2013-2014 SCHOOL IMPROVEMENT PLAN

R J Murray Middle School

150 N HOLMES BLVD
St Augustine, FL 32084
904-547-8470
http://www-mms.stjohns.k12.fl.us/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	55%

Alternative/ESE Center	Charter School	Minority Rate
No	No	36%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	B	A

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

R J Murray Middle School

Principal

Tom Schwarm

School Advisory Council chair

Dawn Anzualda

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Bethany Groves	Assistant Principal
Lynn Guinta	Instructional Literacy Coach
Deborah Karably	Guidance Counselor
Dawn Anzualda	Guidance Counselor
Diane Wheeler	Dean of Students

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is representative of the ethnic diversity of the school's student population. A majority of SAC members are not employed by the school board.

Involvement of the SAC in the development of the SIP

R.J. Murray SAC provides input via input provided through regularly schedule meetings; annual SAC Survey; annual staff and parent surveys; and by review of annual school data.

Activities of the SAC for the upcoming school year

R.J. Murray SAC will continue to meet monthly; conduct quarterly staff, parent, and student surveys; co-sponsor Title I Parent Nights; and continue to meet with administration.

Projected use of school improvement funds, including the amount allocated to each project

Funds are provided for either student activities to support school-wide PBS activities and provide funds for teacher to attend professional development opportunities.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Tom Schwarm		
Principal	Years as Administrator: 12	Years at Current School: 5

Credentials	M.A. Jacksonville University B.A. Ohio University Teaching Certification: English 6-12
Performance Record	2009-2011 A 2012 B 2013 C

Bethany Groves		
Asst Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	B.S. Elementary Ed Ohio University M.A. Reading and Elementary Ed Northern Kentucky University Ed Leadership Post Masters Program Indiana University
Performance Record	2008 Crookshank Elementary A 2009 Crookshank Elementary B 2010-2013 Hickory Creek Elementary A

Instructional Coaches

# of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Lynn Guinta		
Full-time / School-based	Years as Coach: 8	Years at Current School: 15

Areas	Reading/Literacy, Data, RtI/MTSS
Credentials	B.S. English English 6-12 Certification Middle Grades Endorsement Reading Endorsement ESOL Endoresement
Performance Record	2009-2011 A 2012 B 2013 C

Classroom Teachers

of classroom teachers
43

receiving effective rating or higher
42, 98%

Highly Qualified Teachers
100%

certified in-field
42, 98%

ESOL endorsed
12, 28%

reading endorsed
4, 9%

with advanced degrees
17, 40%

National Board Certified
4, 9%

first-year teachers
2, 5%

with 1-5 years of experience
8, 19%

with 6-14 years of experience
21, 49%

 # with 15 or more years of experience

12, 28%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The principal uses the district PATS program to screen potential candidates. With the support of SJCSD, the principal only hires teachers who meet NCLB's Highly Qualified requirements. To retain highly qualified teachers, the administration team and the ILC have implemented Professional Learning Communities, complete with protected team planning time. Teachers are encouraged to attend district PD opportunities, and the ILC provides monthly school-developed PD and book studies. In the Teacher Mentor Program, new teachers are partnered with "veteran" mentors and the pairs are provided structured meeting time. The Instructional Literacy Coach and Teacher Leaders model lessons. The District CAST Team leads curriculum mapping and training.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are paired with current teachers who have a minimum of three years teaching experience at current school in the same content area. Typically, department chairs or team leaders will serve as a mentor for our new teachers. Planned activities include new teacher orientation workshop conducted during preplanning week; quarterly meeting with mentor; new teacher and administrator; peer observations; classroom visits; and monthly meeting with Instructional Literacy Coach.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

At R.J. Murray Middle School we use the 4-step problem-solving model: Step 1: Define in objective and measurable terms the goal(s) to be attained; Step 2: Identify possible reasons why the desired goal(s) is not being attained; Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s); Step 4: Evaluate the effectiveness of the plan in relation to stated goal. Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal – Tom Schwarm
Assistant Principal - Bethany Groves
MTSS Facilitator - Dawn Anzualda
Instructional Literacy Coach - Lynn Guinta
Guidance Counselor - Deborah Karably
School Psychologist - Jim Langholz
Behavior Specialist -Will Butler
Speech/Language Pathologist -Sandra Finley
Responsibilities and Duties of the MTSS Team include but are not limited to the following:
-Member of core team
-Attends core meetings
-Attends RtI review meetings with teacher
-Helps develop Tier II and Tier III academic and behavior plans
-Develops agenda for MTSS meetings
-Responsible for gathering attendance data
-Responsible for gathering behavior data
-Graphs students' progress monitoring data
-Participates in gap analysis
-Makes the MTSS team aware of health/medical conditions that may impact learning
-Takes minutes during the meeting
-Provides the minutes of the meetings to all MTSS members in a timely fashion
-Files paperwork for RtI students into the RtI folder
-Updates data into the RtI digital database
-Schedules meetings to review RtI plans with teachers
-Performs speech and language screenings
-Performs vision and hearing screenings
-Sends home referrals based on vision and hearing needs
-Refers students/parents to appropriate community resources
-Participates in parent conferences
-Performs classroom observations
-Develops progress monitoring probes
-Reviews school wide progress monitoring information
-Conducts guidance lessons based on specific areas of need
-Provides training to staff/teachers on RtI procedures, progress monitoring and related interventions
-Finalizes RtI referral packet and submits to LEA

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

-MTSS core team meets weekly
-The MTSS core team systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.

-Implements MTSS as a school-wide method of raising student achievement outcomes through data review and problem-solving.
-The MTSS core team plans, implements and monitors the progress of school improvement goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data, referrals
Attendance – List of students missing 3, 5, or 10 days
Midyear data:
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data, referrals
Attendance – List of students missing 3, 5, or 10 days
End of year data:
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data
Attendance – List of students missing 3, 5, or 10 days
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data, referrals

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based leadership team received training on MTSS on August 5, 2013. Our team will receive additional monthly virtual meetings and face to face meetings monthly. Professional Development on MTSS will be conducted for the staff during pre-planning for the 2013-2014 school year.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 3,000

After school remediation and instruction. Instruction provided certified teachers in all four core academic areas for 60 minutes twice a week during the school year.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students are assessed via assessments created using ThinkLink/Discovery Education. In addition, students use Study Island and ThinkThruMath to monitor and evaluate individual student progress. Each program will provide individual student data and provide each students' status relating to mastery of content specific standards.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, and Instructional Literacy Coach

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tom Schwarm	Principal
Bethany Groves	Assistant Principal
Lynn Guinta	Instructional Literacy Coach
Amy Banton	Art Teacher
Wade Cashwell	Social Studies Teacher
Alison Froess	Reading Teacher
Susan Hampson	ELA Teacher
Sean Lawson	Math Teacher
Courtney Lee	ELA Teacher
Shannon McCurdy	Reading/Social Studies Teacher
Bobby Pettit	ELA Teacher
Barbara Scarpa	Science Teacher
Lorraine Stinson	Media Specialist
Rachael Wilson	Reading/Social Studies Teacher

How the school-based LLT functions

The team will meet quarterly with the ILC as facilitator. It will review and make recommendations for the schoolwide literacy policy and professional development needs. Each member of the team represents specific instructional content areas and grade levels. The role and purpose of each member is to help

ensure that literacy based instructional strategies are incorporated into each content area (Language Arts, Science, Social Studies, and Math) and across grade level to help ensure vertical articulation. Instructional strategies such as close reading, text complexity, and higher order questioning have been the focus of school wide professional development.

Major initiatives of the LLT

Instructional shifts to CCSS
Text Complexity
Content Literacy

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

• All teachers have access to summative and progress monitoring test data. This data is used to determine student strengths and deficits, and targets specific areas for instruction/ intervention.
• All instructional staff participates in monthly professional development.
• Content teachers will participate in a planning/literacy strategy work day with the ILC and district specialists.
• The ILC will observe individual teachers and make recommendations for incorporating literacy strategies with their content and students.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

R.J. Murray Middle School offers high school credit courses available in core and elective courses. Currently, Algebra I, Geometry, Spanish I, Drawing and Painting 1 are currently offered for HS credit.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Student at R.J. Murray Middle School are advised by Guidance Counselors, teachers, and administration throughout the school year. Students are placed in appropriate core academic courses based on annual FCAT Performance and teacher recommendations. School administration also works closely with parents in making sure appropriate courses are assigned to children. Parent may always requests that their child be placed in a challenging core academic class.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	55%	No	64%
American Indian				
Asian	73%	92%	Yes	75%
Black/African American	35%	28%	No	42%
Hispanic	61%	54%	No	65%
White	68%	63%	No	72%
English language learners				
Students with disabilities	30%	15%	No	37%
Economically disadvantaged	47%	38%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	163	24%	28%
Students scoring at or above Achievement Level 4	217	32%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	407	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	101	64%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		75%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	82	38%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	56%	No	66%
American Indian				
Asian	91%	100%	Yes	92%
Black/African American	41%	32%	No	47%
Hispanic	61%	56%	No	65%
White	70%	63%	No	73%
English language learners				
Students with disabilities	33%	18%	No	40%
Economically disadvantaged	47%	39%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	167	25%	30%
Students scoring at or above Achievement Level 4	133	20%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	417	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	98	63%	68%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	122	70%	75%
Middle school performance on high school EOC and industry certifications	85	98%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	40%	38%
Students scoring at or above Achievement Level 4	48	58%	62%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		25%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		75%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	18%	32%
Students scoring at or above Achievement Level 4	57	27%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		6
Participation in STEM-related experiences provided for students	300	50%	65%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	214	27%	17%
Students who fail a mathematics course	28	4%	2%
Students who fail an English Language Arts course	5	1%	0%
Students who fail two or more courses in any subject	1	0%	0%
Students who receive two or more behavior referrals	128	16%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	123	15%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Title I Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent Participation in Parent Events	200	27%	60%

Area 10: Additional Targets

Additional targets for the school

Increase number of students who participate in community support activities in order to better support our school districts mission statement. Using our Character Counts initiative as our cornerstone, students currently provide community support through participation in student government and National Junior Honor Society. For the 2013-2014 school year, students will be able to become involved in community activities via the Builder Club and through their athletic programs via service activities. Student of the month will continue to be recognized each month. Selection will be based on the descriptors for each Pillar of the Month according to our districts annual Character Counts calendar.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase number of students participating in community service activities	50	7%	100%
Increase individual student recognition programs using Character Counts criteria	30	5%	25%

Goals Summary

G1. Increase number of students receiving a score of 3.5 on the FCAT Writes assessment by 20% for the 2013-2014 school year.

G2. Develop a uniform Murray lesson plan format that reflects engaging, cognitively challenging learning activities based on standards which will prepare students to be successful on any type of assessment presented.

G3. Implementation of the regular, accepted, integrated use of Bulldog Binders as an instructional and organizational tool for students and Cornell Notes as an instructional strategy for stimulating higher level, cognitive understanding and application.

Goals Detail

G1. Increase number of students receiving a score of 3.5 on the FCAT Writes assessment by 20% for the 2013-2014 school year.

Targets Supported
- Writing

Resources Available to Support the Goal
- Conduct teacher workshops on demand timed writing including how to incorporate into the four core content subjects and elective courses. Workshops will also train teachers on how to score student papers in a timely and efficient manner.

Targeted Barriers to Achieving the Goal
- Making sure that all core content/subject area teachers understand the importance of understanding and implementing scoring rubrics developed for timed writing.

Plan to Monitor Progress Toward the Goal

Collect results of school wide Writing Prompts for teachers to evaluate

Person or Persons Responsible
Amanda Bergamasco and Bethany Groves

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Completed writing rubrics and data sheets. Comparative data from two writing tasks.

G2. Develop a uniform Murray lesson plan format that reflects engaging, cognitively challenging learning activities based on standards which will prepare students to be successful on any type of assessment presented.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- CPALMS: Online lesson planning tool and lesson bank that teachers can access to write lessons that incorporate Common Core Standards.
- Professional Learning Communities: Teachers can meet during established professional development Wednesdays to write, review, and reflect on lesson plans.
- Peer Teacher Classroom Observations: Utilizing current instructional planning periods, teachers can visit peers classroom to make informal observations. This provides opportunities for teachers to share best practices while receiving valuable peer feedback.
- Marzano Book Studies: Teams of teachers can choose one of Marzano's six classroom books to create a book study that will help create high engaged classrooms using high yield instructional strategies.

Targeted Barriers to Achieving the Goal

- Create a lesson plan format that is practical and useful for the teacher to create an engaging classroom by using high yield instructional strategies that will encourage students take ownership of their learning.

Plan to Monitor Progress Toward the Goal

Quarterly Lesson Plan reviews and studies

Person or Persons Responsible
Teachers, Instructional Literacy Coach, and Administration

Target Dates or Schedule:
Every nine weeks

Evidence of Completion:
Minutes, Sign in sheets, and Lesson Plans

G3. Implementation of the regular, accepted, integrated use of Bulldog Binders as an instructional and organizational tool for students and Cornell Notes as an instructional strategy for stimulating higher level, cognitive understanding and application.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

Resources Available to Support the Goal
- AVID Website

- District Staff

Targeted Barriers to Achieving the Goal
- School wide consistency

Plan to Monitor Progress Toward the Goal

ThinkLink Assessments

Person or Persons Responsible
Teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Learning Gains Analysis

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase number of students receiving a score of 3.5 on the FCAT Writes assessment by 20% for the 2013-2014 school year.

G1.B1 Making sure that all core content/subject area teachers understand the importance of understanding and implementing scoring rubrics developed for timed writing.

G1.B1.S1 Specific staff development for all content area teachers in scoring timed writing using rubric

Action Step 1

Performance Writing Workshop

Person or Persons Responsible

Lynn Guinta and Ashley Woolston

Target Dates or Schedule

October 2013: Early Release Wednesday

Evidence of Completion

Sign in sheets, anchor papers

Facilitator:

Lynn Guinta

Participants:

Instructional Staff

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

Murray Anchor Paper

Person or Persons Responsible

Ashley Woolston

Target Dates or Schedule

October 2013

Evidence of Completion

Murray Middle School Student Anchor Paper with rubrics

Plan to Monitor Effectiveness of G1.B1.S1

Comparative Results of Writing Task #1 and Task #2

Person or Persons Responsible

Lynn Guinta and Ashley Woolston

Target Dates or Schedule

December 2013

Evidence of Completion

Comparative Data on scored writing tasks (Task 1 & Task 2)

G2. Develop a uniform Murray lesson plan format that reflects engaging, cognitively challenging learning activities based on standards which will prepare students to be successful on any type of assessment presented.

G2.B2 Create a lesson plan format that is practical and useful for the teacher to create an engaging classroom by using high yield instructional strategies that will encourage students take ownership of their learning.

G2.B2.S1 Teachers will meet by subject area to review lesson plan formats to help ensure CCS are being implemented and support by high yield instructional strategies.

Action Step 1

Lesson Studies

Person or Persons Responsible

Faculty and Administration

Target Dates or Schedule

Early Release Wednesday

Evidence of Completion

Minutes, Lessons, Sign in Sheets

Facilitator:

Bethany Groves

Participants:

Instructional Staf

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Teacher Reflection Sheets

Person or Persons Responsible

Administration

Target Dates or Schedule

Early Release Wednesdays

Evidence of Completion

Teacher Reflection Sheets with Summative Analysis

Plan to Monitor Effectiveness of G2.B2.S1

Review of Student Performance

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Early Release Wednesdays

Evidence of Completion

ThinkLink Data

G3. Implementation of the regular, accepted, integrated use of Bulldog Binders as an instructional and organizational tool for students and Cornell Notes as an instructional strategy for stimulating higher level, cognitive understanding and application.

G3.B2 School wide consistency

G3.B2.S1 Conduct faculty workshops on Cornell Notes to make sure teachers are implementing and using with fidelity

Action Step 1

Conduct faculty training on the use of Cornell Notes

Person or Persons Responsible

Instructional Literacy Coach and Teachers

Target Dates or Schedule

August 28 2013

Evidence of Completion

Sign In Sheets and Powerpoint

Facilitator:

Justin Keating, Barbara Scarpa, and Carrie Fihe

Participants:

R.J. Murray Middle School Instructional Staff

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation Results

Plan to Monitor Effectiveness of G3.B2.S1

Quarterly Review of Student Progress

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Every Nine Weeks

Evidence of Completion

Discovery Education Assessments and Grades

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
R.J. Murray Middle School is a Title I school-wide model due to the nearly 68% poverty rate as measured by the free and reduced lunch population. This federal program is coordinated under the direction of district Title I administration under the lead of Mr. George Leidich and his staff. All compliance measures are implemented and documented through the Title I Work Papers and the St. Johns County School District County Administration. Superintendent Joseph Joyner and Special Programs Director Meredith Strickland meet with all Title I schools regularly to ensure compliance in meeting AMO standards and benchmarks. Title I and II services also supported state and local curriculum services with the inclusion of the Florida Continuous Improvement Model staff in-service, Just Read Florida! Support and SJC District Fidelity Check programs. Two other state supported programs are the Multi-Tiered Systems Approach (MTSS/RTI) and the Positive Behavior Support (PBS) systems that are founded and cultivated by the University of South Florida.
Title I, Part C
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. These services are provided and monitored by SJCSD Student Services in conjunction with CES guidance and administration.
Title II
R.J. Murray Middle School receives Title II funds through district allocations based on FTE and program needs. Title II funds are spent on FCIM curriculum planning and specific programs support services for our ESE student population.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. District staff works closely with our Guidance Department to help ensure appropriate support and compliance is provided.
Title X, Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
R.J. Murray Middle School will utilize the projected SAI funds through the use of targeted intervention materials (Accelerated Reader, ThinkThruMath and Study Island) during and after the school day to work with our Tier 2 and Tier 3 students as identified through FAIR and formative and summative assessments provided by teachers. In addition, SAI funds will also be used to extend our learning hours by providing transportation for after school tutoring as well as paying for instructional staff during this time. Students will be identified through summative CIM assessments and formative state and county benchmark tests. Children located in the lowest 25% in reading, math and behavior will be targeted for this extended learning opportunity. Due to the increased funding allocation, transportation will be provided to assist in the probability that our "at-risk" population will be able to attend after school activities for family convenience. SAI funds provide 50% reading position to work with our low 25% in reading.
Violence Prevention Programs
The school offers a non-violence and anti-drug program that incorporates field trips, community service, and counseling. Through the implementation of the Positive Behavior Support (PBS) system, Character Counts and our Teen Leadership courses, all behavioral data is tracked and monitored in order to implement effective strategies that target minor behaviors in the early stages. Murray has a Behavioral Specialist who works directly with the students and staff in order to assist with the behavioral needs of our campus. Murray also has a PCM response team who operates under state and district guidelines with the support and direction of district and school staff.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

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G1.B1.S1 Specific staff development for all content area teachers in scoring timed writing using rubric

PD Opportunity 1

Performance Writing Workshop

Facilitator

Lynn Guinta

Participants

Instructional Staff

Target Dates or Schedule

October 2013: Early Release Wednesday

Evidence of Completion

Sign in sheets, anchor papers

G2. Develop a uniform Murray lesson plan format that reflects engaging, cognitively challenging learning activities based on standards which will prepare students to be successful on any type of assessment presented.

G2.B2 Create a lesson plan format that is practical and useful for the teacher to create an engaging classroom by using high yield instructional strategies that will encourage students take ownership of their learning.

G2.B2.S1 Teachers will meet by subject area to review lesson plan formats to help ensure CCS are being implemented and support by high yield instructional strategies.

PD Opportunity 1

Lesson Studies

Facilitator

Bethany Groves

Participants

Instructional Staf

Target Dates or Schedule

Early Release Wednesday

Evidence of Completion

Minutes, Lessons, Sign in Sheets

G3. Implementation of the regular, accepted, integrated use of Bulldog Binders as an instructional and organizational tool for students and Cornell Notes as an instructional strategy for stimulating higher level, cognitive understanding and application.

G3.B2 School wide consistency

G3.B2.S1 Conduct faculty workshops on Cornell Notes to make sure teachers are implementing and using with fidelity

PD Opportunity 1

Conduct faculty training on the use of Cornell Notes

Facilitator

Justin Keating, Barbara Scarpa, and Carrie Fihe

Participants

R.J. Murray Middle School Instructional Staff

Target Dates or Schedule

August 28 2013

Evidence of Completion

Sign In Sheets and Powerpoint

Appendix 2: Budget to Support School Improvement Goals