

Martin County School District

Murray Middle School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
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* 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%)
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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Murray Middle School

4400 SE MURRAY ST, Stuart, FL 34997

martinschools.org/o/mms

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>56%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>48%</p>

School Grades History

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

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Murray Middle School strives to educate well rounded, self-directed, lifelong learners who are celebrated for their successes today and prepared for tomorrow.

Provide the school's vision statement.

Murray Middle School educates all students for success - academically, behaviorally, socially, and emotionally.

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
Laws, Amy	Principal	<ul style="list-style-type: none"> - Instructional Leader - MTSS member - SAC member - PBIS member
Jerrells, Michele	Teacher, K-12	<ul style="list-style-type: none"> - Science department chair - New teacher mentor coordinator - PBIS member
Sequeira, Christine	School Counselor	<ul style="list-style-type: none"> - 8th grade team leader - MTSS member
DeJames, Tami	Assistant Principal	<ul style="list-style-type: none"> - Discipline - Facilities - Activities/athletics - MTSS member
Orozco, Guillermo	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 - PBIS member
Caswell, Anita	Teacher, K-12	<ul style="list-style-type: none"> - Related arts department chair - Public relations liaison - PTSA member - 6th grade team leader - MTSS member
Hammond, Nicole	Teacher, ESE	<ul style="list-style-type: none"> - math department chair - Character Counts coordinator - PBIS 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
Chasse, Paul	Teacher, K-12	<ul style="list-style-type: none"> - 7th grade team leader - PBIS chair - MTSS member

Demographic Information

Principal start date

Wednesday 7/1/2015, Jeffrey Umbaugh

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.*

4

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.*

15

Total number of teacher positions allocated to the school

44

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)	70%
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School Grades History	2018-19: B (61%) 2017-18: B (56%) 2016-17: B (56%) 2015-16: 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 .	

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	192	167	212	0	0	0	0	571
Attendance below 90 percent	0	0	0	0	0	0	23	14	20	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	1	0	3	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	12	17	32	0	0	0	0	61
Course failure in Math	0	0	0	0	0	0	28	17	32	0	0	0	0	77
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	33	26	41	0	0	0	0	100
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	27	26	17	0	0	0	0	70

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	20	37	62	0	0	0	0	119

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	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 10/8/2020

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	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

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

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	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

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

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	
	(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	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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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				
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%	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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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%	0
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%	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	65
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	50
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.

For the charted prior 3 years of data, MMS has fallen below the state and district averages in science proficiency, with proficiency averages of 50% in 2019, 51% in 2018, and 46% in 2017. Since there is no data for the most recent 2020 testing season, the previous (2019-20) concern of high teacher turnover in science had been troubling to MMS leadership. Especially in grade 8 at MMS, but also in the other grade levels, some positions have even been vacant and new teachers hired mid-year, which was especially difficult in the 2017-18 and 2018-19 school years. Fortunately, the 2019-20 and current school years have remained stable within the science department.

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

With English Language Arts (ELA) proficiency at 53% in 2017 and 2018 and then 51% in 2019, ELA has experienced the greatest decline in proficiency. Students who are currently in grade 8 consist of the cohort impacted by an ELA classroom in 2018-19 being without a certified teacher for three quarters of the year and the loss of one of the two intensive reading teachers after the first few weeks of the school year. Though the reading teacher was replaced eventually, there was a great deal of instructional time lost in reading interventions. Thankfully during the 2019-20 school year, as with science, there was no turnover in the ELA or intensive reading classes. In addition, lack of teacher clarity and use of data tracking with students, related to reading standards, was a concern that is being addressed.

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 had the greatest gap when compared to the state average. In 2017, MMS was above the state average, with MMS' proficiency at 53% and the state's at 52%. In 2018, MMS and the state both averaged 53% proficiency in ELA. However, in 2019, the ELA proficiency average for the state was 54%, but MMS' proficiency was 51%. Higher teacher turnover in ELA and intensive reading have contributed to the negative gap in the MMS data when compared to the state data. Additionally, the need for teachers and students to track data based on mastery of ELA standards has been an area in need of growth, which also could contribute to lower proficiency.

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

From 2018 to 2019, learning gains and achievement in math increased by eight percentage points. Math classes are taught by teachers who have strengths with specific grades and levels of students because the administrators have created the schedule based on which types of classes and students each math teacher is best suited for. Additionally, ESE teachers collaborate effectively in at least three math sections per grade level, including mostly students who had not scored proficiently on the prior year's math FSA. Students in this situation, having access to two certified teachers in a well-functioning team teacher environment, have access to more small group instruction and remediation. Also, there has been less teacher turnover in the math department in the past four years than other departments.

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

Attendance is a major area of concern at MMS in the 2020-21 school year. Students have had the option of joining class in person or remotely. With the building of good remote learning habits in quarter 1 of the school year, the aim is that fewer students have unexcused absences throughout the remainder of the school year. Another area of concern is number of students who are suspended this school year. Student disruptions in class and failure to comply with the school dress code contribute to the majority of office referrals.

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

1. Culture and environment specifically relating to social emotional learning
2. ESSA subgroup specifically relating to students with disabilities
3. Instructional practice specifically relating to English Language Arts
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

According to CASEL.org, "SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." Without a healthy identity, students and teachers lack the ability to make meaningful relationships with each other and peers. If students and teachers are not able to manage their emotions, they cannot lay a foundation for optimal teaching and learning in the classroom. A lack of empathy leads to empty interactions instead of productive communication and trust. A strong focus on SEL at MMS would impact teachers and students because it lays the foundation for success of the whole person.

Area of Focus Description and Rationale:

Additionally, CASEL.org states, "SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation." Since there is a disproportionate number of office referrals, specifically related to classroom disruptions, among minority boys at MMS, using the framework of equity to drive the goal of SEL improvement is important.

The Panorama platform provides MMS with the opportunity to reflect on, and incorporate tools to intervene, SEL concerns. When students and teachers are faced with the challenge of self-reflection and encouraged to make changes in their thoughts and behaviors, specifically in the areas of grit, self-efficacy, social awareness, and self-management, they may feel less overwhelmed, more able to confront personal growth areas, take ownership for their negative behaviors, and celebrate their successes.

Measurable Outcome:

On the Spring 2021 Panorama Survey, student responses will be compared to Fall 2020 responses. In Fall 2020, self-management had a favorability score of 63%, a decrease of 2% from Spring 2020. Social awareness fell 1% from Spring 2020 (56%) to Fall 2020 (55%). Grit was rated schoolwide at 47% in Spring 2020 but fell to 45% in Fall 2020. Self-efficacy, the lowest area, did climb by 1% from Spring 2020 (41%) to Fall 2020 (42%). The goal for MMS would be to increase by at least 1% in all areas of the survey in Spring 2021. The percent of office referrals due to classroom disruptions will also decrease from 2019-20 (152 referrals) to 2020-21. Better classroom participation for students and a greater chance of workplace satisfaction, and thereby teacher retention, are the MMS goals pertaining to SEL within the school's climate and culture.

Person responsible for monitoring outcome:

Tami DeJames (dejamet@martin.k12.fl.us)

Evidence-based Strategy:

Panorama is a program the school district began offering in 2019-20 and continues to offer to schools in the 2020-21 school year. Additionally, as CASEL.org recommends, MMS will provide "free-standing lessons that provide explicit, step-by step instructions to teach students social and emotional competencies across the five core competency clusters—on age-appropriate topics such as labeling feelings, coping with anxiety or stress, setting and achieving goals, developing empathy and compassion, communicating effectively, resolving conflict, being assertive, and making responsible decisions." MMS will accomplish this through Tuesday Pride classes (a lion's family is called its pride, and our mascot is the lion). Both Panorama and CASEL.org resources will be used during Pride classes.

**Rationale
for
Evidence-
based
Strategy:**

One of the school leaders who was researching SEL for her graduate school work in educational leadership studied CASEL.org's findings and made note of its resources in last year's SIP/school culture strategies. As more people have become aware of its principles, it has become a more widely celebrated and used resource. Also, the district has provided training and the availability of the Panorama tools to help MMS teachers and staff prioritize SEL. MMS leadership trusts the recommendation of the district in its provision of Panorama and sees efficacy in the research and resources provided by CASEL.org. Additionally, the district director of school improvement recommended last year, after MMS' inclusion of CASEL.org in its SIP, that not including CASEL.org research within your SIP is a disservice to the students.

Action Steps to Implement

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 strengths and needs by monitoring and teaching strategies to address grit, self-management, social awareness, and self efficacy during Tuesday Pride lessons. Additionally, our Pride classes will spend time goal setting and monitoring achievement.

Person Responsible Tami DeJames (dejamet@martin.k12.fl.us)

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.

Person Responsible Guillermo Orozco (orozcog@martinschools.org)

MMS 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. These traits are also emphasized through Character Counts, a program where students are acknowledged for exemplifying the Character Counts pillars around good citizenship.

Person Responsible Paul Chasse (chassep@martinschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: With 33% of students with disabilities reported in the ESSA federal index, a figure eight percentage points below the minimum threshold, the achievement of students with disabilities, especially in ELA and math, are a top priority at MMS this school year. In 2018, 29% of this subgroup scored proficiently on their math FSA, and 24% scored proficiently in ELA. In 2019, 31% were proficient in math, and only 19% were proficient in ELA. The school-wide proficiency for 2018 was 53% for ELA and 63% for math, and for 2019 it was 51% for ELA and 67% for math. The gap continues to widen for students with disabilities at MMS.

Measurable Outcome: The subgroup of those at MMS who are identified as students with disabilities will reach or exceed the federal index of 41% on the 2021 FSA.

Person responsible for monitoring outcome: Amy Laws (lawsa@martin.k12.fl.us)

Evidence-based Strategy: Interventions for students with learning needs is deemed by Hattie (2017) as a high effect strategy (0.77). Specifically, students with disabilities who scored level 1 or 2 on their most recent FSA have access to math and reading interventions for one period each day per needed subject. Students at MMS have access to 3 related arts periods, and students who need math or reading interventions (as indicated by FSA data) are placed in these courses instead of other related arts. Of the students with disabilities who qualify for these classes, 96% are in intensive reading, and 81% are in intensive math. The other element of interventions for students with learning needs is with the four ESE support facilitators have one period each day to pull students for reading and math remediation, support in other content classes, and data chats.

Rationale for Evidence-based Strategy: MMS has offered intensive reading as an elective for many years, but this is the first school year we are offering a third related arts period and are also able to offer a few periods of intensive math. For the previous three school years, math and ELA have offered 75 minute classes, but this year they offer 48 minute classes. With this change MMS can increased availability of intervention times for students performing below proficiency was prioritized. Additionally, allowing flexibility in the ESE support facilitators' schedules provides the opportunity for one-on-one and small group interventions as formative data supports its need.

Action Steps to Implement

There are four flexible support facilitation periods per day that the ESE teachers can pull struggling students for individual or small group instruction in reading, writing, and math strategies across the curriculum. Students can be pulled for conferencing about formative data and receive remediation during these times as needed.

Person Responsible Leslie Lynch (lynche@martin.k12.fl.us)

ESE students use MobyMax to increase their basic math and reading skills. Parents are given information to access this program from home. This resource is an adaptive online program that remediates missing skills in foundational reading and math, based on students' pretest data.

Person Responsible Coli Escher (escherc@martinschools.org)

Support facilitators (ESE teachers) monitor progress on ELA and math grade level goals every 4.5 weeks and communicate this information to the parent and student via written documentation. Based on student needs, ESE teachers remediate during ELA and math classes.

Person Responsible Leslie Lynch (lynche@martin.k12.fl.us)

Support facilitators submit a log each week, documenting the daily services, accommodations, and supports given to each ESE student to increase proficiency in reading, writing, and math strategies across the curriculum. This accountability helps them track their time and promote reflection. They are also able to better notice equity issues with how they spend their instructional time.

Person Responsible Leslie Lynch (lynche@martin.k12.fl.us)

IPS Coach and support facilitators assist the teachers with interventions to assist struggling students with reading, writing, and math strategies. The teachers (ELA, math, and support facilitators) communicate, at minimum, twice weekly during professional learning communities.

Person Responsible Leslie Lynch (lynche@martin.k12.fl.us)

Within the intensive reading classes, students read articles at their Lexile levels (based on pre-test), and as student growth is evident by the completion of FSA-style questions, the Lexile level of the passages increases. This program (Achieve3000) is used as an intervention to close the reading gap among struggling readers.

Person Responsible Guillermo Orozco (orozcog@martinschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: English Language Arts achievement on FSA is an important area of focus for all subgroups of students at MMS. ELA achievement on FSA has not exceeded 54%, and the most recent FSA achievement was 51% (2019). Without the ability to read and communicate in written and oral form, students will experience barriers in ELA classes as well as all other coursework. Additionally, literacy is foundational to college and career readiness.

Measurable Outcome: The percent of students at MMS who are proficient on their ELA FSA in 2021 will increase from 51% to 53%.

Person responsible for monitoring outcome: Amy Laws (lawsa@martin.k12.fl.us)

Evidence-based Strategy: Teacher clarity, with an effect size of 0.75 based on Hattie's meta-analysis (2018), will be the target of ELA and intensive reading teachers this school year. This evidence-based strategy emphasizes learning goals, expectations, content delivery, and assessment results. Teachers will be progress monitoring proficiency of standards among students. They will also collaborate with their professional learning communities to determine next steps based on the evidence. Teachers in ELA should target standards and build students' awareness of them. They also need to slow down based on student data, when formative assessment data indicates students have not yet mastered a skill. At that point, teachers should reteach intentionally through differentiation and small groups.

Rationale for Evidence-based Strategy: In the past, teachers have not had access to resources that so clearly clarify student learning objectives and help students track data as they received in the 2019-20 school year and began using before the pandemic started. Teachers and students continue to use these resources this school year. The importance of this resource, Teengagement passages and lessons, is that there are explicit slides/lessons tailored to all reading standards that are assessed on FSA. Additionally, there are enough passages for each grade level to use three for common assessments, three in intervention classes (intensive reading) for modeling, and four for ELA teachers to use at their discretion within the classrooms, either for modeling, additional assessments, or small group remediation. This resource will provide teachers with the opportunity to be more clear in their content delivery and data discussions with students.

Action Steps to Implement

Intensive reading (some periods are called critical thinking) classes are available for students who most recently scored a level 1 or 2 on the ELA FSA. Within these classes, teacher clarity is enhanced through Achieve3000, an intervention program where teachers model reading strategies with high interest materials and then students independently practice reading skills at their own Lexile reading level. Student data is tracked from the teacher account as well as the student account, so frequent conversations occur related to student performance data. Additionally, the product has an algorithm available that automatically adjusts students' reading level within the system every month based on their performance, and the standards being reviewed within each student's account vary based on their previously missed questions. Students in these classes complete at least two passages, with questions, each week.

Person Responsible Coli Escher (escher@martinschools.org)

Teengagement is a set of reading resources 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 developed by the literacy coach because the questions align with the Florida LAFs that are tested on FSA. On the tracking worksheet, there is a table with cells for students to record their

answers to each passage's questions, use color-coding to indicate correct and incorrect answers, and track each passage's right and wrong answers. Conveniently, the passages all align with which standard is addressed within each numbered question, so the table also includes the terminology of the standard. This also leads to better teacher clarity. ELA teachers will use these passages for progress monitoring a minimum of three times throughout the school year.

Person Responsible Coli Escher (escher@martinschools.org)

Also within Teengagement's resources are easy to follow presentations of reading strategies tied to RI.1.1, RI.1.2, RI.1.3, RI.2.4, RI.2.5, RI.2.6, RI.3.7, RI.3.8, and RI.3.9. Teachers who have struggled in the past to explicitly teach these standards have a scaffolded set of resources available to share with students, create modeling exercises, and small group instructional materials to remediate based on the formative assessment data of the Teengagement progress monitoring passages mentioned above. Teachers will plan specific lessons, based on the data, within the professional learning communities and share other resources to more intentionally teach thinking strategies for how students should navigate certain types of questions, depending on which standard the question is assessing.

Person Responsible Coli Escher (escher@martinschools.org)

ELA teachers use MobyMax "Reading Skills Literature" and "Reading Skills Informational" to assign diagnostic assessments by standard and then remediation lessons for deficient standards. Students complete tutorial exercises on standards they have not yet mastered. By providing the scaffolding of lower grade level spiraled standards and then working up toward grade level texts, each student's pathway is differentiated for their unique needs. ELA teachers also use MobyMax to remediate deficient language standards with the "Language" component to remediate conventions and grammar. Intensive Reading teachers use MobyMax to remediate "Foundational Reading" where students work with an adaptive pathway of early literacy skills, such as sound blending, segmentation, and roots/affixes. Teachers can also provide interactive lessons tied to these standards in whole group and small group instruction.

Person Responsible Coli Escher (escher@martinschools.org)

Additional Schoolwide Improvement Priorities

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

There are no other priorities that will be identified on this plan, as our plan was school board approved before the completion of this text box.

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.

MMS values stakeholders as partners, such as community members, families, non-instructional staff, administrators, teachers, and students. Grade level team meetings, content area team meetings, and faculty meetings take place for clear communication and collaboration so all members feel they have a voice, and everyone's ideas are taken into account. SAC and PTSA meetings are open to all, so community and family partnerships are fostered.

Parents have live access to student grades through the FOCUS learning management system. Parents were also given the opportunity to submit an email address or cell phone number to receive a weekly 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 glean information and find out about events occurring at MMS.

A parent liaison became a new member of MMS in 2019-20 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 engages the community (where both the school and store are located) to promote literacy and math.

Murray Middle School currently has the 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 work with students 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.

Beginning in October, mentors through Boys and Girls Club are on campus daily to check in with students and provide emotional and academic support. Additionally Safe School Ambassadors is a program that trains students within the school to speak out against negativity on campus.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1 III.A. Areas of Focus: Culture & Environment: Social Emotional Learning							\$3,610.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
			0081 - Murray Middle School	School Improvement Funds			\$3,000.00
<i>Notes: summer teacher conference</i>							
			0081 - Murray Middle School	School Improvement Funds			\$400.00
<i>Notes: student school spirit merchandise</i>							
			0081 - Murray Middle School	School Improvement Funds			\$210.00
<i>Notes: Character Counts teaching materials</i>							
2 III.A. Areas of Focus: ESSA Subgroup: Students with Disabilities							\$22,410.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
			0081 - Murray Middle School				\$20,000.00
<i>Notes: Intervention teacher (half year)</i>							
			0081 - Murray Middle School				\$210.00
<i>Notes: dyslexia conference</i>							
			0081 - Murray Middle School				\$1,700.00
<i>Notes: ESE co-teaching conference</i>							
			0081 - Murray Middle School	School Improvement Funds			\$500.00
<i>Notes: ESE student teaching materials</i>							
			0081 - Murray Middle School	General Fund			\$0.00
<i>Notes: MobyMax math and reading intervention</i>							
			0081 - Murray Middle School				\$0.00
3 III.A. Areas of Focus: Instructional Practice: ELA							\$78,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
			0081 - Murray Middle School	Title, I Part A			\$42,000.00
<i>Notes: Literacy intervention teacher</i>							
			0081 - Murray Middle School	Title, I Part A			\$17,000.00
<i>Notes: Parent liaison</i>							

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			0081 - Murray Middle School	Title, I Part A		\$3,000.00
			<i>Notes: summer teacher conference</i>			
			0081 - Murray Middle School	Title, I Part A		\$15,000.00
			<i>Notes: Achieve3000 online reading program</i>			
			0081 - Murray Middle School			\$1,500.00
			<i>Notes: Kahoot premium plus online accounts for teachers (vocabulary review, formative assessments)</i>			
					Total:	\$104,520.00