

Martin County School District

Murray Middle School



2019-20 Schoolwide Improvement Plan

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Murray Middle School

4400 SE MURRAY ST, Stuart, FL 34997

martinschools.org/o/mms

Demographics

Principal: Jeffrey Umbaugh

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (56%) 2016-17: B (56%) 2015-16: B (54%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Martin 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.

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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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	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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<https://www.floridacims.org>.

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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.

Murray Middle School is a community accountable to all stakeholders for the personal growth and academic success of all students through collaboration, respect, and a safe environment for all.

Provide the school's vision statement.

Murray is a community of successful life-long learners.

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
Laws, Amy	Principal	<ul style="list-style-type: none"> - Instructional Leader - MTSS member
Jerrells, Michele	Teacher, K-12	<ul style="list-style-type: none"> - Science department chair - New teacher mentor coordinator
Sequeira, Christine	School Counselor	<ul style="list-style-type: none"> - 7th grade team leader - MTSS coordinator
DeJames, Tami	Assistant Principal	<ul style="list-style-type: none"> - Discipline - Facilities - Activities/athletics - MTSS member
Axton, David	Assistant Principal	<ul style="list-style-type: none"> - Curriculum - Scheduling - MTSS member
Escher, Coli	Instructional Coach	<ul style="list-style-type: none"> - ELA department chair - SAC chair - MTSS member
Caswell, Anita	Teacher, K-12	<ul style="list-style-type: none"> - Related arts department chair - Public relations liaison
Hammond, Nicole	Teacher, ESE	<ul style="list-style-type: none"> - 6th grade team leader - Character Counts coordinator - MTSS member
Brown, Keith	School Counselor	<ul style="list-style-type: none"> - MTSS member
Creber, Susan	Instructional Media	<ul style="list-style-type: none"> - Media specialist - Technology chair
Stark, Kimberly	Teacher, K-12	<ul style="list-style-type: none"> - 8th grade team leader - Activities coordinator - MTSS member
Jacarusso, Cheryl	Teacher, K-12	<ul style="list-style-type: none"> - Social studies department chair - Lowest 25% monitor - Interventionist - MTSS member

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	191	212	264	0	0	0	0	667	
Attendance below 90 percent	0	0	0	0	0	0	30	38	49	0	0	0	0	117	
One or more suspensions	0	0	0	0	0	0	7	4	16	0	0	0	0	27	
Course failure in ELA or Math	0	0	0	0	0	0	2	3	4	0	0	0	0	9	
Level 1 on statewide assessment	0	0	0	0	0	0	43	50	76	0	0	0	0	169	
	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	14	15	24	0	0	0	0	53	

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	2	0	1	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	3	0	5	0	0	0	0	8	

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

45

Date this data was collected or last updated

Sunday 10/20/2019

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	28	12	21	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	10	41	32	0	0	0	0	83
Course failure in ELA or Math	0	0	0	0	0	0	0	5	4	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	67	69	73	0	0	0	0	209

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	15	26	31	0	0	0	0	72

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	27	53	55	0	0	0	0	135
One or more suspensions	0	0	0	0	0	0	45	51	50	0	0	0	0	146
Course failure in ELA or Math	0	0	0	0	0	0	5	4	1	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	0	59	78	65	0	0	0	0	202

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	31	42	45	0	0	0	0	118

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	51%	62%	54%	53%	62%	52%
ELA Learning Gains	54%	58%	54%	54%	58%	54%
ELA Lowest 25th Percentile	48%	51%	47%	42%	45%	44%
Math Achievement	67%	74%	58%	59%	71%	56%
Math Learning Gains	67%	68%	57%	63%	72%	57%
Math Lowest 25th Percentile	55%	55%	51%	58%	61%	50%
Science Achievement	50%	64%	51%	46%	57%	50%
Social Studies Achievement	94%	87%	72%	66%	75%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	191 (0)	212 (0)	264 (0)	667 (0)
Attendance below 90 percent	30 (28)	38 (12)	49 (21)	117 (61)
One or more suspensions	7 (10)	4 (41)	16 (32)	27 (83)
Course failure in ELA or Math	2 (0)	3 (5)	4 (4)	9 (9)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Level 1 on statewide assessment	43 (67)	50 (69)	76 (73)	169 (209)
	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	53%	57%	-4%	54%	-1%
	2018	53%	56%	-3%	52%	1%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	47%	53%	-6%	52%	-5%
	2018	50%	57%	-7%	51%	-1%
Same Grade Comparison		-3%				
Cohort Comparison		-6%				
08	2019	55%	62%	-7%	56%	-1%
	2018	56%	63%	-7%	58%	-2%
Same Grade Comparison		-1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	67%	64%	3%	55%	12%
	2018	58%	63%	-5%	52%	6%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	57%	60%	-3%	54%	3%
	2018	63%	65%	-2%	54%	9%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				
08	2019	55%	67%	-12%	46%	9%
	2018	43%	66%	-23%	45%	-2%
Same Grade Comparison		12%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	50%	58%	-8%	48%	2%
	2018	50%	57%	-7%	50%	0%
Same Grade Comparison		0%				
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	80%	77%	3%	71%	9%
2018	64%	79%	-15%	71%	-7%
Compare		16%			
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	98%	75%	23%	61%	37%
2018	96%	70%	26%	62%	34%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	65%	35%	57%	43%
2018	100%	61%	39%	56%	44%
Compare		0%			

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	19	40	40	31	47	41	15				

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
ELL	19	51	54	35	54	54	17		38		
BLK	33	41	41	51	54	43	19				
HSP	37	49	53	54	63	58	37		66		
MUL	57	60		57	68						
WHT	61	57	45	78	72	54	61	92	68		
FRL	38	47	48	56	63	54	37		57		
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	24	42	32	29	44	39	23	39			
ELL	18	44	47	37	46	42	15	50			
BLK	33	41	35	40	62	61	32	37			
HSP	36	45	41	50	53	45	22	64	70		
MUL	47	47		47	50						
WHT	63	59	47	71	60	42	63	68	68		
FRL	41	46	40	52	53	49	37	51	59		
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	21	36	26	22	49	46	9	28			
ELL	10	32	33	31	51	47		31			
ASN	70			80							
BLK	23	38	33	25	51	46	14	48			
HSP	38	46	35	44	56	47	23	49	32		
MUL	48	55		45	65		30				
WHT	62	59	49	69	68	68	62	75	72		
FRL	39	49	37	47	57	50	30	57	56		

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	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	9
Percent Tested	98%

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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
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	61
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	
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	65
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	50
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.

Science achievement was 50% proficient in 2019, 51% in 2018, and 46% in 2017. MMS science proficiency data has been below the district and state averages for the past 3 school years. Last year and the year prior, the science teachers in grade 8 were both new to science, and several new teachers have joined that department in the past few years, so there have been inconsistencies with staff through grades 6-8 over the past several school years. Having experienced teachers in place from the beginning of the year should have a positive impact on the proficiency results.

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

English Language Arts (ELA) showed the greatest decline from two years ago to last year, from 53% proficient in 2017 and 2018 and then 51% proficient in 2019. Last year there was turnover early in the year with one of two intensive reading teachers. A grade 6 ELA classroom was without a certified teacher for nearly 2 quarters, and a grade 7 ELA classroom was without a certified teacher for 2 full quarters. Starting the school year with certified teachers in place should allow for students to increase performance and proficiency this school year.

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.

ELA proficiency data has been below the district average for the past 3 school years. It has been even with the state average in 2018 (both 53%) and above the state average in 2017 (MMS 53%, state 52%). However, this year, the state proficiency increased (54%), and MMS ELA proficiency decreased (51%). The staffing issue mentioned in part b plays a big factor in this drop. However, implementing standards-based instruction, progress monitoring, and students' efficacy with data are all areas that need to grow among the ELA staff for MMS ELA achievement data to increase.

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

Math learning gains and achievement both increased by 8 points from 2018 to 2019. MMS has been continuing with 75 minute classes for math, whereas other subjects besides Math and ELA are all 50 minutes. There is also good ESE collaboration among the math department. School administrators made quality staffing/movement decisions to build on teachers' strengths when choosing who is scheduled to teach which levels and grades.

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

Suspensions related to classroom disruptions and student engagement are a big concern that are being addressed at MMS through PBIS, teacher-student relationships, classroom management, engagement strategies, and social-emotional learning awareness among staff and students. Another area of concern is with attendance. Encouraging students' social-emotional learning and strengthened student-teacher relationships will hopefully help motivate students to come to school more frequently when they are prone to unexcused absences.

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

1. ELA achievement and learning gains
2. Science achievement
3. Civics achievement
4. Math achievement and learning gains
5. Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. MMS has placed a new emphasis on SEL so that students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (ideas derived from www.casel.org). Our goal is to increase our awareness of this component of learning and teaching to address the needs of the whole child at MMS.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts (ELA)
Rationale	ELA scores continue to remain below the district and state average at MMS (ELA achievement of MMS 51%, MCSD 62%, state 54%). We increased by 6% (42% to 48% from 2017 and 2018 to 2019) among those in the lowest 25th percentile group.
State the measurable outcome the school plans to achieve	MMS aims to focus on the lowest 25th percentile, thereby increasing learning gains across the whole school as well. The goal is to increase the proficiency of those in the lowest 25th percentile from 48% to 53%.
Person responsible for monitoring outcome	Amy Laws (lawsa@martin.k12.fl.us)
Evidence-based Strategy	Based on Hattie's (2018) meta-analysis, the strategy of teacher clarity, with the effect size of 0.75, will be the focus of the reading and ELA department this year. Teacher clarity emphasizes learning goals, expectations, content delivery, and assessment results. Teachers will be progress monitoring proficiency of standards among ELA students. They will also collaborate with their professional learning communities to determine next steps based on the evidence.
Rationale for Evidence-based Strategy	Teachers in ELA should target standards and build students' awareness of them. They also need to slow down based on student data, when evidence shows students have not mastered a skill, to reteach intentionally, based on formative assessment data, through differentiation and small groups. The students who will be the slowest to master new standards and increase their reading comprehension of more complex texts are likely those in the lowest 25th percentile. Section 3 in the action steps indicates how the process will be better monitored. In the past, teachers have not had access to resources as streamlined as they need to focus students' attention on specific standards and monitor students' progression through mastering those standards.
Action Step	
Description	<p>1. Intensive reading and critical thinking schedules have been prioritized so that the students with the greatest reading needs have been placed in those classes first and within periods that match their specific reading difficulties. Teachers instructing extra periods of reading/critical thinking work together in professional learning communities to collaborate on strategies and plan based on data. New reading unit resources from Teengagement are used to support instruction of specific ELA standards with passages that are more tailored to the students' independent reading levels to build confidence and skills apart from frustration due to text that is too complex.</p> <p>2. MyPath is a new support tool for Tier 1 and 2 instruction. ELA, intensive reading, and critical thinking teachers use this program weekly to help fill gaps in reading instruction so that students can catch up in reading skills as they need it. Students are able to pre-test out of skills they have already mastered, thereby motivating them to try their best. Teachers monitor student work through the program and pull small groups to reinforce or reteach skills that are not mastered through the computer program. Teachers collaborate in PLCs to determine new ways to use MyPath for instruction and data collection.</p> <p>3. Teengagement is a reading curriculum that also provides passages with questions that align to specific standards. Students and teachers can easily note areas of success and need based on the tracking tool worksheet because each set of passage/questions orders</p>

the questions by Florida LAFS. Prior to having access to this tool, MMS ELA teachers have struggled to find/create a progress monitoring tool that is this effective at building student awareness of the skills they still need to remediate in order to take ownership of their data. Likewise, teachers now have a resource to truly monitor the progress of their students related to specific standards. Then teachers can discuss in PLCs how to pull small groups, reteach, and enrich as students demonstrate mastery of standards or show that they are still deficient in some areas.

4. MMS has become a Title I school for the first time this year, and with that comes the addition of an intervention teacher. She is able to model small group instruction for ELA teachers who have questions about how to determine which students to pull and what to do during small group instruction. She can also occasionally remove students from the lowest 25th percentile from related arts classes to remediate reading instruction in small groups.

5. Standards-based focus for teachers and students is a top priority. The Teengagement materials also come with Powerpoint slide lesson ideas for teachers to use to inform instruction to build awareness of how to explicitly teach each standard and for each student to internalize and apply skills specific to each standard. These resources can be used in whole group and/or small group instruction.

**Person
Responsible**

Coli Escher (escherco@martinschools.org)

#2	
Title	Science
Rationale	For the past three years, MMS science achievement has been below the district and state achievement scores. There have also been new teachers in the grade 8 science positions each year for the past three years.
State the measurable outcome the school plans to achieve	Science achievement will increase from 50% to 55%.
Person responsible for monitoring outcome	Tami DeJames (dejamet@martin.k12.fl.us)
Evidence-based Strategy	Based on Hattie's (2018) meta-analysis, the strategy of deliberate practice (fostered by Marzano (2007), with the effect size of 0.79, will be the focus of the science department this year. The deliberate practice they chose as a professional learning community is identifying critical content.
Rationale for Evidence-based Strategy	With the turnover of several science teachers over the past few years and the newness of several this year, the team leader of science has encouraged her team to collaboratively plan and support one another with the same deliberate practice through their Marzano framework for instruction (also their evaluation piece from administration). They have chosen identifying critical content because the textbooks selected for their core instruction include many areas of science that do not directly tie into measured standards on the FSA, so identifying the critical content, planning, and delivering instruction will be useful for the team and thereby for their students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Academic vocabulary will be pre-tested and post-tested to determine mastery with formative assessments throughout the year to ensure vocabulary necessary for comprehending science critical content is applied to the students' science knowledge. Teachers will utilize online and paper-based resources to reinforce vocabulary instruction weekly. 2. Collaboration among the science teachers in professional learning communities will be held twice weekly so teachers can safeguard against missing any critical content in their instruction. They will use the guiding questions of a PLC to determine how to move forward after formative assessments and collaborate to use each teacher's best ideas to instruct a variety of learners. 3. Nearpod and Performance Matters will be used for progress monitoring. These online resources contain FSA-style questions that teachers can use for formative assessments and modeling the process of analyzing text in science questions. Teachers will use the results of students' formative assessments to inform instruction. 4. A district instructional coach will work closely with science teachers, especially those teaching grade 8, to ensure they understand how to identify critical content and how to set up the structure of their lessons to maximize learning for students. She will observe, offer feedback, model, or co-teach with the science teachers on a weekly basis. 5. Teachers will make adaptations to get to the taxonomy level of critical content necessary for students to make learning gains in science. Teachers will make students aware of the learning scale progression of a variety of standards as they move through science units.

Students who are more aware of the critical content, the learning goal, scale, and the taxonomy needed to answer questions at a wide range of complexities will be more confident and capable on FSA.

Person Responsible Michele Jerrells (jerrelm@martin.k12.fl.us)

#3	
Title	Civics
Rationale	During the gap year of a district-wide decision for civics to switch from grade 7 to grade 8, we only offered one section of civics in 2018-19, of which the teacher was able to collaborate with a district instructional coach to implement new teaching strategies. In previous school years, MMS civics achievement data was below the district and state achievement scores (2017-18 MMS 65%, MCSD 82%, state 72%; 2018-19 MMS 94%, MCSD 87%, state 72%). There are two new civics teachers this year.
State the measurable outcome the school plans to achieve	Student civics achievement will be at 80% proficient.
Person responsible for monitoring outcome	Tami DeJames (dejamet@martin.k12.fl.us)
Evidence-based Strategy	Based on Hattie's (2018) meta-analysis, the strategy of integrating content with prior knowledge, with the effect size of 0.93, will be the focus of the civics teachers this year. Through collaborating with each other, based on formative assessment data and incorporating new learning with last year's U.S. history content, civics teachers will build on students' prior knowledge.
Rationale for Evidence-based Strategy	If we are explicitly teaching standards and monitoring whether or not students are meeting them, teachers in civics should target standards and build students' awareness of them. They also need to slow down based on student data, when evidence shows students have not mastered a skill, to reteach intentionally, based on formative assessment data, through differentiation and small groups. With the changing of the district continuum of U.S. history before civics coursework, students will have better background knowledge to pull from, but civics teachers must be intentional with building on students' schema and activating that prior knowledge the students may have forgotten they learned in the previous school year.
Action Step	
Description	<ol style="list-style-type: none"> 1. Instructional coaching takes place every Tuesday where the coach models strategies in the civics classrooms and plans with the civics teachers to create meaningful lesson plans, focused on building on prior and background knowledge. The coach meets with the literacy coach and department chair, as well as the principal, on a regular basis to align her observations and ideas with the school vision and goals. 2. PLC collaboration takes place twice weekly where the teachers meet to review formative assessment data, reflect on what needs to be retaught, and to whom, and how to move students forward with enrichment when they have already mastered the content. These PLCs are held in the same room as the U.S. history teachers, so planning can take place among both teams to ensure the U.S. history content that civics instruction is built upon is being addressed for future cohorts of students. 3. Common formative assessments have been created by the district to help hold teachers and students accountable to remaining on a schedule with reviewing the content. After quarterly assessments, team members meet in their PLC and discuss concerns with the district social studies coordinator and their instructional coach to ensure they are doing what they can to build from students' background knowledge. Related standards in U.S. history and civics will be reviewed among PLC members and prioritized in the U.S. history

curriculum map for future years.

4. Teachers utilize graphic organizers when viewing videos that help connect U.S. history content and students' prior understanding of the community with hard-to-grasp civics concepts. Discussion after videos is a priority that the instructional coach helps teachers engage in. Teachers encouraging and modeling for the students to link the video content with new information that is presented in class is another way students are able to master the content.

5. Prior knowledge of reading strategies will be supported by the intensive reading teachers, school interventionist, and literacy coach to build on the content area of civics. Better reading strategies will help students who struggle with reading, when paired with the grasping of new content knowledge, to better demonstrate mastery of the standards on their state assessment. These strategies will be communicated to civics teachers by the interventionist and incorporated into civics reading assignments.

Person Responsible	Cheryl Jacaruso (jacaruc@martin.k12.fl.us)
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#4	
Title	Math
Rationale	Math proficiency, though above the state average for the past 3 years, is still below the district average (2018-19 MMS 67%, MCSD 74%, state 58%). When 75 minutes were allotted for math instruction 3 years ago (previously 50 minutes), the math achievement began to increase, so MMS intends to continue this momentum this school year.
State the measurable outcome the school plans to achieve	Math achievement will increase to 72%. ELL (35% proficiency) and ESE (31% proficiency) subgroups are a targeted focus among the math team this year. ELL and ESE proficiency will increase to 40% in each subgroup.
Person responsible for monitoring outcome	Tiffany Watson (watsont@martin.k12.fl.us)
Evidence-based Strategy	Based on Hattie's (2018) meta-analysis, the strategy of teacher clarity, with the effect size of 0.75, will be the focus of the math department this year. Teacher clarity emphasizes learning goals, expectations, content delivery, and assessment results. Teachers will be progress monitoring proficiency of standards among math students. They will also collaborate with their professional learning communities to determine next steps based on the evidence.
Rationale for Evidence-based Strategy	Teachers in math should target standards and build students' awareness of them. They also need to slow down based on student data, when evidence shows students have not mastered a skill, to reteach intentionally, based on formative assessment data, through differentiation and small groups. In the past few years, teachers have had increased access to resources that focus students' attention on specific standards and monitor students' progression through mastering those standards, through the development of learning goals and scales. They will continue this work toward greater proficiency among students, especially those in the ELL and ESE subgroups.
Action Step	
Description	<p>1. Teachers continue the practice from last year of giving pre and post-tests for math vocabulary to monitor progress by chapters/units. The data is tracked, and instructional adjustments are made based on data. Students are involved in knowing and planning ways to master these key terms and how to apply them to their math skill development. Teachers meeting during PLCs to discuss student data related to vocabulary comprehension and application, fostering collaboration and data-informed decision-making.</p> <p>2. MyPath is a new support tool for Tier 1 and 2 instruction. Every math teacher uses this program weekly to help fill gaps in math instruction so that students can catch up in math skills as they need it. Students are able to pre-test out of skills they have already mastered, thereby motivating them to try their best. Teachers monitor student work through the program and pull small groups to reinforce or reteach skills that have not been mastered through the computer program. Teachers collaborate in PLCs to determine new ways to use MyPath for instruction and data collection.</p> <p>3. MMS has become a Title I school for the first time this year, and with that comes the addition of an intervention teacher. She is able to model small group instruction for math teachers who have questions about how to determine which students to pull and what to do during small group instruction. She can also occasionally remove students from the lowest 25th percentile, ELLs, and ESE students from related arts classes to remediate reading</p>

instruction in small groups.

4. There is a new district ELL support coach for secondary schools in the district. He comes to MMS one day each week to meet with teachers to discuss instructional strategies, host professional development, observe in classrooms, and coach teachers and ELL paraprofessionals. The incorporation of his strategies in the math classrooms, along with iReady MAFS workbooks in Spanish, will help support students acquiring English.

5. The partnership with classroom teachers and ESE support facilitators continues to strengthen through common planning time twice weekly through PLCs. Their relationships have been built on trust and co-teaching, and this will continue to strengthen with district ESE and math coach and coordinator support.

Person Responsible Tiffany Watson (watsont@martin.k12.fl.us)

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).

The main attempt at achieving the desired results of SEL instruction mentioned below will be addressed during Tuesday and Thursday Pride classes (our mascot is the lion, and a lion's pride is like its family). We will be incorporating restorative practices, mindfulness, interpersonal connections, and self-awareness through circles on Tuesdays.

- Panorama is a SEL program that builds on the competencies of self-awareness, self-management, relationship skills, responsible decision-making, and social awareness. MMS will be using it this year to determine students' areas of strength and need by monitoring and teaching strategies to address grit, self-management, social awareness, and self-efficacy.
- On Thursdays our Pride groups spend time goal setting and monitoring achievement, career skill development, and actualization of soft skills necessary for school and job success. Building these skills and creating awareness of career opportunities will set student up for 21st century success.
- Schedules have also been arranged so more students attend health and/or physical education this year than in the past, allotting more time to whole-child development and the establishing of healthy habits.
- MMS is a gold awarded school for PBIS and will continue to encourage teachers to reward positive behavior as a prevention for behavior management concerns. Through the distribution of Roar Cards and facilitating a variety of ways for students to "spend" them, MMS will equip students with the motivation to perform well in classes and exude good character traits.
- Character Counts is a program at MMS that incorporates pillars of good character where students are recognized for their excellence in citizenship. These pillars are emphasized through Tuesday circles and embedded in Thursday Pride lessons throughout the year. Additionally, students are recognized as students of the month when exemplifying a specific pillar in a notable way. One week per year is also spent reinforcing the pillars through Character Counts Week.

We will focus on the components of SEL (as noted by www.casel.org):

- self-awareness (mindfulness activities embedded through Tuesday Pride classes)
- interpersonal skills (taking turns talking and listening to peers during Pride circles on Tuesdays and incorporating more collaborative work groups during content area classes)
- manage emotions (the language to describe feelings and how to react to others' feelings will be modeled and practiced during Tuesday Pride groups)
- feel and show empathy for others; establish and maintain positive relationships (build communities of trust within Tuesday and Thursday Pride groups that will foster into other classes as students and teachers gain confidence in relationship-building skills and the risk-taking that comes with that)
- self-control; making responsible decisions (establishing strong expectations through health and PE classes that emphasize a healthy life-style (mentally, nutritionally, and physically))

- set and achieve positive goals (Thursday Pride groups, as well as all course content, will focus on students setting goals, monitoring their progress toward those goals, and reaching out for help/resources when they need help meeting those goals)

Teacher development is also a priority as we focus on SEL and meeting other achievement goals at MMS. We will spend time offering teachers feedback within their classrooms through instructional coaches and administrators walking through and observing. Additionally, emphasizing mindfulness and celebrating strengths will be a focus of administrators during staff meetings, conferencing, and during casual interactions with staff.

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.

Murray is consistently providing opportunities for parents to become involved in the school. Parents may participate in: conferences, fundraisers, parent clubs, volunteering, meetings (PTSA, SAC, PBIS), open house, parent resource night, sporting events, concerts, PBIS events, Spring Fling, Curriculum Night, parent presentations, etc.

Parents have live access to student grades through the FOCUS learning management system. Parents were also given the opportunity to submit an email address to receive a weekly email blast that contains important information and updates. In addition, parents and other community stakeholders may access the school website, which is updated on a regular basis, to reflect information and events occurring at MMS.

A parent liaison has become a new member of MMS this year as we became a Title I school. Since she is bilingual, she is able to communicate with families in both English and Spanish, help translate print materials in Spanish, and help teachers be more effective when reaching out to culturally and linguistically diverse families.

Our community partner Winn-Dixie sends its manager to SAC meetings and engages the community (where both the school and store are located) to promote literacy and math.

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.

Murray Middle School currently has the full-time services of two school counselors. They are available to counsel individual or small groups of students about personal, social, or academic problems. They will also work with parents in this capacity or provide them with information about outside counseling services, if desired. These services can be arranged to take place during the school day on campus for family convenience. They will arrange parent conferences with teachers and can assist in developing modification programs for students with academic difficulties, if appropriate. Counselors serve each

student through a developmental and comprehensive school counseling program. They work with large groups in the areas of bully prevention and high school planning. Small groups are then used for students who need a smaller counseling setting and individual counseling for those with specific needs.

A school district social worker, along with the counselors, administrators, the interventionist, literacy coach, and grade level leaders, meet to discuss students' social-emotional needs as part of the MTSS agenda. The school district social worker conducts home visits, as necessary, and reaches out to students as an additional layer of support for MMS.

SERVICES PROVIDED:

- Tuesday/Thursday Pride classes
- Response to Intervention- MTSS
- Crisis Response Team
- Individual counseling
- Psycho-Educational Assessment
- Behavioral management/modification
- Grief counseling
- Peer mediation and conflict resolution
- Social skills training
- Consultation with staff and parents
- Mentors through Boys and Girls Club (on campus daily)
- Staff mentors (checking in with struggling students)
- Murray to Men - male mentoring program in partnership with the Martin County Sheriff's Department
- Safe School Ambassadors - program for selected students, with faculty mentorship, to promote healthy relationships and staff/peer connections across the school

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

Our school counselor department does a tremendous job informing both students and parents of academic choices and tracks. Students take interest surveys and go through the "Choice" process to help guide them to find an academic/career track as they prepare for their high school experience. Students and parents are invited yearly to the district academic/career path workshop which showcases all the academies Martin County offers students. High school guidance counselors come into our school near the end of the academic year to counsel our 8th grade students to prepare them for their high school career and classes.

Lessons are embedded in the Thursday Pride classes that foster career planning and goal setting throughout all three grades. The options for students are endless, as the Thursday lessons indicate and help students realize. On many Thursdays, student success skills are also embedded in the lessons during Pride class. Time management, organization, and study skills are all topics discussed and practiced within those groups, which are especially helpful for incoming sixth grade students and as a refresher for continuing students. Teachers spend some Thursdays having data conversations with students and helping them check their grades and set academic and personal goals.

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

Implementation of our MTSS and SIP structures involve the use of office discipline referrals, the analysis of district progress monitoring tests, state FSA, and EOC scores, district quarterly assessments, as well

as common formative assessments to perform a gap analysis using a wide variety of leading and lagging data.

Grade level teams meet twice per month to evaluate student success and then initiate the MTSS referral process as needed. To monitor the effectiveness of core instruction, resource allocation, teacher support systems, and Tier 2 and Tier 3 interventions, the following data is used and analyzed weekly by the MTSS team. Some students are tracked with reading, math, and behavior intervention logs (CICO (check in/check out)), academic intervention fidelity worksheets, attendance records, teacher narratives, and interval classroom observations.

Murray Middle School coordinates and integrates all federal, state and local programs which impact our school:

- * Implements researched-based resources funded both publicly and privately (local, state and federal)
- * Student academic needs, as well as staff development, based on Title III programs
- * School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- * Partnerships are established with such groups as FDLRS
- * Implementation of parent programs. i.e., bullying and PBIS
- * Brochures and referrals for parent and student support from the guidance department, school nurse, cafeteria management, and other personnel.
- * Mentors through Boys and Girls Club are on campus daily to check in with students and provide emotional and academic support

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

Our Algebra teachers work with the Martin County Education Foundation and the students to participate in an engineering workshop annually. Teachers also integrate PBL lessons into their curriculum to teach students to be real world problem solvers.

The TGR Learning Lab program (twice weekly after school sessions) focuses on careers related to the a STEM theme each year. Students are able to go on a field trip to meet with individuals working in the related field to understand more about the work they are involved with.

High school guidance counselors come into our school near the end of the academic year to counsel our 8th grade students to prepare them for their high school career and class options.

International Baccalaureate and AVID students come from high schools to promote the programs and answer students' questions before students are presented with the opportunity to choose their high school classes.

Agriculture and technology related arts have partnerships with the high school to create exposure to (and possibly high school credit for) these courses. The feeder high schools offer programs toward industry certification.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: English Language Arts (ELA)	\$0.00
2	III.A.	Areas of Focus: Science	\$0.00

3	III.A.	Areas of Focus: Civics	\$0.00
4	III.A.	Areas of Focus: Math	\$0.00
Total:			\$0.00