal	Mr. Jenkins (deshon.jenkins@yourcharlotteschools.net) is an enthusiastic educational leader committed to increasing opportunities for all our students. Mr. Jenkins is responsible for developing a dynamic learning environment in our self-contained classrooms, inspiring student involvement in a diversified array of extra-curricular activities including sports, dance, band, academic and social clubs. He is committed to fostering positive relationship with all students. This year he is embarking on a plan to improve the facilities at Murdock. Making it a place where students, staff and community experience a sense of pride and belonging when they step on our campus.
Young, Christine	Assistant Principal	Dr. Young (christine.young@yourcharlotteschools.net) is a talented educator with a deep commitment to seeing all our students experience the excitement and personal pride that comes from meaningful learning. Dr. Young's immense passion for student learning is seen in her unusual ability to inspire even the most resistant student to engage in their own learning. She demonstrates and exceptional understanding of the relationship between student learning and excellent teaching. She is responsible for creating a professional development plan for our instructional staff. She is superb at monitoring all the critical details associated with lesson planning, grading and testing, both at the school and state level.

## Early Warning Systems

### Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	242	214	223	0	0	0	0	679
Attendance below 90 percent	0	0	0	0	0	0	27	22	35	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	49	65	75	0	0	0	0	189
Course failure in ELA or Math	0	0	0	0	0	0	8	43	26	0	0	0	0	77
Level 1 on statewide assessment	0	0	0	0	0	0	85	86	81	0	0	0	0	252
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	28	30	47	0	0	0	0	105

**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	11	16	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4

**FTE units allocated to school (total number of teacher units)**

35

**Date this data was collected or last updated**

Thursday 7/18/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	21	34	29	0	0	0	0	84

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	21	34	29	0	0	0	0	84

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	54%	54%	47%	50%	52%
ELA Learning Gains	55%	53%	54%	49%	52%	54%
ELA Lowest 25th Percentile	48%	46%	47%	35%	42%	44%
Math Achievement	47%	63%	58%	48%	59%	56%
Math Learning Gains	47%	61%	57%	49%	58%	57%
Math Lowest 25th Percentile	36%	50%	51%	37%	46%	50%
Science Achievement	58%	59%	51%	54%	54%	50%
Social Studies Achievement	68%	78%	72%	73%	78%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	242 (0)	214 (0)	223 (0)	679 (0)
Attendance below 90 percent	27 (22)	22 (37)	35 (29)	84 (88)
One or more suspensions	49 (23)	65 (39)	75 (48)	189 (110)
Course failure in ELA or Math	8 (8)	43 (36)	26 (5)	77 (49)
Level 1 on statewide assessment	85 (49)	86 (82)	81 (66)	252 (197)
	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.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	50%	49%	1%	54%	-4%
	2018	35%	48%	-13%	52%	-17%
Same Grade Comparison		15%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	37%	46%	-9%	52%	-15%
	2018	49%	51%	-2%	51%	-2%
Same Grade Comparison		-12%				
Cohort Comparison		2%				
08	2019	56%	56%	0%	56%	0%
	2018	55%	57%	-2%	58%	-3%
Same Grade Comparison		1%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	30%	51%	-21%	55%	-25%
	2018	30%	46%	-16%	52%	-22%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	52%	62%	-10%	54%	-2%
	2018	58%	64%	-6%	54%	4%
Same Grade Comparison		-6%				
Cohort Comparison		22%				
08	2019	35%	47%	-12%	46%	-11%
	2018	28%	45%	-17%	45%	-17%
Same Grade Comparison		7%				
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	55%	55%	0%	48%	7%
	2018	49%	53%	-4%	50%	-1%
Same Grade Comparison		6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	78%	-11%	71%	-4%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	72%	78%	-6%	71%	1%
Compare		-5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	64%	36%	61%	39%
2018	70%	72%	-2%	62%	8%
Compare		30%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

## Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	24	43	42	19	38	37	21	42			
ELL	33	57	60	6	30	50					
BLK	46	56	52	32	47	48	50	48	13		
HSP	45	64	61	42	47	38	64	76	50		
MUL	56	55	54	44	50	64	75	73	30		
WHT	51	52	41	51	47	29	56	69	57		
FRL	46	54	47	41	44	38	54	62	42		
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		

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Math Lowest 25% Learning Gains was the data component showing the lowest performance. Across the three grade levels our lowest 25% declined by 13 percentage points. The data shows that this decline was most dramatic in 6th grade. Of our 6th grade math students within the lowest 25%, only 10.5% demonstrated learning gains. Thirty-eight percent of our ESE math students dropped one or more levels. Only 36.5% of our 8th grade students within the lowest 25% in math showed growth. Contributing factors; a former elementary teacher moved up to middle school and taught 6th grade for the first time, a second 6th grade math teacher had multiple preps. Monitoring classroom achievement with student grades did not reflect a potential decline. In other words students were passing the course and exams which lead to the perception that they were learning the math standards for their grade level.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The Middle School Acceleration component showed the single greatest decline dropping 14 percentage points from 64% to 50%. This decline is traced directly to our failure to accurately input the Industry Certification data. Students that earned Industry Certification were not counted because the data was not entered onto the students schedules properly. The data was entered into focus accurately and on time but not in the correct location. This error resulted in the State of Florida not being able to see the student's certifications.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The greatest gap between our scores and the State Average is found in 6th grade Math Achievement. The State average in Math 6 is 55% and ours is 30%, this is a difference of 25 percentage points. We had a new instructor teaching 6th grade math and a second teacher had multiple preps. Student grades did not reflect a decline in performance.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Science demonstrated a gain in percentage points from 50% to 58% of students earning a 3 or higher. We provided support materials to science teacher, offered PD and encouraged collaboration within the department.

Students passing Algebra 1 jumped from 70% to 100%, a 30% increase. In addition to an increase in performance in Algebra, we increased the number of students taking Algebra 1 by 45% increasing from 44 to 64. We added a section of Algebra 1 and moved all sections to a single teacher, experienced in the curriculum.

Our 6th grade students scoring a 3 or higher in ELA improved from 30% to 55%. We hired a new ELA teacher with a background in ESE education and provided her with ongoing support throughout the year. We changed instructors in Reading intensive classrooms.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

An on-going concern is a student attendance. After reviewing individual student data, there is a direct correlation between school attendance and performance both at school and on state assessments.

We continue to utilize our school social worker and MTSS team to identify strategies to improve the attendance of students.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Improve student learning gains and achievement in math.
2. Increase acceleration points in both Algebra 1 and Industry Certifications.
3. Improve the learning gains and achievement in Math and ELA for students identified as ESE.
4. Improve the learning gains and achievement in Math and ELA for students identified as English Language Learners.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

#1	
<b>Title</b>	Math Lowest 25% Learning Gains
<b>Rationale</b>	Our students with Math scores falling in the lowest 25% showed a steep decline in learning grades. This was particularly true in 6th and 8th grade. We will hire a 6th grade Math Coach for students to provide direct supports in the classroom. This instructor will work in a 6th grade classroom for 4 instructional periods a day and 2 intensive math periods using a co-teach model. We have hired a 2 new math teachers, one in grade 6/7 and one in grade 7/8.
<b>State the measurable outcome the school plans to achieve</b>	We expect to see our student math scores increase within the lowest 25% by 15% points in 8th grade, 20% points in sixth grade and maintain in 7th grade.
<b>Person responsible for monitoring outcome</b>	Christine Young (christine.young@yourcharlotteschools.net)
<b>Evidence-based Strategy</b>	The math department as a whole will participate in activities designed to align the intended, taught and assessed curriculum. Math teachers will participate in a cycle of instructional feedback with a peer from the department. The math department meetings will focus on evaluation of data collected in the classroom and identification of intervention strategies. Two sections of intensive math will be offered at 6th grade with two teachers available to provide interventions and assistance. A subscription for IXL Math will be purchased for students in intensive math classrooms to use in addition to an intervention class.
<b>Rationale for Evidence-based Strategy</b>	Research demonstrates that improved instruction and aligned assessments focused on clear standards results in student learning gains.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hire or place an additional instructor in the 6th grade math department, working directly with students</li> <li>2. Provide PD on aligning the intended, taught and assessed curriculum (department data day and department data chats throughout the year)</li> <li>3. Pair the new math instructors with strong mentors and provide opportunity to observe and provide feedback</li> <li>4. Math department meetings will focus on the evaluation of classroom data</li> <li>5. Purchase IXL Math licenses for students enrolled in Intensive Math or receiving math instruction in an ESE setting.</li> </ol>
<b>Person Responsible</b>	Christine Young (christine.young@yourcharlotteschools.net)

#2	
<b>Title</b>	Increase Middle School Acceleration Points
<b>Rationale</b>	Single biggest point drop within a component was in Middle School acceleration.
<b>State the measurable outcome the school plans to achieve</b>	Middle School Acceleration points will increase by 10 percentage points
<b>Person responsible for monitoring outcome</b>	Lyman Welton (lyman.welton@yourcharlotteschools.net)
<b>Evidence-based Strategy</b>	<p>Focused instruction on Industry Certifications leads to students obtaining Industry Certifications. Principal, teachers, data entry and district personnel will monitor Focus for the accurate recording of Industry Certifications.</p> <p>Using 7th grade FSA data, we will increase the number of students participating in Algebra 1 by creating four sections of Algebra. Student placement will be based on both 6th and 7th grade FSA scores in math in combination with the 7th grade ELA achievement level.</p> <p>Murdock Middle has a long history of students successful completing and earning Industry Certs.</p>
<b>Rationale for Evidence-based Strategy</b>	Last year we had success adding a third section of Algebra by ensuring all Level 4 and 5 students in 7th grade math were placed. Given this success, we will create a fourth section for students qualifying with Level 3 FSA math scores combined with evidence of grade-level reading performance.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Ensure students are correctly scheduled into Tech courses leading to industry Certifications</li> <li>2. Frequent communication between principal, teachers, data entry and district personnel</li> <li>3. Hand schedule students into four distinct sections of Algebra based on previous FSA scores; 2 sections of honors Algebra, 2 sections of standard Algebra</li> <li>4. Provide opportunity for newly hired Algebra teacher to observe and receive coaching from Algebra teacher who achieved a 100% pass rate last year.</li> </ol>
<b>Person Responsible</b>	Lyman Welton (lyman.welton@yourcharlotteschools.net)

#3	
<b>Title</b>	Increase ESE students LG and Achievement
<b>Rationale</b>	Our ESE students did not progress at a satisfactory rate and in some cases lost performance in ELA and Math.
<b>State the measurable outcome the school plans to achieve</b>	ESE students will demonstrate a 10 percentage point increase in the area of LG and a 5 percentage point gain in achievement in both ELA and math.
<b>Person responsible for monitoring outcome</b>	Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)
<b>Evidence-based Strategy</b>	<p>We will hire content certified teachers in our self contained unit and reduce the number of ESE students in any given course section in order to provide more targeted supports.</p> <p>The focus of the EBD Unit has historically been behavior over academics. In hiring content area certified personnel as a priority we hope to improve delivery of grade-level instruction.</p>
<b>Rationale for Evidence-based Strategy</b>	Our ESE push-in classes previously held high numbers of ESE students per section which limited the amount of in class supports which could be provided. By hand scheduling and limiting the numbers of ESE students by section, more intensive supports are possible.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Hand schedule ESE students into classrooms with ESE certified teachers, limiting the number in each course section.</li> <li>2. Differentiated Instruction will be delivered to meet the needs of all students</li> <li>3. Increase the number of sections in ELA and Math where ESE supports are available, decreasing the number of ESE students scheduled into a single section</li> <li>4. Within EBD implement structured Token Economy to reinforce academic progress, monitored by a Behavioral Specialist</li> <li>5. Within EBD implement behavior point system to support academic gains, monitored by a Behavioral Specialist and Administration.</li> </ol>
<b>Person Responsible</b>	Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)

#4	
<b>Title</b>	Increase ELL students LG and Achievement
<b>Rationale</b>	Our ELL students made gains in ELA but remained weak in Math. Many of the ELL students at Murdock had never participated in state testing and had little previous data to compare with or to determine growth. Every ELL student at Murdock participated in state testing, so year two will provide evidence for our newly implemented ELL supports. According to WIDA data, our ELL population experienced improvement, however performance on state assessments is still lagging.
<b>State the measurable outcome the school plans to achieve</b>	In continuing our newly adopted ELL service model, we will see continued growth in our ELL population's ELA scores by 8% and math by 5%.
<b>Person responsible for monitoring outcome</b>	Christine Young (christine.young@yourcharlotteschools.net)
<b>Evidence-based Strategy</b>	Students identified as ELL will be provided a specialized, intensive reading class for the purpose of providing differentiated supports in the areas of ELA and Math. Students who need additional supports will be eligible to receive direct supports within tested core classes. Individualized tutoring will be offered to students new to the country to assist in creating supports for the classroom.
<b>Rationale for Evidence-based Strategy</b>	We have enrolled a number of students with little to no English proficiency. Many of these students are capable of learning grade level material, but language barriers make proficiency difficult. In providing individualized supports to acquire English alongside in class supports for comprehension, our ELL students' scores on WIDA evaluations and state assessments will increase.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Purchase and implement Language Live for students with limited English proficiency who need instruction on the basics regarding English acquisition.</li> <li>2. Implement iReady with students demonstrating proficiency in English (WIDA) but who continue to need support learning to read at grade level (FSA)</li> <li>3. ELL students will be scheduled into classes in clusters to allow for in-class supports to be provided.</li> <li>4. Before and after school tutoring will be provided at no charge for ELL students new to the country/English language.</li> </ol>
<b>Person Responsible</b>	Christine Young (christine.young@yourcharlotteschools.net)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Maintain recent gains in the school climate. Increase student, staff, family and community members affinity for the school. Expand elective options, improve the appearance and functionality of the buildings and grounds, create a selection of fan gear, increase communication to a stakeholders, support after

hour activities for students and their families, support field trips.

We will build a community of Instructional Leaders focused on improving alignment, increasing rigor and applying data analysis for the purposed of improving instruction. Program planner meetings will be used to increase PP capacity to guide discussions based on data. Department meetings will be held to allow APC to attend regularly. APC will meet with all PP individually several times during the year to ensure each department has necessary resources. All new staff will be invited to observe colleagues and receive coaching if needed to ensure alignment and rigor. APC will attend district-led data day for Civics and Science 8, meeting with these PP individually to develop a follow-up plan specific to Murdock. APC will lead a data day for both the ELA and math departments focused on the alignment of the intended, taught and tested curriculum for each grade level. Sub coverage will be provided so that Algebra 1 instructors can observe, plan and share resources. During state testing of Math 8, all Algebra 1 students will participate in an Algebra boot camp led by the Algebra 1 teachers and a retired Algebra 1 teacher.

Program Planners will be expected to lead and document Department Data Chats focused on evidence that learning has occurred. The APC will coach these PP through a process of identifying, collecting and evaluating department specific data sources.

We will increase the visibility of administrators in classrooms, providing feedback for classroom instruction not attached to the evaluation system elements. The primary focus for classroom visits will be to ensure that instruction is aligned to state and district expectations and document evidence of student engagement in the learning process. The core departments (math, ELA, science and social studies) will have the opportunity to participate in Learning Walks to further identify areas of strengths and weakness.

We will continue our work of building relationships and finding opportunities for success for our most challenging students. Daily attendance, both arriving to school and remaining in all classes for the day, continues to be an area of challenge. There are limited resources at our disposal, however our School Social Worker works closely with Lutheran Family Services and other community agencies. At Murdock, our priority remains to be relationship building in an effort to guide these students to better choices.

## 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 Schoolwide Improvement Plan 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.**

We are committed to improving relationships with all Mariner stakeholders. We have begun a Communication Committee chaired by Dr. Young. The primary function of the committee is to improve the school home connection. We will be proactive in our communication with parents and community by increasing the number of newsletters produced, expanding and improving our website, adding a school newspaper produced by students, broadcasting after hour sporting events. We are creating positive brand identification by presenting a single logo on letterhead, signage and fan gear. All administrators and key support staff were provided business cards to assist parents in maintaining a connection. During assemblies and through bulletin boards in the cafeteria all students are made aware of individuals on campus to whom they can ask questions or seek assistance. Murdock has established relationships with several community organizations and continues to build these resources.

**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.**

Our students display a wide variety of social-emotional needs. The variety includes the type of need and the degree of severity. Likewise we provide a variety of intervention ranging from campus wide instruction/information to one-on-one interventions, referrals and case management. Our Tier 1 (campus wide) interventions include grade level meetings introducing all on campus personnel available to meet student social-emotional needs. This includes, guidance counselor, school social worker, nurse, SRO, security officer and administrators. This year we created a "Who you need to know" bulletin board in the Cafe with photos of our the adults holding the above positions. We provide instruction and information on social-emotional topics in the classroom setting. Topics range from bullying, drug and alcohol prevention, suicide, and safety awareness. We added a Wellness course to our 8th grade curriculum. Each week the MTSS Team meets to review student data to identify students at risk, plan interventions, and identify the adult responsible for the intervention and follow up. Last year we established a weekly Mental Health Committee meeting. The principal chairs the meeting, members include Guidance Counselors, ESE Liaison, and Social Worker. Students at significant risk are assigned a case manager. Services include referrals to community resources, communication with the family, frequent follow up at school. In some cases a formal Safety Plan is established.

**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. 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. Students and parents 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" to acclimate students

- In the Spring, the HS guidance department presents to parents on High School Scheduling. HS Counselors then meet with each student individually to build a schedule for 9th grade. 8th grade TAG students have the opportunity to participate in the PSAT and receive assistance in college prep. 8th grade students are invited to be "Pirate for a Day" to tour the HS campus while school is in session.

**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. Welton oversees the assistant principals as a "check/balance" method and provides support/feedback when needed. He oversees all funding sources, reviews student assessment data and shares with assistant principals, program planners, PPC, and the collaborative partnership group. He presents monthly at SAC the academic, discipline, and attendance trends at the school. Oversees monitoring of the School Improvement Plan.

Mr. Jenkins oversees all school discipline, safety and facilities management. Mr. Jenkins also oversees the management of the EBD Unit housed at Murdock. Along with our Title 1 Family Coordinator, Mr. Jenkins also oversees the monthly Parent Teacher Organization (PTO) and activities provided after school hours for parents and students.

Dr. Young supervises our PD activities, establishes an electronic log of the school and district-wide in-service activities and monitors the needs of the staff and required professional development activities. She oversees the testing/assessment scheduling for progress monitoring, IT Certification and all required state testing. With program planners, she will attend Data Meetings for Civics and Science 8 and coordinate data meetings ELA and Math. Dr. Young reports updates on school data and progress to Mr. Welton regularly.

Math Instructional Coach is tasked with assisting Ms. Morris, a 6th grade math teacher. Sixth grade math students demonstrated the lowest learning gains in the school. Ms. Garlick and Ms. Morris will utilize the co-teach model to improve support for our lowest level math students.

Mr. Tim Gretzler serves as a part time Dean of Students and the school's Athletic Director. He will work closely with the Administrative Team to build an atmosphere that demonstrates that all Murdock Middle stakeholders have a sense of Mariner Pride

Program Planners meet monthly with administration to discuss, review, and update progress regarding curriculum standards. Monthly department meetings include discussions regarding student data and identification of strategies for improvement.

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

In 2019-2020 offering "Pirate for a Day" will be explored. This will allow all 8th grade students to tour the high school and CTC programs while school is in session, sparking interest in our students.

Students enrolled in the TAG/Gifted program are offered the opportunity to complete Spanish 1 while in 8th Grade. Students enrolled in TAG (8th) will be given the opportunity to take the PSAT and receive counseling on how to apply the experience academically.

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. All 8th grade US History classes will guide students through MyCareerShines an online opportunity to identify potential areas of career ability prior to entry into high school.