

Charlotte County Public Schools

Murdock Middle School



2020-21 Schoolwide Improvement Plan

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Murdock Middle School

17325 MARINER WAY, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/mms>

Demographics

Principal: Lyman Welton

Start Date for this Principal: 5/20/2018

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: B (54%) 2016-17: C (51%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 was approved by the Charlotte County School Board on 10/13/2020.

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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Murdock Middle School

17325 MARINER WAY, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/mms>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	C

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission is a statement of the work we undertake daily to accomplish our vision.

Murdock is a Title 1 6-8 grades middle school located in the heart of Charlotte County. While we have many tasks, we have but a single Mission, and that is the education of our students. We believe this worthy goal is best achieved through instructional excellence within the context of positive relationships. If either of these two factors is missing or sub-par then our students' education will be lacking and we as educators will have failed to achieve our goals. Murdock Middle School Administration, Faculty and Staff are devoted to improving the lives of students through the power of education.

Provide the school's vision statement.

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

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

School Leadership Team

Membership

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

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

Demographic Information

Principal start date

Sunday 5/20/2018, Lyman Welton

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

35

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: B (54%) 2016-17: C (51%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 .	

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	133	168	159	0	0	0	0	460
Attendance below 90 percent	0	0	0	0	0	0	15	14	21	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	3	40	26	0	0	0	0	69
Course failure in ELA	0	0	0	0	0	0	13	21	47	0	0	0	0	81
Course failure in Math	0	0	0	0	0	0	23	29	45	0	0	0	0	97
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	19	34	27	0	0	0	0	80
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	21	39	42	0	0	0	0	102
	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	18	42	49	0	0	0	0	109

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

Date this data was collected or last updated

Thursday 8/20/2020

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	
Number of students enrolled	0	0	0	0	0	0	242	214	223	0	0	0	0	679
Attendance below 90 percent	0	0	0	0	0	0	27	22	35	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	49	65	75	0	0	0	0	189
Course failure in ELA or Math	0	0	0	0	0	0	8	43	26	0	0	0	0	77
Level 1 on statewide assessment	0	0	0	0	0	0	85	86	81	0	0	0	0	252

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

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

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	1	11	16	0	0	0	0	28	
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4	

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		
Number of students enrolled	0	0	0	0	0	0	242	214	223	0	0	0	0	679	
Attendance below 90 percent	0	0	0	0	0	0	27	22	35	0	0	0	0	84	
One or more suspensions	0	0	0	0	0	0	49	65	75	0	0	0	0	189	
Course failure in ELA or Math	0	0	0	0	0	0	8	43	26	0	0	0	0	77	
Level 1 on statewide assessment	0	0	0	0	0	0	85	86	81	0	0	0	0	252	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	11	16	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4

Part II: Needs Assessment/Analysis**School Data**

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

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	50%	49%	1%	54%	-4%
	2018	35%	48%	-13%	52%	-17%
Same Grade Comparison		15%				
Cohort Comparison						
07	2019	37%	46%	-9%	52%	-15%
	2018	49%	51%	-2%	51%	-2%
Same Grade Comparison		-12%				
Cohort Comparison		2%				
08	2019	56%	56%	0%	56%	0%
	2018	55%	57%	-2%	58%	-3%
Same Grade Comparison		1%				
Cohort Comparison		7%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	55%	55%	0%	48%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	49%	53%	-4%	50%	-1%
Same Grade Comparison		6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	78%	-11%	71%	-4%
2018	72%	78%	-6%	71%	1%
Compare		-5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	64%	36%	61%	39%
2018	70%	72%	-2%	62%	8%
Compare		30%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	43	42	19	38	37	21	42			
ELL	33	57	60	6	30	50					
BLK	46	56	52	32	47	48	50	48	13		

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
HSP	45	64	61	42	47	38	64	76	50		
MUL	56	55	54	44	50	64	75	73	30		
WHT	51	52	41	51	47	29	56	69	57		
FRL	46	54	47	41	44	38	54	62	42		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	49	54	15	41	47	23	37			
ELL	20	55		10	45						
BLK	40	59	62	38	42	41	50	73			
HSP	43	52	38	41	50	42	39	73	53		
MUL	49	55		46	45		80	82			
WHT	48	56	45	46	53	57	51	73	67		
FRL	42	55	46	37	49	52	41	69	52		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	29	27	19	35	29	20	48			
ELL	23	29	20	36	50						
BLK	36	38	23	29	42	40	46	65	71		
HSP	51	51	29	54	55	48	50	74	85		
MUL	37	50	40	47	53	25	47	67			
WHT	48	50	39	50	49	36	57	75	61		
FRL	38	41	32	38	45	36	43	65	41		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

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

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

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

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

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

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

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

An on-going concern is student attendance. After reviewing individual student data, there is a direct correlation between school attendance and performance both at school and on state assessments. We continue to utilize our school social worker and MTSS team to identify strategies to improve the attendance and performance of students.

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

1. Improve student learning gains and achievement in math.
2. Improve the learning gains and achievement in Math and ELA for students identified as ESE.
3. Improve the learning gains and achievement in Math and ELA for students identified as English Language Learners.
4. Improve the climate and culture of the campus, in order to increase student and staff engagement.
5. Accurately report all industry certifications earned. This will be documented in Focus on the students schedule.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our students with Math scores falling in the lowest 25% showed a steep decline in learning grades. This was particularly true in 6th and 8th grade. We will hire a 6th grade Math Coach for students to provide direct supports in the classroom. This instructor will work in a 6th grade classroom.

Measurable Outcome: We expect to see our student math scores increase within the lowest 25% by 15% points in 8th grade, 20% points in sixth grade and maintain in 7th grade.

Person responsible for monitoring outcome: Christine Young (christine.young@yourcharlotteschools.net)

Evidence-based Strategy: The math department as a whole will participate in activities designed to align the intended, taught and assessed curriculum. Math teachers will participate in learning to implement the new curriculum pacing guide including identified Critical Concepts. The math department meetings will focus on evaluation of data collected in the classroom and identification of intervention strategies. A subscription for MobyMax will be implemented for students in intensive math classrooms to use in addition to classroom instruction.

Rationale for Evidence-based Strategy: Research demonstrates that small group intervention with access to guided practice with immediate feedback can lessen or even close the performance gap in math.

Action Steps to Implement

1. Use District provided math coach in the 6th grade math department to coach instructional practice
2. Provide PD on aligning the intended, taught and assessed curriculum (department data day and department data chats throughout the year)
3. Math department meetings will focus on the evaluation of classroom data
4. Purchase MobyMax licenses for all students enrolled in grades 6-8.
5. Require the use of MobyMax as an intervention in all Intensive Math classes.

Person Responsible Christine Young (christine.young@yourcharlotteschools.net)

#2. Other specifically relating to Increase Learning Gains and Achievement for ESE

Area of Focus Description and Rationale:	Our ESE students did not progress at a satisfactory rate and in some cases lost ground in ELA and Math.
Measurable Outcome:	ESE students will demonstrate a 10 percentage point increase in the area of Learning Gains in and a 5 percentage point gain in achievement in both ELA and math.
Person responsible for monitoring outcome:	Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)
Evidence-based Strategy:	<p>We will hire content certified teachers in our self contained unit and reduce the number of ESE students in any given course section in order to provide more targeted supports. Schedule ESE students with FSA level 1 ELA scores into the intensive reading class. Provided ongoing, frequent meetings to support for our new instructional hires in the EBD Unit. We will pair the inexperienced EBD instructors with Highly Qualified teachers with proven student FSA growth records in the critical subject areas Math, ELA and Civics. Moved Highly Qualified ESE Reading/ELA teacher into 6th grade ELA to establish strong foundation for future growth</p> <p>The focus of the EBD Unit has historically been behavior over academics. In hiring content area certified personnel as a priority we hope to improve delivery of grade-level instruction. The pairing of new ESE instructors with Highly Qualified Teachers increases the speed and accuracy of new teacher growth within the critical areas of Math ELA and Civics.</p>
Rationale for Evidence-based Strategy:	<p>Strategic placement of Highly Qualified Teacher ESE teacher within tested subject area increases the rate of students growth within that subject.</p> <p>Our ESE push-in classes previously held high numbers of ESE students per section which limited the amount of in class supports which could be provided. By hand scheduling and limiting the numbers of ESE students by section, more intensive supports are possible.</p>

Action Steps to Implement

1. Hand schedule ESE students into classrooms with ESE certified teachers, limiting the number in each course section.
2. Differentiated Instruction will be delivered to meet the needs of all students
3. Increase the number of sections in ELA and Math where ESE supports are available, decreasing the number of ESE students scheduled into a single section
4. Within EBD implement structured Token Economy and earned point system to reinforce academic progress, monitored by a Behavioral Specialist

Person Responsible Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)

#3. Other specifically relating to Increase Learning Gains and Achievement for ELL

Area of Focus Description and Rationale: Our ELL students made gains in ELA but remained weak in Math. Many of the ELL students at Murdock had never participated in state testing and had little previous data to compare with or to determine growth. Every ELL student at Murdock participated in state testing, so year two will provide evidence for our newly implemented ELL supports. According to WIDA data, our ELL population experienced improvement, however performance on state assessments is still lagging.

Measurable Outcome: In continuing our newly adopted ELL service model, we will see continued growth in our ELL population's ELA scores by 8% and math by 5%.

Person responsible for monitoring outcome: Christine Young (christine.young@yourcharlotteschools.net)

Evidence-based Strategy: Students identified as ELL will be provided a specialized, intensive reading class for the purpose of providing differentiated supports in the areas of ELA and Math. Students who need additional supports will be eligible to receive direct supports within tested core classes. Individualized tutoring will be offered to students new to the country to assist in creating supports for the classroom.

Rationale for Evidence-based Strategy: We have enrolled a number of students with little to no English proficiency. Many of these students are capable of learning grade level material, but language barriers make proficiency difficult. In providing individualized supports to acquire English alongside in class supports for comprehension, our ELL students' scores on WIDA evaluations and state assessments will increase.

Action Steps to Implement

1. Purchase and implement MobyMax for students with limited English proficiency who need instruction on the basics regarding English acquisition and who continue to need support learning to read at grade level (FSA)
2. ELL students will be scheduled into classes in clusters to allow for in-class supports to be provided.
3. Before and after school tutoring will be provided at no charge for ELL students new to the country/ English language.

Person Responsible Christine Young (christine.young@yourcharlotteschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Rate of student attendance correlated with accademic growth. Students who are chronically absent are less likely to succeed academically and more likely to drop out of school. Students with positive affinity for their school and that are involved in extra curricular activitess attend school more regularly

Measurable Outcome: Studdent absenteeism (not related to covid 19) will decline by 5%.

Person responsible for monitoring outcome: Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)

Evidence-based Strategy: Positive Behavioral Supports: PBIS and MTSS Teams will gather and analyze attendance data. PBIS will share the data wth staff and students. Both teams will coordinate the development of a tiered system of supports, including school wide education, targeted reminders, and individualized interventions for students with high rates of absenteeism.

Rationale for Evidence-based Strategy: PBIS statagies have an extensive history of positive outcomes when used to addresss high rates of school absenteeism. PBIS and MTSS Teams both use the tiered approaches to develop interventions. This shared approach and the fact that both teams are already active on campus increase the chance of the intervention being consitantly implemented, monitored, evaluated and adjusted.

Action Steps to Implement

Attendance data will be included on the agenda at PBIS and MTSS team meetings. Interventions will be monitored fo4 effectiveness

Person Responsible Deshon Jenkins (deshon.jenkins@yourcharlotteschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We will build a community of Instructional Leaders focused on improving alignment, increasing rigor and applying data analysis for the purposed of improving instruction. Program planner (PP) meetings will be used to increase PP capacity to guide discussions based on data. Department meetings will be scheduled to allow APC to attend regularly. APC will meet with all PP individually several times during the year to ensure each department has necessary resources. Program Planners will be expected to lead and document Department Data Chats focused on evidence that learning has occurred. The APC will coach these PP through a process of identifying, collecting and evaluating core-specific data sources.

APC will encourage attendance at district-led data days for Civics and Science 8, meeting with these PP individually to develop a follow-up plan specific to Murdock. APC will lead a data day for both the ELA and math departments focused on the alignment of the intended, taught and tested curriculum for each grade level.

During state testing of Math 8, all Algebra 1 students will participate in an Algebra boot camp led by the Algebra 1 teachers and a retired Algebra 1 teacher.

We will increase the visibility of administrators in classrooms, providing feedback for classroom instruction not attached to the evaluation system elements. The primary focus for classroom visits will be to ensure that instruction is aligned to state and district expectations and document evidence of student engagement in the learning process.

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

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Establishing a positive climate for work and learning is a priority for the administrative team. The initial focus was on establishing positive relationships between administrators and instructional staff. The two most recent school climate survey results demonstrate a marked improvement with employee responses showing

a significant positive change.

This year the administrative team will maintain positive staff relationship gains while broadening the efforts of promoting positive school climate for students and families. The administrative team will do so by fostering trust, emphasizing transparency in decision making, and communicating respect for all employees. The principal will establish a Principal's Student Advisory Council which will meet bi weekly to discuss student needs, and recommendations. Student Government will increase their visibility and functioning becoming the primary mechanism for student led decision making. Elections for classroom representatives will be held at the beginning of the school year with officer elections soon to follow. The MTSS team will include a portion of their agenda to examining the current school climate as well as recommendations for improvements.

Parent Family and Engagement Plan (PFEP) Link

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